INTEGRATING CAREER EDUCATION INTO
TEACHER PREPARATION

by
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I hereby recommend that this dissertation prepared under my direction by Brenda Braun Even, entitled Integrating Career Education Into Teacher Preparation, be accepted as fulfilling the dissertation requirement of the degree of Doctor of Philosophy.

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1975
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ABSTRACT

This dissertation initially summarized the evolution of career education from January 1971, to the present and then examined the elements which combined to generate such a thrust for educational reform: the prevailing economic and social conditions of the seventies; the body of philosophical, historical, and theoretical knowledge and antecedents available to serve as the underpinnings for the movement; federal and state involvement, commitment, and revenue.

An extensive review of the literature in the field revealed that little emphasis had been placed on career education at the pre-service level. More precisely, the literature indicated that college and university teacher preparation efforts in career education fell into the following categories: in-service programs, elective courses, curriculum development, and some pre-service options. The purpose of the integration study, then, was to analyze the existing teacher preparation program of the Secondary Education Department, University of Arizona, and to develop a model which integrated career education into this existent program.

The significance of such a study can be examined from three distinct vantage points--the national perspective, the state vista, and the local outlook. From the national
perspective, it was significant because it dealt directly with the problem of training pre-service personnel; because it suggested an integrated career education approach, rather than either a single course or an overshadowing college emphasis; and because it fulfilled a designated and practical research need.

From the state vista, it was significant because of Arizona's 15 million dollar emphasis on the integration of career education in its K-12 educational framework. Finally, from the local outlook, the study was significant because of its integrative and option-providing nature which is applicable to the regular and experimental approaches to the Secondary Education Department's teacher preparation program.

This study was both analytical and developmental in nature. The first section examined the existing pre-service teacher preparation program in The University of Arizona's Secondary Education Department. Both the regular and experimental approaches were analyzed in terms of rationale, outcomes, objectives, designated course work, the student teaching experience, and any other aspects deemed pertinent.

The second section built on the first in that the model integrated career education into the existing teacher preparation program examined previously. The rationale, as well as the outcomes and elements for integrating career education were delineated and discussed. Then, on the basis of the literature reviewed plus personal interviews with career education experts in the field, a set of career education components of integration
was designated: need, career education concept, orientation to the world of work, information systems and use of resources, implementation through curriculum, guidance and counseling, and change process. Selection of this set was based on internal coherence in terms of a developmental career education training plan and integrative consistency in relation to the existent teacher preparation program itself.

After the selection was examined and the components explained, overall course integration schematics were developed in terms of the core courses in the teacher preparation program of the Secondary Education Department. In addition to these holistic schematics, individual core course schematics were likewise developed, outlining outcomes, elements, integration components, objectives, suggested activities, evaluation, and resources. A separate schematic, detailing the use of the Career Information Center was also presented. Both the regular and the experimental approaches were examined in this context.

As with the process of component selection, this model for integrating career education into the teacher preparation program of the Department of Secondary Education must be judged first on its internal coherence and then on its integrative consistency. Further ramifications of the model's schematics, as well as suggestions for evaluation, implementation, and future studies were also examined.
CHAPTER 1

INTRODUCTION

Background of the Study

Career education formally entered the educational arena in January, 1971, when Sidney P. Marland, then U. S. Commissioner of Education delivered his speech "Career Education Now" at the annual convention of the National Association of Secondary School Principals; in that speech he called for an educational rejuvenation, a new thrust in American education. This speech was followed by many other speeches and conference discussions throughout this country and abroad on the applicability and adaptability of career education (Marland 1971a, 1971b, 1971c, 1971d, 1971e, 1972a, 1972b). The response to Marland's initiatives was in High's (1974, p. 3) terms, "immediate and widespread." Hoyt, Evans, Mackin, and Mangum (1972, p. 7) substantiated that response with their statement: "Career education is 'in' in American education." In fact, they (1972, p. 7) summarized just how widespread that response has been when they enumerated the following:

The National Education Association has endorsed it and also the National Association of Chief State School Officers, the American Vocational Association, and the National Advisory Council on Vocational Education. The Association of Secondary School Principals has acclaimed
it, and the concept is attractive to the National Congress of Parent-Teacher Associations. The American Association of School Administrators [has held] conferences on career education through its National Academy of School Executives. The American Association of Junior Colleges has joined the favorable chorus. Outside education, responses from organized labor, the U. S. Chamber of Commerce, and similar groups have been equally approving.

Conspicuously absent from this group of supporters, however, are the higher education associations and their constituents. Hoyt et al. (1972, p. 227) noted that the colleges are farthest away from "doing career education," as they are still allocating the education dollar through selection practices to those who need it least and rejecting those who need education most, trying to remain "pure" by ignoring the world, and in their most vocational aspects, the graduate schools, perpetrating artificial and irrelevant entrance requirements to some of the better paid occupations. Colleges of education--once centers of innovation as well as protectors of quality in education--are now more likely to be perpetrators of the status quo and defenders of stodginess.

In spite of some hesitancy on the part of colleges and universities, the career education thrust has received overwhelming support in the three years since Marland's initial speech--indicative of the fact that "[his] ideas on Career Education were striking responsive chords with a variety of groups and with large numbers of people (High 1974, p. 3)."

More specifically, on the state level, numerous states--including Texas, Arizona, California, West Virginia, Kansas, South Dakota, Connecticut, Maryland, Kentucky, and Michigan--have mounted efforts to develop, coordinate and implement career education projects on a statewide basis. "An indication of the
breadth of state-level interest in career education," according to High (1974, p. 5), "is found in the fact that thirty states have now developed state definitions of career education ... [ranging] from official statements adopted by state boards of education, through semi-official statements printed in state publications, to unofficial working definitions used in staff papers and planning documents."

In terms of university and college involvement, "at least seventeen universities are now offering courses in career education as part of their teacher preparation programs; three of these universities offer a major in career education (High 1974, p. 5)." Nevertheless, the major university and college involvement centers on in-service activities: training, program development and evaluation, and material development in the field. Many colleges and universities have joined efforts with their state departments of education and their local school districts to develop model programs of career education. Kansas City University, Marshall University, Glassboro State College, Shippensburg State College are but a few who have participated in such combined efforts (High 1974).

The University of Minnesota is working with a number of local school districts to develop instruments for evaluating career education programs; the Cornell Institute of Research and Development is emphasizing career education support for local school efforts in New York State. Southern Illinois University,
Northern Illinois University, Eastern Illinois University, and the state universities of Florida are involved in systematic efforts to develop, test and revise career education instructional materials (High 1974).

With regard to local school district participation in the career education movement, those school districts engaged in career education activities are far too numerous to mention and their means of involvement varies far too widely to be concisely indexed. In fact, as High (1974, p. 7) noted, "these efforts vary in intensity from a few short workshops to help teachers incorporate career concepts in their classroom teaching to long-range undertakings involving a thorough revision of curriculum and a combining of school and community resources into a comprehensive career education program." Smoker's (1974) survey of the current situation detailed a number of the more completely developed and highly innovative programs.

Other developments in the career education movement include the newly formed National Institute of Education, which has generated substantial research and development in career education, and the committee on Labor and Public Welfare of the United States Senate, whose pending federal legislation deals with career education (High 1974).

It is obvious, then, that much has transpired in the three years since Marland spoke to the National Association of Secondary School Principals. Granted that much has transpired
and much still needs to be accomplished, the question still re-
mains—Why? Why has career education been so enthusiastically
endorsed within normally slowly changing public education?—to
paraphrase the words of Hoyt et al. (1972).

Marland, High, Hoyt, Tennyson, Herr, Goldhammer, and
Taylor, to name a few, have commented on the reasons why such a
phenomenon occurred. High (1974, p. 8) perhaps elucidated their
general reactions most succinctly:

There are at least three factors which might enter
into an answer to this question. First, the social and
economic situation called for something like career edu-
cation; the time was "ripe" for an initiative of this
sort. Second, a great deal of time-consuming work had
already been done, both of a theoretical and a practical
nature, on various elements which could be combined into
a career education concept. Third, the strategy which
was used for the development and diffusion of career
education was effective in securing widespread partici-
pation in the career education effort.

Perhaps first and foremost were the prevailing economic
and social conditions existing as the seventies gathered momen-
tum. Marland (1973, p. viii) himself offered the following
generalized list of reasons for "the time has come" rationale:

- The schools and colleges of America had felt a steadily
  increasing spirit of malaise among students searching
  for a purpose.

- Taxpayers were no longer willing to put their trust
  blindly in education; fewer than half the school fi-
  nance referenda were passing.

- President Nixon had, in 1970, asked for broad reform
  in education, calling a halt to more Federal money for
  more-of-the-same.
After five years of Federal investment in compensatory education, the formula for improving the quality of education for the disadvantaged continued to elude us.

Fully a third of the high school students [more in the big cities] were enrolled in the general curriculum, leading neither to college nor an occupation.

Many young people were entering college without a goal or purpose beyond the acceptance of the social dictum that declared college to be a good thing, and therefore a good thing for everybody—a value system seemingly reinforced by parents, counselors, and teachers.

Intellectual snobbery sustained the age-old stereotype that declared traditional vocational education in secondary school to be "fine for someone else's children."

Unemployment was dangerously high, while technically oriented jobs were unfilled.

The American people—employers, parents, labor organizations, and especially students—were expecting more from education than they were getting without necessarily voicing the precise terms of their discontent.

In addition, Hansen, Klaurens, and Tennyson (1973a, p. 1) commented on the needs of youth and adults in terms of career development: "That young people want and need more help in career development—in the process of finding out who they are and can become—is well documented in the literature on human effectiveness and adolescent development." They (1973a, p. 1) cited the works of Erikson, May, Maslow, Douvan, and Project Talent which "has focused on human potentialities and the problems of coping with a complex, changing technological society," and reminded us of "the numerous educational critics who charge that the schools are not doing a very good job of helping [young people] in their search for identity and development as human beings." Career
education, they (1973a, p. 2) confirmed, "offers one way through which students can be assisted in the vocational development tasks which face them at each stage of their lives."

Similarly, Herr (1972, p. 35), having examined the works of a number of social observers—Whyte's *Organization Man*, Riesman's *The Lonely Crowd*, Kimball and McClellan's *Education and the New America*, Reich's *The Greening of America*, Dreikurs' *The Age of Discontinuity*, Guidelines to Our Changing Society, and Toffler's *Future Shock*—commented on "the need to address systematically the acquisition by students and adults of those information-processing and choice behaviors which would reinforce personal power to affect one's life." Herr (1972, p. 35) also noted:

"... none of these observations necessarily indicates that the current society represents a plague upon the individual but rather that education must acknowledge directly and programmatically ways of helping persons locate themselves and find their occupational, educational, and personal mobility in a constructive and informed fashion in addition to being prepared to be productive."

High (1974) added that there has been considerable indication of student disenchantment with the existing educational system. In fact, High (1974, p. 9) emphasized the fact that "many students have elected to withdraw from the formal school system, and those who have remained have complained, sometimes violently, about the lack of relevance of their studies."

Both High and Hoyt et al. commented on the issue of accountability as a factor in the meteoric rise of career
education. According to High (1974, p. 9), "dissatisfaction on the part of parents and the public at large has been reflected in increasing voter resistance to expenditures of funds on the public schools." Hoyt et al. (1972, p. 11), believing that the emergence of career education as a concept whose time had come was indeed related to the demand for accountability, underscored this relationship as follows:

The public had increased its investment in education tenfold in a quarter-century and wanted to know what it was getting for its money. Previous over-promises of education as the universal cure to social ills were painfully coming home to plague educators who, lacking clearly defined objectives, were hard put to demonstrate measurable results. Career success was an objective to which the public could relate. It had become clear that education could not continue to be its own justification. It had to be preparation for something.

Therefore, it is evident that the social and economic situation in the seventies called for educational reform. High (1974, pp. 9-10) defined that reform as

... one which would seem relevant to the students and worthwhile to the public, one which would take place not only in the schools but also in the economic institutions of society, and one which would provide individuals with information, information-processing behaviors, and decision-making skills enabling them to consider and explore wide-ranging alternatives and make rational choices concerning their educational paths and their personal and career goals.

Career education as enunciated in 1971, and as it has evolved in the past few years, appears to offer the promise of fulfilling these expectations.

Secondly, career education was not an entirely new concept. As pointed out by White (1973, p. 231), "there are
historical and philosophical antecedents for much of it." As a matter of fact, Hoyt et al. (1972, p. 8) noted that "no new concept has yet been introduced in the current discussion of career education. Though there have been new applications of familiar concepts, no concept is included which has not been discussed by leaders and scholars in vocational and other education for years." In fact, according to Barlow (1973), early history records that the Hebrews, around 64 A.D. for example, had well-defined laws relating to career preparation. Numerous other examples are likewise evident.

Tennyson (1973, p. 100) introduced his article "Career Exploration" with the statement that "the genesis of career exploration dates to 1895, when the California School of Mechanic Arts, under George Arthur Merrill, introduced exploratory activities into its curriculum." Marland (1973) referred to James Russell and John Dewey as other contributors to the concept of career education early in this century. To these names can be added that of Frank Parsons whose classic Choosing a Vocation was published posthumously in 1909 (Tennyson 1973).

White (1973, p. 231), summarizing Goldhammer and Taylor, listed "three major sources that have made substantial contributions to the conceptual framework." These sources include:

a. Statements of the major goals of education enunciated by various groups such as The Commission on Reorganization of Secondary Education, The Educational Policies Commission of the National Education Association,
b. educational legislation reflecting society's collective intentions in this area [i.e. the Morrill Act, the Smith-Hughes Act, the Vocational Act of 1963 and its 1968 amendments], and

c. the accumulation of research findings concerning individual development.

Herr (1972, pp. 34-35) provided a synopsis of the historical, philosophical, and conceptual precedents for career education in the following five statements:

1. Virtually every concept which is presently embodied in career education has been advocated at some point in American education. This is not to suggest that such concepts have either been operationalized or tested in practice. Nevertheless, philosophical support for the major elements of career education has historical construct, if not evaluative, validity.

2. Most of the elements of career education have their roots in the early efforts to embody industrial education and, somewhat later, vocational guidance in the public schools. Both vocational education and vocational guidance were direct responses to the needs for distribution, classification, and preparation of manpower occasioned by the rising industrial character of the U. S. in the late 1880's and 90's as well as the first two decades of the twentieth century.

3. Advocacy of vocational education and vocational guidance has largely been precipitated by economic and industrial needs rather than personal or individual needs, although there have been social reform and social welfare threads running through advocacy of these services. It is apparent that at the present time, as was true in the last decade, this situation has largely reversed with individual needs being considered the major base from which educational programming must begin.

4. Until approximately 1960, concern for the vocational needs of individuals was reflected principally in providing different categories of vocational training. To a high degree, the categories of vocational training were defined by occupational or industrial
needs or, in some cases, inertia. Thus, persons needed to be fitted to programs rather than programs fitted to persons. Since 1960, however, increased attention has been focused on the needs of special groups of persons—i.e., the disadvantaged, the handicapped, the academically retarded—as well as the affective dimensions of employability as reflected in terms such as vocational identity, vocational maturity, and vocational decision-making.

5. Although there were antecedents in life adjustment and progressive education positions prior to 1960, since then increased emphasis has been focused on the prevocational elements of decision-making and preparation to be found in the elementary, middle or junior high school educational levels.

In some detail, Herr (1972) also analyzed the theoretical bases for career education as he reviewed the works of some twenty scholars covering the period from 1951-1971. Included in this theoretical review are the works of Super, Bush, Wrenn, Tiedeman and Dudley on the concept of "career"; the studies by Super, Ginzberg, Tiedeman, O'Hara, Dudley, Gribbons and Lohnes on the developmental process; the work of Roe and Holland on personality and that on decision-making by Crites, Blau, Davidson, Katz, Brayfield and Hill.

As Taylor and Ward, Herr and Swails, and Drier all indicated in their 1973 articles, career development theory is indeed the major theoretical basis for career education. Although they recognize theoretical input from the trait-factor, sociological, and personality theories, they and other advocates, according to Taylor and Ward (1973, p. 215), "focus most heavily on the developmental or self-concept approach as the appropriate guide for the development of career education."
That a body of philosophical, historical, and theoretical knowledge and antecedents was available in 1971, to serve as the underpinnings for the career education movement is thus obvious. Perhaps not as conspicuously apparent, but nevertheless available "were the results of a number of experimental and developmental projects dealing with components which could be combined into a comprehensive career education framework (High 1974, p. 10)." These projects emphasized the occupational cluster concept, techniques for increasing student awareness of career options, the provision of realistic, hands-on exploratory experiences, the "career-ladder" concept, carefully designed career preparation programs, as well as fresh approaches to the delivery of career guidance services (High 1974).

In addition, as detailed by High (1974), the special Advisory Council on Vocational Education--appointed by the Secretary of Health, Education and Welfare in November, 1966--completed its work in December, 1967. The Council in its General Report of 1968 made a number of recommendations which in effect provided an operational base for the career education movement. Particularly noteworthy, according to High (1974, p. 12), was Legislative Recommendation No. 3, which suggested that

... funds and permanent authority be provided for the Commissioner of Education to make grants or contracts to state boards and with approval of the state board to local educational agencies and to other public or non-profit private agencies, organizations, or institutions for planning, development, and operation of exemplary or innovative programs of occupational preparation.
This Legislative Recommendation was accepted by the legislature and enacted into law as part of the 1968 amendments to the Vocational Education Act of 1963. As a result of this legislative action, the U. S. Office of Education sponsored a conference in March of 1969; from that conference came A Guide for the Development, Implementation, and Administration of Exemplary Programs and Projects in Vocational Education, edited by Bottoms and Matheny. In the fall of that year, the U. S. Office of Education invited school districts or organizations to submit proposals for exemplary projects as outlined in the Advisory Council's legislative Recommendation No. 3. Some 175 proposals were submitted and the best proposal from each state was selected for funding. Obviously, then, by 1970, at least 50 school districts, one in every state, as noted by High (1974, p. 13), "were attempting to pull together a variety of career-related components and combine them into the rough beginnings of a career education framework."

Once again— as with the social and economic situation of the 1970's— it is obvious that the stage was set for the onset of educational rejuvenation, revitalization in the guise of career education. High (1974, p. 13), perhaps, most concisely summarized the great deal of time-consuming background work which had been completed by the spring of 1971, when he commented:

A body of theoretical work on career development was available, a great deal of developmental work had been completed on diverse components which could be combined and unified around a career development theme, and the
actual pulling together of some of the pieces had begun in at least one school district in each state.

The third factor, which contributed to the swift entrenchment of career education was the development of a dual federal strategy which simultaneously encouraged spontaneous innovation and systematic attempts to analyze the burgeoning career education concept. High (1974) described the aspect of spontaneous innovation in terms of the U. S. Office of Education encouraging states and local school districts to become involved; making federal monies available to them; performing a clearinghouse function for them; providing them with regional and national conferences and meetings; issuing bibliographies; making on-site project visitations and supporting State Research Coordinating Units. Hoyt et al. (1972, p. 7) summed up the situation a bit more bluntly:

A high official of the U. S. Office of Education, Sidney P. Marland, Jr. . . . made Career Education the password of his administration. Not only that, he . . . allocated some of the discretionary money available to him through various education appropriations to implement the concept. State and local education agencies seeking additional funds, U. S. Office of Education staff ambitious for the inside track, consulting firms after business--all [knew] the key word for grantsmanship and advancement.

The other aspect of the dual strategy--the systematic analysis of the career education concept--was initiated in 1971, by the National Center for Educational Research and Development of the U. S. Office of Education. In August of 1972, this analytical effort was transferred to the newly created National
Institute of Education, which currently retains that responsibility (High 1974).

Thus in 1974, it was apparent, according to High (1974, p. 15), "that the strategy of encouraging local innovation in relation to a broadly described concept has resulted in widespread participation in the career education movement and has generated a wide variety of career education activities." In fact, according to Taylor and Ward (1973), "Career education has probably gained more attention from educators, politicians, and the general public than any other educational innovation of the past decade." They believed that this is true because of the nature of career education; it focuses more directly on educational outcomes than on improving the efficiency and effectiveness of the delivery system. They likewise believed that this focus on educational outcomes by preparing individuals for all life roles will predictably clarify the debate concerning the values and purposes of education. Consequently, in the opinion of Taylor and Ward (1973, p. 213), "career education effort will be the center of philosophical and ideological discussions for some time."

Career education, then, is indeed an idea whose time has come; an idea whose impact was relevant to the social and economic ills of the 1970's; an idea whose theoretical, philosophical and historical antecedents were compatible with a variety of existent developmental and experimental components; an idea
whose strategy for implementation was conducive to widespread innovation, as well as systematic analysis. It is—if the evidence of Smoker’s (1974, p. 72) broad review of career education trends across the country is any indication—perhaps "the major redirection of the entire educational system."

Nevertheless, in spite of these indicative educational trends, the nation's colleges and universities are still not developing coordinated on-campus programs; they still tend to center their efforts on various aspects of in-service training as detailed previously. In fact, according to Kenneth Hoyt, now Associate Commissioner for Career Education, in a comment made at the Alaska NACVE Regional Convention in 1974, only two universities in the country are presently incorporating career education in any kind of a full-blown program—Michigan State University and The University of Arizona. Under the leadership of Keith Goldhammer, Dean of the College of Education at Michigan State University, a task force was appointed to develop an operational definition of career education, some working guidelines and a plan for involving the faculty in career education. Three task forces were then established to study career education at the elementary level, at the middle and junior high levels, and at the senior high, post-secondary and adult levels. Presently these groups are developing a resource center of career education materials, cadres of staff members for in-service training teams, implementation models for personal training and evaluation designs for local use (Hansen et al. 1973a, High 1974).
The University of Arizona Career Education Project, funded by the Arizona State Department of Education and coordinated by Brenda B. Even and Dr. Betty Joe Newlon, emphasizes integrating career education into existing College of Education in-service teacher-training courses. In order to integrate career education into existing courses, Ms. Even and Dr. Newlon serve as career education specialists; in essence, as consultants to professors in the College of Education. Role delineation stresses impact upon teacher trainees in terms of (1) professor presentation of career education information following consultation with career education specialist; (2) career education specialist demonstration following consultation with professor; (3) career education specialist-professor team presentation; and (4) the creation and maintenance of a Career Information Center to provide examples of career education resources for classroom presentations, workshop demonstrations, teacher trainee and professor usage. Additional services provided by the project include in-service workshops in the field, extension class involvement, some trial pre-service teacher preparation course integration, and cooperation with and provision of consultant services for departments and colleges outside the College of Education; i.e., the University Student Counseling Bureau, the Continuing Education branch, special programs such as those relating to Chicanos, Women, and Indians (Even 1974b).
Purpose of the Study

Although the career education program at The University of Arizona does indeed emphasize some pre-service involvement as mentioned above, no fully integrated model has yet been developed. Thus, the purpose of this study was to analyze the existing pre-service teacher preparation program of the Secondary Education Department, College of Education, University of Arizona, and to develop a model which integrates career education into this existent program.

Significance of the Study

The significance of this study can be examined from three distinct vantage points--the national perspective, the state vista, and the local outlook.

When career education is viewed from the national perspective, it becomes obvious that it is a force which higher education cannot afford to ignore; extensive grass-roots activity attests to the fact that career education is fast becoming a necessary ingredient in the current educational potpourri. That Micheels (1973, p. 153) agreed with this estimate is apparent in his comment:

The career education movement is creating a groundswell of activity at every educational level, perhaps as one reflection of the temper of the times. Higher education cannot remain aloof from these new realities. It is in this sense that each college ought to examine, decide, and define how career education can stimulate renewal efforts and become an integral part of an evolving mission on each campus.
This study is one indication that The University of Arizona is not remaining aloof from new realities.

More specifically, however, Fite, Keller, Hansen et al., and Hoyt et al.—among others—focus the career education thrust on the necessity of colleges and universities addressing the problem of training personnel to maintain and enhance the career education impetus. Fite (1973, p. 356) referred to three aspects of the problem confronting higher education: "... the relationships between higher education and the secondary schools; the development and emphasis of career education in colleges and universities; and the training of personnel to carry out the continuing tasks of career education, particularly in programs of teacher education."

Keller (1973, p. 186) noted that one of the facts implicit in any personnel development plan is that "pre-service educational reform will be necessary to maintain and support local educational efforts." Similarly, Hoyt et al. (1972, p. 166) referred to pre-service educational renovation as a salient feature which cannot be overlooked by a teacher education institution: "The undergraduate teacher education program must be invested with a career education emphasis. Such an emphasis is now almost completely lacking. Work experience and work-study programs should become as important to their preparation as student teaching."
Hansen et al. (1973a) cited the emergence of hundreds of career education programs across the country as evidence that career education is not merely a passing fad, but rather an apparent focus of educational innovation in the seventies. They (1973a, p. 2) then noted, however, that "if these programs are to be effective, teachers must know their responsibilities and obtain the skills, knowledge, attitudes, and competencies needed to implement them. While there has been considerable activity in in-service education in career education, the amount of effort in pre-service programs has been minimal."

As was documented earlier, as of the spring of 1974, "at least seventeen universities are offering courses in career education as part of their teacher preparation programs; three of these universities offer a major in career education (High 1974, p. 5)." Such examples may very well indicate what Fite (1973) has labeled the possible mistakes which post-secondary institutions with a major responsibility for training teachers may make when considering their approach to career education. "In the first place," Fite (1973, p. 362) commented, "there will be pressure to add a course or two in 'Career Education' to the teacher training curriculum and let it go at that. Secondly, a few institutions may permit career education to overshadow most of what is done in the school or college of education. Neither of these approaches will achieve the desired results."

This study, then, is significant first, because it deals directly with the problem of training pre-service personnel; and
second, because it suggests an integrated career education approach, rather than either a single course or an overshadowing college emphasis.

And finally, Crawford (1973, p. 263)—in summarizing practical research needs in relation to career education—included, among the tasks for the developmentally oriented researcher, "devising and refining designs for the appropriate training for teachers, both those prepared academically and those qualified by successful performance of careers." That this study does indeed fulfill a practical research need as outlined by Crawford is another evidence of its significance.

When career education is examined from the state vista, it is quickly apparent that in the state of Arizona, this concept has become a primary influence; witness in fact, the existence of 21 career education projects operating throughout the state and an expenditure of almost fifteen million dollars in a four-year period.

Such a study as this one, then, is significant from the state viewpoint because of the following reasons:

1. Career education can become a passing educational fad if pre-service trainees never learn about it until they are in the field.

2. In terms of funding and personnel limitations, Arizona's K-12 implementation plan needs some reinforcement from new teachers who are well-versed in career education.
3. New teachers made aware of the career education rationale, materials, and techniques of curriculum integration in their pre-service training will be more eager to respond to and coordinate with local career education projects.

4. New teachers, trained in incorporating career education, will then possess the background needed to serve as career education mainstays in their schools.

5. In-service training in career education can then concentrate on new ideas, new plans, new ways to utilize the concept, rather than on explaining what it is and how to do it (Even 1974a).

When career education is viewed from the standpoint of the Secondary Education Department at The University of Arizona, it becomes evident that the concept is in harmony with the prevailing tenor of the department. By its own acknowledgment, the department is striving to individualize or personalize the teacher preparation experiences available to students interested in secondary education. It has, in fact, even instituted an experimental approach designed to offer students earlier entry into the program and greater opportunity for self-actualization.

More specifically, this experimental approach—based on Wilhelms' (1969) suggestions for the realignment of teacher education programs—stresses a wholistic pattern, a relationship to
the world outside the narrow confines of a specific subject area. It likewise emphasizes an element of developmental guidance and concentrates on assisting teacher trainees in becoming fully actualized, mature young professionals. It also guarantees within reason an internship climate which will nurture the unique and professional growth of the teacher-to-be. And, finally, because of its early entry policy, it allows additional time for the maturation, discovery and self-actualization of the prospective teacher. As career education not only emphasizes these same basic tenets, but provides a vehicle for actualizing them, this study can not help but be significant in terms of the experimental approach.

As for the regular teacher preparation approach, it is more conventionally directed "toward the development of those attitudes and competencies essential to effective performance in the secondary school classroom." It therefore more specifically stresses subject matter competency, teaching competencies, human relation competencies and professional competencies (Appendix A). Because of the integrative and option-providing nature of this career education study, it will of necessity hold significance for this regular approach as well.

From this brief examination of national, state and local perspectives, it would seem that this study does indeed contain the seeds of significance.
Limitations of the Study

This study was limited in the following ways:

1. There was no comparison with other programs or partial programs; rather, the study emphasized the development of a teacher preparation model in terms of the existing program of the Secondary Education Department, University of Arizona.

2. The study did not include implementation; only suggestions for such implementation are considered in the summary chapter.

3. Only available materials were incorporated into the study.

4. No extensive syllabuses for individual course integration were prepared; instead, overall schematics for the teacher preparation model and schematic course outlines for career education integration, noting objectives, suggested activities, and evaluation, were included.

5. The career education components of the teacher preparation model were selected from a designated number of theoretical constructs available in the literature; criteria for selection centered on (a) internal coherence with regard to a developmental career education training program and (b) integrative consistency in terms of the existent teacher preparation program.
Definitions of the Terms

Obviously, the most important term to be defined is "Career Education," but, as Hoyt et al. (1972, p. 13) noted, "defining career education is not easy, and there are nearly as many definitions as definers of it." Marland (1973, p. ix), the concept's chief promoter, decried the attempt to construct a single definition of career education:

It is important to note here that we had declined, and to this date continue to decline, to lay out a concrete Federal definition of Career Education. We have chosen to shun a Federal "approved solution," believing that if the notion has merit, it must be defined within general parameters jointly developed by the teachers, counselors, board of education members, college faculties, superintendents, and deans, and the constituencies of parents and students whom we serve.

Practically every author of any article or book on career education commented on this lack of definition; nevertheless, they would probably agree with Hoyt (1973, p. 29) that

... in the long run ... "career education," like any other educational concept, will be defined by individual school systems and communities across the nation. Several hundred such individual units have already completed initial versions of the definition task for themselves. ... [Thus] the real leadership in the career education movement has come from [these] local communities throughout the country that have undertaken to define career education in terms of action programs they run.

Hoyt's conclusion is drawn from the analysis of a number of emerging state and project definitions which nevertheless exhibit areas of commonality. In fact, as Hansen et al. (1973a, p. 1) noted, "the current thrust indicates that it is a systematic, developmental K-adult approach, providing sequential,
experience-based, and varied learning activities with the classroom teacher at the heart of the program."

Consequently, career education is defined below in terms of the projected action program for teacher preparation through the Secondary Education Department, University of Arizona.

1. **Career Education** is "Developmental Career Guidance."
   
a. **Developmental**: of or connected with a step or stage in growth.

b. **Career**: the pattern of one's progress through life, as well as one's longitudinal advancement in a vocation.

c. **Guidance**: "that inseparable aspect of the educative process that is peculiarly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes and proceed to their realization (Jones and Hand in Riccio and Quaranta 1968, p. 1)."

2. **Pre-Service Preparation/Teacher-Training.** These phrases both refer to the undergraduate training of future teachers.

3. **Model.** This term is used in conjunction with the phrase "teacher preparation" to indicate a pattern or paradigm for the logical integration of career education into the existing program of the Secondary Education Department, University of Arizona.
4. **Integrate.** This term will be used to indicate the process of making whole or complete by adding and bringing together parts; i.e., career education components will be added to prescribed teacher preparation courses in order to bring them (career education and individual course) together in a unified whole.

5. **Schematic.** This term will designate a diagrammatic plan or chart that explains by outlining component parts (a) the integration model in its entirety, (b) the individual course integration, and (c) the Career Information Center usage.

6. **Internal Coherence.** This term is defined as the logical, intelligible cohesion of the career education training program components in and of themselves.

7. **Integrative Consistency.** This term will stand for congruent agreement or conformity with previous practice, with what has already been done; i.e., the harmonious unification of the career education components with the existent teacher preparation program.

8. **Core Courses.** This term will refer to the basic secondary education courses (Secondary Education 129, 130, 190, and 139) taken--with some exceptions--by all secondary education undergraduate teaching majors.
CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

In advocating comprehensive personnel development for career education, Worthington (1971) stressed that—because reforms would rely on trained staff—the Bureau of Adult, Vocational and Technical Education would be committed to a total career education personnel training program. He listed teacher-training grants, special project grants, area manpower institutes, curriculum development programs, exemplary programs and projects, and leadership development grants as activities of the bureau which would center on staff development.

Dobrovolny issued a similar cry in April of 1972, when he rigorously commented on the reordering of educational priorities in "Let's Get on With Career Education." An organized attempt to do just that was inherent in two national three-day conferences on career education—one for deans of colleges of education and one for professors of educational administration—held in Columbus, Ohio, in April and May of 1972. Seventy-one deans and 135 professors of educational administration attended these conferences which were designed to orient selected leadership personnel to the implications of a career education focus for the
preparation of educational personnel. A variety of topics was presented; Osipow emphasized the implications of career education in terms of career development theory; Keller, staff development for career education; Goldhammer, the roles of schools and colleges of education with regard to career education (Combined Resource Papers from the National Conferences on Career Education—for Deans of Colleges of Education and for Professors of Educational Administration 1972).

But, as Keller (1973, p. 184) pointed out, "other than [these] two conferences . . . sponsored by the Center for Vocational and Technical Education at the Ohio State University, . . . little has been done to design and install a comprehensive personnel development program for teacher-educators."

As of 1972, when Part I of Mathieson's Abstract Bibliography of Teacher Education Programs dealing with career education was issued, few articles had been published dealing with specific teacher education programs--one of the areas referred to by Worthington. Generalized comments regarding the framework for career education (Drawbaugh 1972) and the teacher's role in career education (Baker 1972) were still raised, however.

Hansen's commentary on teacher responsibilities in terms of career education again stressed the lack of published information on staff development for career education. In fact, Hansen (1973, p. 17) noted that "teacher training institutions have barely begun to think about providing prospective teachers with
career development concepts and practices." Heter's (1973) article on career education in higher and teacher education and Stockdale and Wochok's (1973) comments on the current status of college teacher preparation attest to the fact that some analysis was under consideration.

Hansen (1973, p. 27) further noted that, "if career education continues to grow at its present rate, teacher training institutions will need to give much more emphasis than presently exists for preparing teachers for career education functions in the elementary and secondary schools." Apparently others shared her concern as the Annual National Vocational and Technical Education seminar, held at the Columbus Center, concentrated on the Implications of Career Education for Teachers' Preparation (Gorman and Clark 1973). The proceedings not only emphasized the rationale (Evans), context (Goldhammer) and tenets (Miller) of career education, but also specifically stressed the pre-service (Keller) and in-service (Drier) preparation of teachers. Swanson and Jervis' (1973) monograph on professional development likewise indicated specific opportunities for training and retraining teachers. Kiesow (1973) and Ellis et al. (1973) commented on the need for high school and elementary teachers respectively to have career education training, and S. Bailey's (1973, p. 255) article suggested "how various kinds of institutions may serve the cause of career education by: defining subfields in the professions;
disseminating research findings; and working with industry to develop in-service and work-study training."

In spite of the various calls to action and the references to pre-service career education training, "most of the activity," according to Hansen (1973, p. 26), "is geared to in-service; there are only a few attempts to infuse career education concepts and practice into the pre-service education of teachers." More precisely, the literature indicates that college and university teacher preparation efforts in career education fall into the following categories: (1) in-service programs (institutes and/or workshops designed for teachers in general; organized for specific public school districts, or developed in conjunction with the State Department of Education and local school districts); (2) elective courses; (3) curriculum development; and (4) pre-service options.

**In-Service Programs**

A number of colleges and universities exemplify the first approach which capitalizes on interested teachers participating in the in-service program being offered. Over a period of five years, the University of Minnesota (Tennyson and Meyer 1967), University of Georgia (Chipley and Wooton 1970), UCLA and the California Community Colleges, Colorado State University (Gutcher and Blake 1971), and Tufts University Summer Guidance Institute (1972) were several of the many colleges and universities that
offered career education institutes or workshops. Although the content of these workshops was career-oriented, emphasis varied from concentration on a specific subject area--i.e., distributive education--to the development of an elementary school program for career education. The retraining of teachers in the practice and application of career education flowered thus.

High (1974) commented on the partnership approach which involves a university working in close collaboration with one or more local school districts to plan and develop a career education program. He cited as examples Eastern Kentucky University and the Fayette County public schools, the University of Nevada/Reno and the Washoe County School District, the University of Northern Colorado and the Greeley school districts, and Iowa State University and six local school districts. To that list may be added Trenton State College (1972-1973) and volunteer school districts within New Jersey, Oregon State University and Portland and Seattle elementary schools (1973). Again, these are but a few of those colleges and universities who have teamed with local school districts to provide in-service training in career education for district personnel.

Kansas State University and Marshall University exemplify the three-way involvement of the university, selected school districts, and the State Department of Education "in a combined effort to develop model programs of career education (High 1974, p. 5)." Pennsylvania in conjunction with Shippensburg College
and New Jersey in tandem with Glassboro State College serve as additional examples of a three-way coordinated effort to provide in-service training in career education. Haines' (1973) article, then, on in-service teacher education in career education not only urged a systematic delivery system for such in-service education, but also delineated the specific steps in in-service educational strategy.

**Elective Courses**

Some 17 universities are now offering career education courses (High 1974). The University of Arizona is one of these 17 institutions, offering Counseling and Guidance 231, an upper level/graduate course in Career Education. Marshall University likewise offers several elective graduate courses in the principles and practices of career education (Olson 1974a). The same is true of Northern Illinois University (1974), which has established Education 595, Teaching Practicum: Career Development Activities for Children, An Experience in Individualized Graduate Education. And Arizona State University—under the auspices of its state-funded career education project—is developing a series of graduate course and workshop syllabuses (Center for Career Education 1974). These are but a few of the institutions of higher education that have chosen the "new course" route for the retraining of teachers in the concepts, techniques, and materials of career education. As the examples would indicate, the majority of these courses are for graduate credit.
Curriculum Development

A number of universities are also involved in developing guides or manuals outlining the implementation process associated with the integration of career education. Notable examples of universities who are testing, revising and validating career instructional materials are the University of Florida and Florida State University (High 1974). Other prime examples of valuable "how-to" efforts are Oregon's Getting It Going--Keeping It Running: Handbook for Career Information Systems (Clyde 1973); Northern Illinois' For Those Developing World of Work Resource Units for Elementary School Teachers (Wernick n.d.); Southern Illinois' A Curriculum Model for Facilitating Career Development (Bailey 1971); Eastern Illinois' Enrichment of Teacher and Counselor Competencies in Career Education, K-6 (Peterson 1973); North Carolina State's A Manual for the Implementation and Administration of Career Education Programs (Shook and Morgan 1973); The University of Arizona's Career Education Activities: A Handbook for Counselors (Even 1974a). These examples are representatives of the kind of resource compilation universities and colleges are involved in. A number of guides have likewise been developed by university personnel and then published on the commercial market; the guides of Drier (1973), Gysbers and Moore (1974), Keller (1972a), Saltzman (1973), Wysong (1973), Ryan (1973), Kosuth and Miltonberger (1972), and Neal (1972a) fall into this category.
Pre-Service Options

According to White and Bainter (1973), "Where the Action Ought to Be" is in the development of career education programs for pre-service teachers. They (1973, p. 12) were very adamant in their insistence that the present career education focus--while understandable--needs to be analyzed for its long range effectiveness:

While these [local career education] efforts have made an impact in many school systems across the country, little evidence exists to indicate that career education has made an impact on pre-service education. Therefore, it can be assumed that few of the over one-quarter million teachers who are initially certified annually are exposed to the concept of career education. Fewer still have been trained to implement career education activities in their classrooms. Most certainly, if career education shall succeed, then pre-service teachers constitute a major target group toward which career education ought to be directed.

Because they firmly believed that the pre-service teacher was an optimum target for career education training, they initiated an elective module of instruction into the introductory professional education course at Indiana University. The module--three two-hour sessions--designed to provide students with a rationale and overview of career education, as well as discussion material and practice in using the world of work as a learning experience--was offered: "(1) to assess attitudes of pre-service teachers toward career education and, (2) to determine current personal sources of pre-service teachers for incorporating world of work experiences in their teaching fields (White and Bainter 1973, p. 12)."
White and Bainter (1973, p. 14) drew the following conclusions from their students' evaluation of the module:

1. Pre-service teachers today, in search of relevance for their classrooms, may accept very well the concept of career education.

2. Although teacher education for career education will necessarily focus to a great extent on in-service education, now may be the time to begin to prepare our pre-service personnel for adapting to career education.

3. Pre-service teachers, while supporting career education, may not be able to envision means by which they personally could become involved.

4. Pre-service teachers may have reservations about their own adequacy for implementing career education activities in terms of their own experiences in the world of work.

Kiesow (1972), in his discussion of career education for prospective high school teachers, also stressed the need for preparing pre-service students in the understanding and application of career education in the classroom. He encouraged both effective participation in the high school classroom and membership on a guidance team. Although Kiesow outlined his investigative pre-service program in five areas, he was not as adamant about the need for career education as was Oberlander (1971, p. 1), who stated categorically that "one or more undergraduate course[s] directly related to career planning and development should be required for those involved in career education."

A training program for career exploration teachers was advocated by Swain (1971) and by Stitt and Nystrom (1973, p. 1),
who outlined "a pre-service teacher education program which was
developed for the Illinois Professional and Curriculum unit, and
based on five occupational clusters." Stitt (1973, p. 1) also
described a pre-service program in environmental occupations,
which "has fostered greater interest in career education in en­
vironmental occupations and has resulted in information and
materials useful for later projects and studies in this area."

According to Hansen et al. (1973a), Quaranta at Ohio
State University likewise believed in the necessity of exposing
pre-service teachers to the materials, concepts, and techniques
of career education. In 1973, he initiated a career development
course for pre-service teachers. Action is also occurring at
Northern Colorado University, Greeley; there, a variety of in­
service and pre-service projects are in operation as is the
Center for Career Development. In addition, several pre-service
courses have been launched.

Keller (1972c, pp. 126-129), in analyzing pre-service
career education preparation for teachers, "suggests two required
career education modules for majors in education prior to certi­
fication--'Subject Matter Application' and 'Pre-Teaching Module'."
In addition, she mentioned the following module possibilities:
"Careers in Education," "Basic Technology," "Career Education,
"Clustering Techniques for Career Education," and "Vocational
Education." Team advisement, placement for work exposure, and
use of community advisers are other program elements.
Also attacking the pre-service level from the modular angle, the University of Minnesota team has developed three modules—orientation, elementary, and secondary—for use "in methods courses, introductory education courses, clinical experiences, curriculum courses, foundation courses, etc. (Hansen et al. 1973a, p. 5)." According to Hansen et al. (1973a, p. 5):

It is obvious that underlying the creation of these modules is an assumption that career education is a significant movement in education serving student needs. It is the purpose of these modules to help meet the need for teacher competency in career education at the elementary and secondary levels. Although the modules might be used in in-service or staff development programs, their primary intent is for use at the pre-service level so that future teachers will have a thorough exposure to the concept and its practices early in their preparation for teaching.

The above is merely a sampling of the career education activities in operation on various university and college campuses. Nevertheless, as a number of authors have indicated, unless more teachers are exposed to the concept and its possibilities, it will cease to be the educational rallying point it is today.

Even more specifically, Hansen et al. (1973a, p. 26) commented:

It is apparent that career education is here to stay and there is a burgeoning of activity nationally to prepare teachers for career education responsibilities. Programs and projects on national funding, state agencies, teacher education institutions, local education agencies, and private monies [abound]. Still most of the activity is geared to in-service; there are a few [but only a few] attempts to infuse career education concepts into the pre-service education of teachers.
Consequently, it seems obvious that, if teachers-to-be are going to be prepared to handle career education in the classroom, they must have exposure to it during their pre-service training. Then, when they reach the classroom, they will be armed with an additional tool—one that can provide relevancy for students and a challenge for teachers. This study, then stressed—even more than the modular approach of Hansen et al. (1973a, 1973b, 1973c), Keller (1972b), and White and Bainter (1973)—an integrative presentation of career education. So that career education will be considered an integral aspect of the new teacher's style of teaching, it must be incorporated appropriately into each core course in the existing teacher preparation program.
CHAPTER 3

DESIGN OF THE STUDY

This study was both analytical and developmental in nature. The first section examined the existing teacher preparation program in the Secondary Education Department at The University of Arizona. Both the regular and the experimental approaches were analyzed in terms of rationale, outcomes, objectives, designated course work, the student teaching experience and any other aspects deemed pertinent (Chapter 4, pp. 43-48).

The second section built on the first in that the model integrates career education into the existing teacher preparation program examined previously. First, the rationale, as well as the outcomes and elements for integrating career education, were delineated and discussed. Then, on the basis of the literature reviewed plus personal interviews with career education experts in the field (Bailey 1974a, Evans 1974, Hansen 1974, Heilman 1974, Hoyt 1974c, Olson 1974b, Peterson 1974, Tennyson 1974b, Wernick 1974), a set of career education components of integration was designated. Selection of the appropriate set was based on (1) internal coherence in terms of a developmental career education training plan and (2) integrative consistency in relation to the existent teacher preparation program itself (Chapter 4, pp. 49-58).
After the selection was justified and the components explained, overall course integration schematics were developed in terms of the core courses in the teacher preparation program, the Department of Secondary Education, University of Arizona. In addition to these holistic schematics, individual core course schematics were included, outlining outcomes, elements, integration components, objectives, suggested activities, evaluation, and resources. A separate schematic, detailing the use of the Career Information Center was likewise presented. Both the regular and the experimental approaches were examined in this context (Chapter 4, pp. 59-74).

As with the process for component selection, this model for integrating career education into the teacher preparation program of the Department of Secondary Education, University of Arizona, must be judged first on its internal coherence and then on its integrative consistency. Further ramifications of the model's schematics, as well as suggestions for evaluation, implementation, and future studies were considered in Chapter 5.
CHAPTER 4

THE STUDY

Introduction

As indicated previously, the emphasis on career education training has been concentrated mainly at the in-service level, but, as Halverson (1973, p. 112) noted, "Associated with [these] massive in-service requirements for career education is the concomitant need for pre-service education for career development."

Larson (1974, pp. 43-44) issued a similar challenge when he labeled teacher education career education's most vulnerable front" and exhorted teacher education to "assume its share of responsibility in the development of future leaders for the career education movement."

Halverson (1973, p. 112) further commented on the need to integrate career education into existing teacher education programs: "Once again, the same [in-service] elements of skills, attitudes, values, and knowledge must be built into already existing, traditional teacher education programs."

Ellis et al. (1973, p. 102) agreed with Halverson, stressing that their suggestions for teacher education programs, "are meant to create more doing activities for college students"
and college faculties, more active participation in a variety of community settings." In fact, they (1973, p. 102) specifically added:

We see the introduction of new courses such as "The History of Career Education," "The Philosophy of Career Development," "Preparing for the World of Work," and "The Administration of Career Education Programs" as unnecessary, and possibly dangerous, overhead.

Most teacher education programs can be changed through imaginative refocusing of existing course requirements and support systems within colleges of education.

Integration, however, does not mean adding new courses, nor does it mean adding another option to the teacher preparation program as Borland and Harris (1973, p. 95) indicated in the following Figure 1, "Professional Development for Career Education Personnel," which appeared in their article "Preparing Career Education Specialists."

Rather integration, as defined once again in this study, means adding career education components to prescribed teacher preparation courses in order to bring them (career education and the individual course) together in a unified whole. The following adaptation (Figure 2) of the Borland and Harris figure will clarify this definition/meaning.

**Analysis of Existing Teacher Preparation Program**

In order to integrate career education into existing teacher preparation courses, it is first necessary to examine the existing teacher preparation program of the Secondary
Figure 1. Professional Development for Career Education Personnel
Figure 2. Integrating Career Education into Teacher Preparation
Education Department, College of Education, University of Arizona. The regular approach to this program is based on modified Delphi Technique research conducted by the Secondary Education Department in 1970, to seek clarification of the behavioral goals for its teacher education program. Using this research as a point of departure, the department analyzed program outcomes and objectives, as well as course content and student experiential opportunities (Letson 1970a, 1970b, 1970c).

The experimental approach, on the other hand, is based on Wilhelms' (1969) suggestions for realignment in teacher education. Both approaches, then, will be reviewed in Table 1 in terms of rationale, outcomes, objectives, designated core course work, the student teaching experience, and any other aspects deemed pertinent.

**Development of Career Education Integration Model**

Now that the two approaches to the teacher preparation program—the regular and the experimental—have been reviewed, it is necessary to examine them in relation to the Arizona career education concept/approach. Table 2 compares the rationale, outcomes, and elements of career education with those of the regular and experimental approaches to the teacher preparation program.

An examination of Table 2 reveals that career education is compatible with both the regular and the experimental approaches. Career education offers the regular approach another
Table 1. Comparison: Regular and Experimental Approaches to the Teacher Preparation Program, Secondary Education Department, College of Education, University of Arizona

<table>
<thead>
<tr>
<th>Approach</th>
<th>Rationale</th>
<th>Outcome</th>
<th>Objectives</th>
<th>Designated Core Course Work</th>
<th>Student Teaching Experience</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>The Department of Secondary Education views the application to and acceptance by the College of Education, as the initial step in entrance into the profession of education. Thus, the pre-service preparation of teachers as well as the in-service continuing education of the practitioner are shared responsibilities of the College of Education, the University, the profession, and the public. The pre-service program is directed toward the development of those attitudes and competencies essential to effective performance in the secondary classroom. The in-service, graduate level program is directed toward the enhancement of teacher competencies and the development of the specialized skills essential to effective performance in the varying roles within the profession.</td>
<td>Develop those attitudes and competencies essential to effective performance in the secondary classroom.</td>
<td>Demonstrate subject matter competency. Demonstrate human relations competencies. Demonstrate teaching competencies. Demonstrate professional competencies.*</td>
<td>Secondary Education 129</td>
<td>SPLIT Semester (130 one semester; 139 the next)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Secondary Education 130</td>
<td>Secondary Education 139 taken together in same semester)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Secondary Education 190</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Secondary Education 139</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Demonstrate professional competencies.*
<table>
<thead>
<tr>
<th>Approach</th>
<th>Rationale</th>
<th>Outcome</th>
<th>Objectives</th>
<th>Designated Core Course Work</th>
<th>Student Teaching Experience</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>&quot;The effective teacher is the mature person who has learned to use himself effectively as a teaching instrument. Teaching is a personal act. It is basically intercommunicative and interrelative with other persons. In that constant interrelation the true personality can, by design, be covered up for awhile. But not for long... In the final analysis what the teacher is is more important than anything he does (Wilhelms 1969, p. 7).&quot;</td>
<td>Develop a self-actualized professional.</td>
<td>Achieve his/her personal/professional &quot;becoming.&quot; Achieve self-insight and self-acceptance (which alone can lead to understanding and accepting others. Master the instructional strategies that are most consistent with each teacher's professional role. Relate to world outside the confines of the specific subject area. Understand and commit to the kind of teacher he/she wishes to be. Stand as a responsible, mature adult.</td>
<td>Secondary Education 129 Secondary Education 130 Secondary Education 190 Secondary Education 139</td>
<td>Seminar-related (those who have progressed through the experimental program will remain together and share their 139 experiences in a seminar situation).</td>
<td>The seminar ingredient, beginning in the sophomore year and continuing with the same core of students through the senior year, is based on field experience and offers an opportunity for close interpersonal sharing of educational philosophies, goals, values, ideas, problems. Personal matters as they hinder or enhance the self-actualizing individual and teacher are likewise a matter of concern. This is essentially a modeling laboratory experience centering on group process.</td>
</tr>
</tbody>
</table>

*The complete text of objectives is included in Appendix A.*
Table 2. Comparison of Rationale, Outcomes and Elements of Career Education With Those of the Regular and Experimental Approaches to the Teacher Preparation Program, Secondary Education Department, College of Education, University of Arizona

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Outcomes</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Education</td>
<td>&quot;Career Education is a concept, an approach to learning that represents expanded options for all students. As such, it attempts to place education in the mainstream of contemporary society, rather than apart from it, and to develop the school as a gateway to rewarding, fulfilling futures through the development of values and the gaining of wisdom. Career Education assists young people in developing their goals, recognizes a variety of learning styles, provides motivation for learning, and contributes to greater involvement in the formal educational experience. Through its methods and techniques Career Education seeks to provide a pathway to an enlightened future for every</td>
<td>I. Achieve an increased awareness of &quot;self&quot; by developing an understanding of interests, aptitudes and responsibilities to self and others.</td>
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<tr>
<td></td>
<td></td>
<td>II. Demonstrate increased interests and achievement in the educational program emphasizing communications and basic skills.</td>
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<td></td>
<td></td>
<td>III. Understand the world of work and its impact on self and society.</td>
</tr>
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<td></td>
<td>IV. Demonstrate the ability to make decisions related to career and self-satisfaction.</td>
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<td></td>
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<td>V. Possess career entry level skills upon exiting from the formal educational program.</td>
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</tbody>
</table>
Table 2, Continued

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Outcomes</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>individual, as well as a functional basis for making necessary changes in his future to reflect the requirements of a constantly changing world (Career Education Matrix 1973, n.p.).”</td>
<td>VI. Demonstrate an understanding and appreciation for the value of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction.</td>
<td>Subject Matter Competencies</td>
</tr>
<tr>
<td>Regular Approach</td>
<td>Develop those attitudes and competencies essential to effective performance in the secondary classroom.</td>
<td>Human Relations Competencies</td>
</tr>
<tr>
<td>&quot;The Department of Secondary Education views the application to and acceptance by the College of Education, as the initial step in entrance into the profession of education. Thus, the pre-service preparation of teachers as well as the in-service continuing education of the practitioner are shared responsibilities of the College of Education, the University, the profession, and the public. The pre-service program is directed toward the development of those attitudes and competencies essential to effective performance in the secondary school classroom.</td>
<td></td>
<td>Teaching Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Competencies</td>
</tr>
</tbody>
</table>
Table 2, Continued

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Outcomes</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The in-service, graduate level program is directed toward the enhancement</td>
<td>Develop a self-actualized professional.</td>
<td>Self-Actualization</td>
</tr>
<tr>
<td>of teacher competencies and the development of the specialized skills</td>
<td></td>
<td>Self-Insight and Self-Acceptance</td>
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<tr>
<td>essential to effective performance in the varying roles within the</td>
<td></td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>profession.&quot; (A complete text is included in Appendix A).</td>
<td></td>
<td>Relationships to Outside World</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responsibility</td>
</tr>
<tr>
<td>&quot;The effective teacher is the mature person who has learned to use</td>
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<td></td>
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<tr>
<td>himself effectively as a teaching instrument. Teaching is a personal</td>
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<tr>
<td>act. It is basically inter-communicative and interrelative with other</td>
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<tr>
<td>persons. In that constant interrelation the true personality can, by</td>
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<tr>
<td>design, be covered up for awhile. But not for long .... In the final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>analysis, what the teacher is is more important than anything he does</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Wilhelms 1969, p. 7).&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
means for exhibiting subject matter competency, another avenue
for exploring human relations competencies, another vehicle for
demonstrating teaching competencies, and finally, another agency
for exploring professional competencies. In addition to the
above offerings, career education adds to the experimental ap­
proach a variety of opportunities for self-actualization—self­
actualization considered as the core element in the development
of a competently trained professional teacher. Career education
not only emphasizes the same basic tenets as the experimental
approach, but it provides a vehicle for accomplishing them.

Examination of Table 2, as well as Table 1, likewise re­
veals that the difference between the two approaches is one of
emphasis: the regular approach includes the personal growth
aspect, but concentrates on the development of specific competen­
cies considered essential to effective performance in the secon­
dary classroom; the experimental approach, on the other hand,
incorporates the development of definite classroom competencies,
but stresses the personal growth factor. As for any discrep­
cies which may occur in the integration of career education,
these can be accounted for by the differences existing between
the two approaches. More explicitly, the outcome of the regular
approach is more specifically conceived than that of the experi­
mental; the objectives of the regular are more precisely couched
in enumerated competencies than those of the experimental; the
structure of the regular is more formally organized than that of
the experimental; the impact of the regular—minus the seminar—provides less continuity than that of the experimental. These differences can and most probably will affect the way in which career education is integrated into the existing core courses; career education, the vehicle itself, is nevertheless adaptable and amenable to both approaches.

With the relationship of career education to the regular and experimental approaches clarified, selection of career education components for integration becomes important. Table 3 provides a comparative review of five representative sets of pre-service integration components developed by individuals in career education on the university level and selected from a number of theoretical constructs available in the literature. Schmitt (1973), Olson (1974a), White and Bainter (1973), Ellis et al. (1973), Hoyt (1973), and Swain (1971) are others who have commented on training for career education competency.

From these five sets of components outlined in Table 3, the set enunciated by Hansen, Klaurens, and Tennyson (1973a) has been selected as the basis for developing a teacher preparation model integrating career education into existing core courses. The Hansen, Klaurens, and Tennyson set was selected for the following reasons:

1. These components possess an internal coherence in terms of a developmental career education training plan. When the components are examined, it quickly becomes apparent
### Table 3. Comparison of Components for Integrating Career Education into Teacher Preparation

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Understanding of the social, educational and economic conditions which have fostered the need for career education.</td>
<td>Knowledge and competence to assist children in meeting their developmental needs.</td>
<td>Documentation of the need for career education.</td>
<td>Guidance, Service Learning and Experiencing:</td>
<td>Becoming acquainted with the concept, &quot;Career Education.&quot;</td>
</tr>
<tr>
<td>Understanding of the theoretical and empirical bases for the process of career education.</td>
<td>Selection of content and general education in accordance with professional needs for guiding growth and development of children.</td>
<td>Orientation to the career development/career education concept.</td>
<td>Careers in Education</td>
<td>Becoming acquainted with where people work.</td>
</tr>
<tr>
<td>Understanding of the foundations and principles of career education.</td>
<td>Knowledge of and competence in career guidance.</td>
<td>Orientation to the world of work.</td>
<td>Society and Work</td>
<td>Becoming acquainted with Career Planning.</td>
</tr>
<tr>
<td>Understanding of the psychological context and learning outcomes for career education at the . . . secondary school level.</td>
<td>Understanding of the nature and problem of work in contemporary society.</td>
<td>Knowledge and use of school and community resources.</td>
<td>Guidance and Counseling for Career Planning</td>
<td>Becoming acquainted with sources of information.</td>
</tr>
<tr>
<td></td>
<td>Understanding of the nature, organization and requirements associated with the world of work.</td>
<td>Strategies for implementation through curriculum.</td>
<td>Basic Technology</td>
<td>Becoming acquainted with the role of the teacher in helping students plan careers.</td>
</tr>
<tr>
<td></td>
<td>Preparation for work as members of teams with areas of specialization.</td>
<td>Guidance and counseling skills related to career education.</td>
<td>Career Education</td>
<td>Vocational-Technical Education</td>
</tr>
<tr>
<td></td>
<td>Understanding of new role of vocational education in the schools.</td>
<td>Change process activities.</td>
<td>Clustering Techniques for Career Education</td>
<td>Subject Matter Application</td>
</tr>
<tr>
<td></td>
<td>Understanding of new role dimensions of home/community in life and activities of the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge of what career education can provide for culturally diverse and economically disadvantaged.</td>
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<td></td>
</tr>
</tbody>
</table>
that the component emphasis stresses, first, realization of the need for career education; second, orientation initially to the career development/career education concept and next to its concomitant, the world of work; then, after sufficient background, focus on the knowledge and use of individual school and community resources and particular subject area implementation strategies; and finally, acquisition of guidance and counseling skills, as well as change process information related to career education. The components, thus, could function as a separate and internally coherent developmental plan for career education pre-service training.

2. The components demonstrate integrative consistency in relation to the existent teacher preparation program. As is made clear by Integration Schematic II, the components correlate distinctly with the Arizona career education outcomes and elements which have been shown to be compatible with the outcomes and elements of both the regular and experimental approaches to the Secondary Education Department's teacher preparation program. In addition, the individual course schematics demonstrate not only this correlation, but also the developmental nature of the components, which corresponds to the core course sequential progression.
3. The Teacher Education for Career Education modules, which explicate these components, have been field tested and evaluated on a summary basis. The results of this interim report were highly positive: "Based on the responses and ratings of the participants, the modules were viewed as very good to excellent in quality . . . 88% of those responding felt they would prove helpful (Luftig 1974, n.p.)."

4. When implementation of components is considered, the supplementary materials presently available for these components appear to be the most complete.

5. These components represent a consensus of writers in the field regarding necessary ingredients for teacher preparation programs; this agreement becomes quite obvious when Table 3 is re-examined. Table 4, then, not only illustrates this consensus in the authors' own words, but also explains the authors' conceptualization of each of their career education components.

Integration Schematics

"In view of the lack of any comprehensive pre-service models," Hansen et al. (1973a, p. 9) pointed out, "teacher education institutions have a unique opportunity to develop their own." That in fact has been the purpose of this study—to develop a pre-service model integrating career education into the existing core courses of the teacher preparation program of the
Table 4. Explanation of Components to Be Used as the Basis for Integrating Career Education into the Existing Teacher Preparation Program, Secondary Education Department, College of Education, University of Arizona

<table>
<thead>
<tr>
<th>Need</th>
<th>Career Education Concept</th>
<th>Orientation to the World of Work</th>
<th>Information Systems and Use of Resources</th>
<th>Implementation Through Curriculum</th>
<th>Guidance and Counseling</th>
<th>Change Process</th>
</tr>
</thead>
</table>
| There is considerable agreement that if career education is to become an integral part of the curriculum, teachers, administrators, counselors, and others must be convinced of the nature of the career development problem and the concomitant need for career education. Numerous writers have addressed this question. From a vocational education philosophy and framework, the need is often posed in relation to high school and college dropout figures and the lack of adequate vocational preparation; e.g., a marketable skill. The need from a humanistic career development point of view is that career education, content but of the process through which changes are brought about in school systems has been acknowledged by many educators. It is well known that the best idea may fail if adequate attention is not given to the process by which teachers acquire not only knowledge and competence but a sense of commitment to the innovation. This has a special meaning for pre-service teachers entering school systems as neophytes with new ideas and methods to which older teachers may not have been exposed. | While many agree that there is no single career education concept or definition, most training programs provide some conceptual framework or explication, usually reflecting their own bias or preferred definition. Most include basic elements or dimensions and objectives which cover aspects of self-awareness, occupational awareness, and educational awareness, and decision-making or planning behaviors. Emphases and components vary, some placing more stress on the occupational awareness, others focusing more on the self-development aspects. | The need for teachers to be knowledgeable about business, industry, and labor often has been stated and has become even more critical in times of a tight economy and labor market. Academic educators and counselors often have been criticized for having a limited knowledge of or experience in jobs outside of academia. Most career education training programs, therefore, incorporate some kind of focus on exploratory work experience for teachers and other educators whose exposure to occupations outside of education has been limited. Information about the | The "how" of infusing career education into curriculum has become one of the most important concerns of teachers faced with career education responsibilities. The literature suggests that teachers can profit from examining illustrative programs and efforts of other teachers, and that they need to examine their own curriculum and to learn a process by which they can utilize career education concerns in their subjects. Among the many resources which suggest sample objectives and learning strategies are the Career Education Resource Guide 1972; Career Education In-Service Training Guide (Keller 1972); Career Development | While many writers acknowledge the importance of guidance as part of career education, the form in which the guidance functions will be carrier out has not been well delineated. The AWA-NVGA Commission on Career Development in a recent position paper identifies the counselor or guidance specialist as having a central coordinative function in career education, but not all writers agree on this point. If career education becomes pervasive through curriculum, it is likely that teachers will assume more of the educational guidance function and will need in their preparation programs some:
Table 4, Continued

need to know when and under what circumstances resources are available, how they might be utilized, and under what conditions they might facilitate more effective learning. Teachers also need to be aware of the numerous printed, film, computer, and other media sources now available in career education. The establishment of various kinds of career centers or career resource centers as a central component of career education programs (both in public schools and in training institutions) is becoming increasingly common.

Hansen, Klaurens, and Tennyson 1973a, pp. 7-9; entire tabulation is quoted.
Secondary Education Department, College of Education, University of Arizona. What follows, then, are the overall integration schematics—the one noting the existing core courses in the teacher preparation program with their corresponding career education levels (adapted from Arizona Career Education Clearinghouse 1973a); the other outlining the integration model in its entirety. The individual integration schematics for each of the core courses in the program and the schematic detailing the developmental use of the Career Information Center conclude the diagrammatic segment of Chapter 4.

Both approaches to the Secondary Education teacher preparation program—the regular and the experimental—can be examined in the context of the following schematics. The schematics do not delineate between the two approaches, because—as was noted earlier—career education, the vehicle for integration, is amenable and adaptable to both approaches. Any differences, then, which may occur in the integration of career education, can be attributed to the differences in outcome, objectives, structure, and impact existing between the two approaches.

In terms of the world of work component, for example, students participating in the experimental approach might be required to spend time on a job site observing and interviewing workers; other students operating under the regular approach might be encouraged to visit and observe, but only required to know the necessary procedures and formats for interviewing and
Figure 3. Integration Schematic I: Career Education Emphasis in Existing Core Courses of the Secondary Education Teacher Preparation Program

Schematic design adapted from POP Instructional Model (Hackett et al. 1974).
Table 5. Integration Schematic III: Secondary Education 129--
Principles and Curricula of Secondary Education

Course Description: Historical development of the high school; aims, functions, and outcomes; the curriculum; relation to other divisions of the school system.

Career Education Level: Awareness

Career Education Outcomes: I, II, and IV

Career Education Elements: Self, Educational and Career Awareness; Decision Making

Career Education Teacher Preparation Components: Documentation of Need for Career Education; Orientation to the Career Development/Career Education Concept

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Career Education Objectives</th>
<th>Suggested Activities</th>
<th>Evaluation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop in the student an understanding and appreciation for the history of secondary education.</td>
<td>1. To document the need for career education through an analysis of the history and philosophies of education. (Correlation with course objectives 1 and 3)</td>
<td>1.1 Research the evolution of career education since 1960.*</td>
<td>Pre-Evaluation 1.1 Group presentation</td>
<td>1.1 Olson (n.d.) &quot;Literature of Career Education&quot;; Bailey (1974b) Education 304b, Course Syllabus and Modules I and II.</td>
</tr>
<tr>
<td>2. To study comparatively the education systems of several countries to appreciate differences and commonalities among the many educational systems.</td>
<td>2. To expose the student to the concept and principles of career education. (Correlation with course objective 5)</td>
<td>2.1 Participate in career-education orientation programs.</td>
<td>2.1 Quizzes</td>
<td>2.1 Even (1973) Training Packets, a. Career Education: A National Priority b. Career Education: A State's Involvement c. Career Education: A University Project d. Career Education: Assistance for New and/or Student Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2 Examine and critique models for career education.*</td>
<td>2.2 Model critiques</td>
<td>2.2 Hansen et al. (1973c) TECE Module 3, Appendix C.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Career Education Objectives</td>
<td>Suggested Activities</td>
<td>Evaluation</td>
<td>Resources</td>
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<tr>
<td>3. To place cultural and pragmatic philosophies in an historical perspective from which the student can begin to develop his personal philosophy of education.</td>
<td>3. To develop in the student an understanding of career development theory and practice as they apply to students in the junior high/middle school, high school and junior college.</td>
<td>2.3 Visit a school actively involved in implementing a career education program. 3.1 Write an introspective career development paper. 3.2 Conduct an exploratory career needs interview. 3.3 Do independent readings on career development theory and practice.*</td>
<td>2.3 Written report of observations 3.1 Discussion of paper with student. 3.2 Student participation in class. Analysis of career needs interviews. 3.3 Group presentation. Individual presentation or student research paper on a career development topic.</td>
<td>2.3 Hansen et al. (1973c) TECE Module 3, Appendix E. 3.1 Hansen et al. (1973c) TECE Module 3, Appendix A. 3.2 Hansen et al. (1973c) TECE Module 3, Appendix A. 3.3 Hansen et al. (1973a) TECE Module 1--References; (1973c) Module 3, (Appendix D--Topics).</td>
</tr>
<tr>
<td>4. To develop an understanding of the comprehensive high school as it is today by having the students prepare a curriculum guide stressing: typical offerings, requirements, and innovations.</td>
<td></td>
<td>*Use materials available in the Career Information Center, College of Education, University of Arizona.</td>
<td>Post-Evaluation</td>
<td>See Appendix B for additional sources.</td>
</tr>
<tr>
<td>5. To expose the student to current educational trends and thought through analysis of &quot;critics,&quot; experimental schools, and innovations.</td>
<td></td>
<td></td>
<td>See Appendix D for samples of Evaluation formats.</td>
<td></td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Career Education Objectives</td>
<td>Suggested Activities</td>
<td>Evaluation</td>
<td>Resources</td>
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<td>-------------------</td>
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</tr>
<tr>
<td>6. To expose the student to research in his/her field by having the student seek and relate to the class, literature obtained from appropriate periodicals.</td>
<td>7. To develop in the student an understanding of and placement in secondary education of: junior high/ middle school, high school, and junior college.</td>
<td></td>
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</tbody>
</table>
Table 6. Integration Schematic IV: Secondary Education 130—Teaching in the Secondary School

Course Description: General secondary school teaching methods; measurement and evaluation of learning as applied directly to classroom observation; school policies and procedures.

Career Education Level: Orientation
Career Education Outcomes: III and IV
Career Education Elements: Economic Awareness, Decision Making
Career Education Teacher Preparation Components: Orientation to the World of Work; Knowledge and Use of Community Resources

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Career Education Objectives</th>
<th>Suggested Activities</th>
<th>Evaluation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Philosophy, functions, purposes of Secondary Education.</td>
<td>1. Given the realization that one of the purposes of secondary education is to prepare students for careers, the student will be knowledgeable about the world of work; i.e., economic trends, the structure of work, the labor force, manpower needs, job information. (Correlation with course objective 1)</td>
<td>1.1 Visit the Career Information Center or a local community resource center and examine the world of work information. 1.2 Research the contribution of technology, economics, and/or sociology to career education foundations and principles.</td>
<td>Pre-Course Evaluation 1.1 Summary report regarding information available.</td>
<td>1.1 Career Information Center, Room 214, College of Education, University of Arizona. 1.2 Bailey (1974b) Course Syllabus and Modules 6, 7; Manpower Trends in the 70's; University of Arizona Career Education Project &quot;Annotated Bibliography.&quot; Note other resources that follow.</td>
</tr>
<tr>
<td>2. Effective teaching.</td>
<td>2. The student will be able to construct a career instructional unit for possible use in the student teaching situation. (Correlation with course objective 5)</td>
<td>2.1 Construct a career education instructional unit.</td>
<td>2.1 Quiz The completed instructional unit.</td>
<td>2.1 Even (1973) Training Packets, &quot;Career Education: Career Instructional Unit&quot;; University of Arizona Career Education Project &quot;Annotated Bibliography.&quot;</td>
</tr>
<tr>
<td>Course Objectives*</td>
<td>Career Education Objectives</td>
<td>Suggested Activities</td>
<td>Evaluation</td>
<td>Resources</td>
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<tr>
<td>3. Classroom management and control.</td>
<td>3. The student should show an understanding of the use of community resources as an extension of the classroom to enhance learning. (Objective VI, T)</td>
<td>3.1 Participate in the training session &quot;Utilizing Community Resources.&quot; 3.2 Contract for exploratory work experience. 3.3 Make psycho-social visits to a business or industry.</td>
<td>3.1 Student discussion Quiz. 3.2 Student report Employer report 3.3 Written report of observations</td>
<td>3.1 Even (1973). Training Packets, &quot;Career Education: Utilizing Community Resources.&quot; 3.2 Hansen et al. (1973c) TECE Module 3, Appendices F and G—format suggestions only. 3.3 Same as above.</td>
</tr>
<tr>
<td>4. Performance objectives.</td>
<td>4. Students will be able to state in writing the purposes, uses and limitations of commonly used career education tests. (Objective VIII, B)</td>
<td>4.1 Examine available career education testing materials.</td>
<td>4.1 Quiz Essay Question Course Post-Evaluation</td>
<td>4.1 Even (1973) Training Packets, &quot;Career Education: Testing.&quot;</td>
</tr>
</tbody>
</table>

*See Appendix C for complete text of Secondary Education 130 objectives.
Table 7. Integration Schematic V: Secondary Education 190—Teaching DSA (Designated Subject Area)

Course Description: Principles and methods of teaching (designated subject area); application of educational theory to methods, evaluation, and materials of instruction in (designated subject area).

Career Education Outcome: VI
Career Education Element: Appreciations and Attitudes
Career Education Teacher Preparation Component: Strategies for Implementation Through Curriculum

<table>
<thead>
<tr>
<th>Course Objectives*</th>
<th>Career Education Objectives</th>
<th>Suggested Activities</th>
<th>Evaluation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To show, through their attitudes and expressed intentions, a concern for students.</td>
<td>1. To identify and use the various instructional media suitable for groups. (Course objective 7)</td>
<td>1.1 Develop one or more learning activities for a particular level and subject area. Create a learning activity which is complete and could be used by another teacher.</td>
<td>Pre-Course Evaluation 1.1 The activities themselves. Use of the activities by other teachers or student teachers.</td>
<td>1.1 Hansen (1971); Hansen et al. (1973c) TECE Module 3, Appendix I; Even (1974a); Gysbers and Moore (1974); Kosuth and Miltonberger (1972); Benson (1973); Even (1973) Training Packets, &quot;Career Education: Media.&quot;</td>
</tr>
<tr>
<td>2. To recognize the various factors affecting the student's behavior and his learning capabilities.</td>
<td>2. To identify techniques in teaching skills oriented to career education. (Adaptation of objective 12)</td>
<td>2.1 Participate in the training session &quot;Career Education: Media.&quot; 2.2 Visit the Career Information Center and critique the available materials. Concentrate on curriculum guides, as well as media materials (i.e., kits, filmstrips, cassettes, posters, games).</td>
<td>2.1 Quiz Student participation 2.2 Short paper summarizing critiques.</td>
<td>2.2 University of Arizona Career Education Project (1974) &quot;Annotated Bibliography&quot;; Hansen et al. (1973c) TECE Module 3, Appendix G.</td>
</tr>
<tr>
<td>Course Objectives*</td>
<td>Career Education Objectives</td>
<td>Suggested Activities</td>
<td>Evaluation</td>
<td>Resources</td>
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<tr>
<td>3. To demonstrate a knowledge of the means of motivating students to learn DSA.</td>
<td>3. Identify the career oriented strategies in teaching concepts. (Adaptation of course objective 14)</td>
<td>3.1 Roleplay an interviewing situation.</td>
<td>3.1 Student participation in roleplaying experience.</td>
<td>3.1-3.3 Hansen (1971); Hansen et al. (1973c) TECE Module 3, Appendices K, L, J; Even (1973) Training Packets, &quot;Utilizing Community Resources&quot;; Benson (1973); Appalachian Satellite Education Project (1974).</td>
</tr>
<tr>
<td>4. To identify characteristics of the exceptional students and plan a suitable program for each type of student in DSA.</td>
<td>4. To develop an appropriate set of career education objectives for classroom activities in the Designated Subject Area. (Correlation with course objective 7)</td>
<td>4.1 Analyze the various career clustering systems. Decide which would be most workable for you, why, and how you would incorporate it.</td>
<td>4.1 Summary report of reasons why and means of incorporating a particular clustering system.</td>
<td>4.1 Hansen et al. (1973c) TECE Module 3, Appendix M; Appalachian Satellite Education Project materials (1974); Benson (1973); Dull (1972); Taylor; Montague, and Michaels (1972); Even (1973) Training Packets, &quot;Hands-On-Experiences&quot;; Appalachian Satellite Project (1974) &quot;Career Preparation: Strategies for Teachers&quot;; Olson (1973) Table 3; Woodall and Olson (1972); Ellis et al. (1973) &quot;Upper Level Activities&quot;; Even (1974a, 1974c); Gysbers and Moore (1974); Benson (1973).</td>
</tr>
</tbody>
</table>

4.2 Participate in a Hands-On Experience training session. | 4.2 Student participation Quiz | | | |
<table>
<thead>
<tr>
<th>Course Objectives*</th>
<th>Career Education Objectives</th>
<th>Suggested Activities</th>
<th>Evaluation</th>
<th>Resources</th>
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<tbody>
<tr>
<td>5. To evaluate student performance using measures appropriate to the conditions.</td>
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<td>6. To specify an appropriate set of objectives for classroom activities and student performance.</td>
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<td>7. To identify and use the various instructional media suitable for different groups of students.</td>
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<td>8. To describe innovative practices in the teaching of DSA, as well as standard methods.</td>
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<td>9. To develop a sense of professional responsibility as shown by interest in problems in education and willingness to participate in professional extracurricular activities.</td>
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</tbody>
</table>

4.3 Describe an infusion/integration strategy giving examples in a specific subject area from various curriculum guides. Explain the purpose of infusion/integration.

4.3 Brief paper.

Post Evaluation

See Appendix D for samples of evaluation formats.

Additional Resources:
Please consult the University of Arizona Career Education Project "Annotated Bibliography" (1974) for additional curriculum guides, subject area activities, and multi-media materials.

Bibliographies: Note Appendix B--especially check the Arizona Career Education Clearinghouse Bibliography and Index (n.d.).
<table>
<thead>
<tr>
<th>Course Objectives*</th>
<th>Career Education Objectives</th>
<th>Suggested Activities</th>
<th>Evaluation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. To recognize the relationship of college courses in DSA to the secondary level courses that they will be teaching.</td>
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<tr>
<td>11. To identify and use the concepts of modern secondary DSA.</td>
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<td>12. To identify techniques in teaching skills for DSA.</td>
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<td>13. To distinguish among the several levels of teaching problem solving.</td>
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<tr>
<td>14. To identify the strategies in teaching concepts.</td>
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<tr>
<td>15. To formulate a plan for teaching concepts in selected areas of DSA with related skills.</td>
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</tbody>
</table>

*These objectives represent a compilation of all the 190 course objectives.
Table 8. Integration Schematic VI: Secondary Education 139--
Student Teaching in Secondary School

Course Description: Observation, participation, and responsibility
for instruction in secondary school classroom.

Career Education Outcome: V
Career Education Elements: Beginning Competency, Employability
Skills.
Career Education Teacher Preparation Components: Counseling
Skills, Change Process.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Career Education Objectives</th>
<th>Suggested Activities</th>
<th>Evaluation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate skill in interpersonal relationships with students, teachers, and administrators.</td>
<td>1. Be able to develop career education lesson plans and objectives, teach them, and then evaluate the results, both affective and cognitive. (Adaptations of course objectives 3, 4, 5)</td>
<td>1.1 Interview a teacher or other educators involved in career education and, if possible, observe a lesson being taught.</td>
<td>Pre-Course Evaluation</td>
<td>1.1 Check the Career Information Center, College of Education, University of Arizona, for names of personnel so involved.</td>
</tr>
<tr>
<td>2. Demonstrate an adequate knowledge of the subject matter in his field so that he can be competent in its use in lesson planning, and in his work with students.</td>
<td>2. Demonstrate skill in classroom management, as well as in interpersonal relationships with both students and staff. (Correlation with course objectives 1, 2).</td>
<td>2.1 Attend classroom management and interpersonal skill session centering on the following: Adlerian Psychology, Transactional Analysis, Activity Group Guidance, and Group Process.</td>
<td>1.2 Student evaluation report. Supervising teacher's report.</td>
<td>1.2 Note resources for 2.1--Integration Schematic IV. Swain (1971); Olson (1973).</td>
</tr>
</tbody>
</table>

2.2 Integrate the techniques learned in a student teaching situation.

2.2 Student teaching log. Student and supervisory teacher's assessment of implementation.

2.2 Benson (1973); Appalachian Education Satellite Project (1974); Swain (1971); Kiesow (1973); Even (1974c) miscellaneous materials; Hansen et al. (1973) TECE Modules 1 and 3.
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Career Education Objectives</th>
<th>Suggested Activities</th>
<th>Evaluation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Be able to develop the lesson objectives and plans in affective and cognitive areas appropriate to his subject field.</td>
<td>3. Demonstrate an understanding of the process through which changes are brought about in school systems. (Correlation with course objective 6)</td>
<td>3.1 Introduce new career education materials and activities in the student teaching situation.</td>
<td>3.1 Observation of results.</td>
<td>3.1 Drier (1973b); Hansen et al. (1973a); TECE Module 1, Appendix I; Hansen (1971, 1972a); Keller (1972a); Even (1974c) miscellaneous materials, &quot;So You Want to Be a Consultant; &quot;The Teacher-Advisor Role&quot;; Even (1973) Training Packet, &quot;The Resource Consultant.&quot;</td>
</tr>
<tr>
<td>4. Be able to teach classes using his objectives and plans.</td>
<td></td>
<td></td>
<td></td>
<td>Additional Resources: Please consult the University of Arizona Career Education Project &quot;Annotated Bibliography&quot; for additional curriculum guides, subject area activities, and multimedia materials.</td>
</tr>
<tr>
<td>5. Be able to evaluate the results of his teaching objectives and plans, both affective and cognitive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Career Education Objectives</td>
<td>Suggested Activities</td>
<td>Evaluation</td>
<td>Resources</td>
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<tr>
<td>6. Know the require-ments of the school in which he teaches in regard to attendance, grades, administrative procedures, etc., and work within this framework.</td>
<td></td>
<td>Use materials (kits, books, filmstrips, etc.) from the Career Information Center in your classroom.</td>
<td></td>
<td>Bibliographies: Note Appendix B, especially check the Arizona Career Education Clearing House Bibliography and Index.</td>
</tr>
</tbody>
</table>
Figure 5. Integration Schematic VII: Use of the Career Information Center

Purposes adapted from Swanson and Jervis (1973, p. 16).
observing. The same type of variation might be apparent with regard to the counseling skills component. Those involved in the experimental approach might find themselves not only discussing, but also role playing and simulating actual classroom situations; those included in the regular approach might only be analyzing and discussing the counseling skills deemed pertinent to the classroom teacher. Thus, numerous examples of differences in implementation might indeed occur; the source of the difference, though, will be in the approach—not in the vehicle.

As with the process for component selection, this model for integrating career education into the existing teacher preparation program of the Secondary Education Department, College of Education, University of Arizona, must be judged first on its internal coherence and then on its integrative consistency. Integration Schematics I-VII possess internal coherence in that they comprise a developmental career education training plan, which stresses the levels of awareness->orientation->exploration->preparation. As noted previously, the selected set of career education components (Hansen et al. 1973a), which corresponds to these progressive levels, has likewise been shown to be developmental in nature (Component selection, Chapter 4, pp. 53-56).

In terms of integrative consistency, then, the Arizona career education rationale, outcomes, and objectives correlate with those propounded by both the regular and experimental approaches to the existing teacher preparation program.
(Table 2, plus subsequent comments, pp. 49-53). In addition, the Integration Schematics I-VII exemplify the harmonious unification of the career education components with the existing core courses of the teacher preparation program, as the developmental career education components reflect the sequential nature of the existing core courses. Thus, the model meets both judgmental requirements; it is internally cohesive and it is integratively consistent.
CHAPTER 5

CONCLUSION

In 1972, addressing the National Conferences on Career Education—one for deans of colleges of education; the other for key educators from colleges of education—Miller (1972a, p. 103) made the following comment: "For the concept to grow and flourish into a wave of career education programs that can be implemented throughout the country, colleges and universities must accept [the] training responsibility through the updating of pre-service teacher education programs."

In 1973, Ottina (1973, p. 86), then acting U. S. Commissioner of Education, noted: "By working with the deans and professors in schools of education, we have tried to incorporate career education into the undergraduate preparation of student teachers so they will not need in-service training later."

And in 1975, although some progress has been made on the pre-service level as indicated in Chapters 1 and 2 of this study, much developmental work still needs to be done. This study, as designed in Chapter 3 and developed in Chapter 4, was thus an attempt to make career education training a viable possibility in the undergraduate teacher preparation program of the Secondary Education Department, College of Education, University of
Arizona. Further ramifications of the integration schematics, as well as suggestions for program evaluation, implementation, and future studies will now be considered in Chapter 5.

**Ramifications of Integration Schematics**

Integration Schematic II, via asterisk notation, referred both to the development or adaptation of several new courses and to the use of the elective Counseling and Guidance 231, cross-listed as Secondary Education 231. The first reference was made to Counseling and Guidance 97A (Self and the World of Work), a two-hour credit course which became an offering of the Counseling and Guidance Department as of Spring Semester, 1975. A section of this course, it would seem, could be adapted for prospective secondary teachers; using Denues' (1972) *Career Perspective: Your Choice of Work* or some other similar book as a basic text, this course would concentrate on assisting the young person to analyze himself/herself in terms of future goals, the world of work, the process of becoming. Included in the context of the course would be an opportunity for work experience in jobs unrelated to education and exploratory experiences in a variety of situations in the middle school, junior and senior high school settings. Upon completion of the course, the prospective secondary teacher would have concentrated on his/her own career development, have experienced the world of work in and out of the educational milieu, and perhaps be better able to determine if he/she actually wants to be a teacher.
Next, Counseling and Guidance 203, presently "Guidance Techniques for the Elementary Teacher," could be adapted especially for prospective secondary teachers. Stressing Adlerian psychology and techniques as they apply to classroom management, this particular adaptation would be more effective—in terms of concentration and internalization of counseling skills—than the emphasis in Secondary Education 139 as outlined in Schematic VI. This adapted course could also include brief introductions to other counseling theories and their practical applications; i.e., the behavioral, the transactional analysis, and the client-centered theories.

As for Counseling and Guidance 231, cross-listed as Secondary Education 231, this elective can become an integral part of the pre-service core integration. An individual can be encouraged to select this elective if he/she is interested in in-depth analysis of career education programs, research into various career education project alternatives, or extensive career education activity/unit development.

**Evaluation**

Although specific evaluation references have been included on each course schematic, only general kinds of evaluation devices have been listed on the complete schematic. The following suggestions, therefore, pertain to the evaluation of the entire integration program:
1. Utilization of a student survey/checklist re "Career Education" prior to beginning the core course integration sequence (Pre-Test).

2. Utilization of follow-up survey/checklist upon completion of the core sequence (Post-Test).

3. Field survey of students who have completed the program and are actively engaged in the teaching profession (two years later).

4. Survey of department head and staff reactions to the integration of career education into the existing core sequence.

5. Survey of student reactions to the integration of career education into existing core sequence.


7. Administration of career education confidence scales upon completion of core sequence.

Appendix D contains sample evaluation formats which can be adapted to fit designated needs or which can serve as suggestions for the development of new instruments.

**Suggestions for Implementation**

Numerous authors have commented on the need for and the importance of in-service training. Keller (1972a, p. 28), for example, emphasized this concern in the following manner:
Career education will require local educational agencies to rethink their missions and restructure their curricula. Educational personnel face the process of effecting change . . . . And this change cannot be accomplished without a comprehensive and coordinated in-service training program for everyone.

Drier (1972), then, called in-service preparation the key to career education delivery. And it is indeed the key to implementing the career education model outlined in the Integration Schematics of Chapter 4. Without a strong in-service program for the Secondary Education Department faculty, the effectiveness of the overall integration sequence, as well as the individual course infusion will be reduced. With in-service orientation, the faculty will be prepared to integrate career education objectives, as outlined in the core course schematics, sequentially, efficiently and enthusiastically. If, however, total departmental implementation is not feasible, but one-to-one consultation or a pilot study is, the same in-service approach can be adapted to fit this change of focus. The following schematics (Figures 6-7) describe a systematic faculty in-service plan.

**Future Studies**

A variety of possibilities, based on this developmental model integrating career education into core courses of the existing teacher preparation program, emerge as topics of consideration for future studies. In fact, additional attention might conceivably center on any one of the following:

1. Actual implementation of the model.
ADVISORY BOARD
Secondary Education Department Task Force

PURPOSE
To provide Secondary Education Department faculty with the expertise needed to integrate career education into the core courses of the existing teacher preparation program.

PREPLANNING
Assessment of career education by department head and advisory board. Commitment to integration of core courses.

STAGE I

AWARENESS
Series of 12 in-service training sessions conducted by career education specialist and designed to provide Secondary Education faculty with information and skills for integrating career education.

STAGE II

DEVELOPMENT
Concentration on objectives, suggested activities, evaluation and resources detailed in schematics for core courses.

STAGE III

IMPLEMENTATION
Installation of an integrated system for career development education.

STAGE IV

EVALUATION
Activities associated with summative and formulative evaluation.

STAGE V

REFINEMENT
Activities necessary to change and/or improve the system based on evaluative data.

STAGE VI

TIME SCHEDULE
PREPLANNING . . . . . . . Spring Semester, 1st year
AWARENESS . . . . . . . Spring Semester, 1st year
COMMITMENT . . . . . . . By end of Spring Semester, 1st year
DEVELOPMENT . . . . . . . Summer Workshop
IMPLEMENTATION . . . . . Fall Semester
EVALUATION . . . . . . . Spring Semester, 2nd year
REFINEMENT . . . . . . . Spring Semester, 2nd year

Figure 6. Integration Schematic VIII: In-Service Training
In-service stages from Keller (1972a).
Figure 7. Integration Schematic IX: In-Service Training
2. Further development of individual course materials; i.e., resource notebooks for each core course.

3. Pre/Post program evaluation and analysis.

4. Comparison of the experimental and regular approaches in implementing this model.


Hopefully, such supplemental work will be done with this integration model to determine both its usability and its effectiveness, as "it would be ironic if career education were to meet with initial success in the schools primarily because of an intensive in-service program, only to find new and young teachers emerging from teacher training institutions unequipped to work in the field of career education (Halverson 1973, p. 112)."
APPENDIX A

DEPARTMENT OF SECONDARY EDUCATION
PERFORMANCE OBJECTIVES

The Department of Secondary Education views the application to and acceptance by the College of Education as the initial step in entrance into the profession of education. Thus, the pre-service preparation of teachers as well as the in-service continuing education of the practitioner are shared responsibilities of the College of Education, the University, the profession, and the public. The pre-service program is directed toward the development of those attitudes and competencies essential to effective performance in the secondary school classroom. The in-service, graduate level program is directed toward the enhancement of teacher competencies and the development of the specialized skills essential to effective performance in the varying roles within the profession.

Specifically stated, the secondary teacher education programs are directed toward the preparation and continued professional development of teachers who:

In Subject Matter Competencies

1. demonstrate increasing competency in their teaching field(s).
2. demonstrate knowledge of the wide-range of materials within their subject matter discipline.
3. express the reasons why their subject field should be included in the secondary school curriculum.

In Human Relations Competencies

4. recognize the importance and have mastered the skills of positive interpersonal relationships with students and peers.
5. give evidence through their attitude and behavior of genuine understanding and concern for students, their variations in background and cultural base and their differences in interests and abilities.
In Teaching Competencies

6. describe the importance of motivation as an essential component in the teaching-learning process.

7. list the basic premises of the Gestalt field and operant conditioning theories and can specify teaching practices which are consistent with each.

8. write appropriate objectives for their teaching field(s) which:
   a. are stated in terms of desired post-instructional student behavior.
   b. correctly distinguish between the cognitive, affective, and psychomotor domains of student behavior.
   c. identify and distinguish between the various levels of the cognitive domain.
   d. describe the strategy recommended for identifying measurable effective objectives.

9. demonstrate competency in constructing an instructional unit and accompanying daily lesson plans to accomplish specific performance goals.

10. demonstrate a practical knowledge of the ingredients necessary for effective teacher-pupil planning.

11. select curriculum content and various teaching methods in response to identified variations in terms of student ability and interest.

12. assist their pupils to integrate the varied learning experiences into meaningful and useful wholes.

13. demonstrate appropriate teaching strategies as required for specific objectives, variations in instructional situations, and specific motivational and practical needs of students.

14. demonstrate varied approaches to instructional formats such as large group, small group, and individualized study.

15. experiment constantly to find better ways to enhance the teaching-learning process.

16. demonstrate competency in the communication skills appropriate to the role and function of the teacher.

17. operate machines listed below according to the specifications in the manual of operations: 16 mm sound projector; 2 x 2 automatic slide projectors; filmstrip, opaque, overhead projectors; tape recorders, multi-media equipment.

18. are receptive to using media by preparing AV aids for use in their presentations consistent with sound principles of learning.

19. measure and evaluate student performance and the results of the teaching-learning process using a variety of methods, such as observation, testing, writing, speaking and teacher self-evaluation.
20. state the purposes, uses, and limitations of the commonly used standardized tests.
21. interpret commonly used statistical terms such as percentile, rank, mean, median, mode, standard deviation, and correlation.
22. write essay questions and describe procedures used to improve the quality of grading for such tests.
23. grade and mark pupil achievement on various measures of performance and demonstrate awareness of the advantages and disadvantages of different marking systems.
24. demonstrate skill in establishing and maintaining effective classroom control and be able to discuss the fundamental principles underlying such control.
25. develop skill in asking questions and in leading classroom discussions.
26. exhibit knowledge of the characteristics of adolescent behavior and their implications for classroom practices.
27. development of listening skills in students, at least partially by demonstrating constantly their own ability to listen to students.
28. demonstrate that they understand a variety of techniques which will help to individualize learning in the classroom, including programmed learning and independent study, for example.

In Professional Competencies

29. recognize the philosophical and historical bases of education in the development of their philosophy of education.
30. demonstrate, during their student teaching experience, an understanding of the professional and ethical responsibilities of the teacher.
31. demonstrate an understanding of the role of the school in society through discussions of the local, state, and national problems and their implications for the schools.
32. demonstrate their understanding of the role of the professional in the educational setting, the function of the school, and their responsibilities to secure that functioning.
33. demonstrate their concern for the general improvement of the school's function and performance in behalf of the students and the community by actively participating in activities aimed toward that end.
34. demonstrate their recognition of the non-instructional responsibilities of teachers and fulfill these responsibilities with ever increasing competency.
35. demonstrate a growing professional maturity in their conduct in the classroom, and in their relationship with other professionals and the public.
36. demonstrate commitment to the profession by exhibiting instances of positive contacts with parents and community.
37. engage in self-improvement activities including professional study, self-appraisal techniques and professional organizations.
APPENDIX B

ADDITIONAL SOURCES--INTEGRATION SCHEMATIC III:
SECONDARY EDUCATION 129

1.0-2.2

Appalachian Education Satellite Project 1974.


Evans, Hoyt, and Mangum 1973.

*Goldhammer and Taylor 1972.

Hansen 1971.


Herr 1972.

High 1974.

Hoyt, Evans, Mackin, and Mangum 1972.


Keller 1972c.


*Unless noted by an asterisk, all of the material listed is available in the Career Information Center, Room 214, College of Education, University of Arizona.

89
Maryland State Board of Education 1972.
McClure and Buan 1973.
*Smoker 1974.

3.3


Bailey 1974b.
*Crites 1969.
Evans, Hoyt, and Mangum 1973.
*Ginzberg 1971.
Hansen 1971.
Herr 1972.
Hoppock 1967.
*Isaacson 1971.
Osipow 1972.
Super 1963.
Tiedeman and O'Hara 1963.
Tuckman 1972.

Useful Bibliographies

Appalachian Education Satellite Project 1974.
Arizona Career Education Clearinghouse n.d.
Drier 1973b.
Hansen 1971.
University of Arizona Career Education Project 1974.
APPENDIX C

SECONDARY EDUCATION 130
COURSE OBJECTIVES

I. Philosophy, Functions, Purposes of Secondary Education

A. Given statements of the philosophy of a secondary school, the student will be able to interpret and restate the philosophy with ideas for implementation.

B. The responsibilities assigned, and function of both certified and noncertified personnel in secondary schools will be understood by the students. Observation reports and early participation by students will demonstrate this understanding.

II. Effective Teaching

A. Students will be able to identify some commonly accepted components of effective teachers as isolated by recent research in the field.

B. Students will be able to relate recent research on teaching methodologies and their effects on pupil achievement.

III. Classroom Management and Control

A. Students will be able to discuss the fundamental principles of good management as well as helpful techniques for building on these techniques. Concepts to be discussed include: Administrative details; Attendance and tardy procedures; Seating charts; Pupil requirements and responsibilities; Physical conditions (lighting, temperature, etc.)

B. Students will demonstrate knowledge of effective standards and methods of discipline by reacting to both real and hypothetical classroom situations.

IV. Performance Objectives

After suitable orientation, students will be able to:
A. Accurately distinguish between written objectives which are stated in terms of student behavior and those which are not so stated.
B. Convert non-behavioral objectives to objectives which adequately describe desired post-instructional pupil behavior.
C. Distinguish correctly between written objectives representing the cognitive, affective and psychomotor domains of pupils' behavior.
D. Identify cognitive objectives and classify them into two categories:
   1. Lowest (knowledge)
   2. Higher than lowest (all other levels of the cognitive domain).
E. Describe the strategy recommended for identifying measurable affective objectives.

V. Teaching Units and Lesson Plans

A. Students will construct an instructional unit which, hopefully can be used in the student teaching situation. This should include an objective exam which will determine whether the unit objectives have been achieved.
B. Given a number of daily lesson plan forms, students will choose one that is best suited for their teaching situation and utilize same during the duration of his student teaching experience.
C. Students will demonstrate a knowledge of the ingredients necessary for effective teacher-pupil planning.
D. Given various types of formats, students may be required to produce at least one learning package.

VI. Methods of Instruction

Students will demonstrate their own understanding of and ability to use the following skills in teaching (through micro teaching and other means):

A. Consistent use of correct speech.
B. Development of listening skills in students, at least partially by demonstrating constantly their own ability to listen to students.
C. The appropriate use of the various levels of questioning.
D. The appropriate use of the class discussion as one of the major teaching techniques.
E. The use of non-verbal techniques.
F. The use of the assignment as a real learning device.
G. Providing feedback to students to enhance learning (from assignments, tests, etc.).
H. Establishing set.
I. Achieving closure.
J. Recognizing and obtaining attending behavior.
K. Control of student participation (the reluctant student/the "there with all the answers" student).
L. The use of alternate approaches to the same end to accommodate different learning styles.
M. The appropriate and skillful use of the lecture.
N. The use of games and simulation techniques.
O. The use of role playing as an effective learning tool.
P. The student will demonstrate that he understands a variety of techniques which will help to individualize learning in the classroom, including programmed learning, independent study, etc.
Q. The student will be able to express an understanding of some of the major principles and problems in motivating students.
R. The student will demonstrate a fundamental knowledge of current research on the learning process.
S. The student will demonstrate a basic understanding of differences among students and the school's responsibility for working toward helping each student succeed within the limits of his ability.
T. The student should show an understanding of the use of community resources as an extension of the classroom to enhance learning.
U. The students will be able to identify the components necessary for effective team teaching including the facets needed for successful large group instruction, small group instruction and directed study.
V. Students will demonstrate knowledge of the following techniques: problem solving; debate; case method; textbook utilization/study skills.
W. Students will be able to identify and discuss appropriate techniques for the treatment of controversial issues.
X. Students will be able to present an approach for fostering the appreciation of aesthetics in their pupils.

VII. Audio-Visual Methods

A. Given the various types of audio-visual equipment available in secondary schools, students will correctly choose the type of equipment and/or materials which will best facilitate instruction.
B. Given the available audio-visual equipment in secondary schools, students will be able to demonstrate correct operation of the equipment.
C. Students will indicate an awareness of effective utilization of instructional display areas and bulletin boards.

VIII. Measurement and Evaluation

A. Students will be able to measure instructional outcomes both by means of teacher constructed tests and other evaluative procedures.

B. Students will be able to state in writing the purposes, uses, and limitations of a commonly used standardized test.

C. Students will be able to interpret commonly used statistical terms such as percentile, rank, mean, median, mode, standard deviation, and correlation.

D. Students will be able to write effective objective test items.

E. Students will be able to write essay questions and to describe procedures used to improve the quality of grading for such tests.

F. Students will be able to grade and mark pupil achievement on various measures of performance and will demonstrate awareness of the advantages and disadvantages of different marking systems.

IX. Teacher Self-Evaluation

A. Given instruction in the utilization of various self-appraisal instruments, students will code and analyze observed practices in classroom situations.

B. Students will develop evaluation techniques for pupil feedback.
APPENDIX D

SAMPLE EVALUATION FORMATS

Please Note: These sample formats can be adapted to fit specific needs or can serve as guidelines for the development of new instruments. They are grouped in the following categories: Surveys (Oberlander, Benson, White and Bainter); Questionnaires (Even, Young); Evaluations (Tuckman, Young); Miscellaneous Formats (Benson, Neal, Tuckman).
Surveys

Oberlander (1971), "Career Development Survey"

1. Is Career Planning and/or Occupational Guidance needed in public schools? If so, why? If not, why not?

2. What do you consider to be the unique qualifications of an individual concerned with providing services for career planning?

3. How would you recommend occupational guidance personnel be prepared to render career planning?

4. What additional preparation is needed by an occupational counselor over and above that provided through formal training?

5. What function or response do you expect a career planner to perform beyond academic counseling services?

6. How should one who provides career planning devices continue to keep abreast of careers and occupational changes?

7. Should career development begin at elementary level? If so, why? When to start? What would be the major emphasis?

8. How should the career development programs be initiated and articulated? At the elementary level? At the secondary level?

9. Should a specific course(s) be offered in Career Planning at the undergraduate level to prepare occupational guidance personnel?

10. What role should non-educational institutions assume in regard to Career Planning?


Staff

1. In what ways has the Career Development Program helped you to do a better job professionally?

A. Increased my knowledge of career development concepts.
B. Provided a vehicle for increasing curriculum relevancy.
C. Provide usable materials for my work.
D. Stimulated more team work.
E. Increased community assistance in education.
F. Other ________________________________
G. No help.

2. Did you feel you had a voice in the implementation of the program, if you desired?
   □ Yes
   □ No

3. The amount of time required for this program was:
   ___ too much
   ___ okay
   ___ too little

4. The major objectives of the program as you see them are (check all appropriate answers):
   A. Meet national manpower needs.
   B. Develop specific student job skills before graduation.
   C. Integrate vocational and academic education.
   D. Help students select an occupation before graduation.
   E. Increase the use of community resources.
   F. Other ________________________________
   G. Impossible to determine.

5. What are the highlights of the program? ________________

6. In your opinion were the parents supportive in this program?
   □ Much   □ Some   □ Little   □ None

7. Did this program duplicate what is being done already?
   □ Much   □ Some   □ Little   □ None
   If so, where ________________________________
8. What, if any, problems do you see associated with the program? __________________________

9. Were the materials developed useful?
   - Much  - Some  - Little  - No help

10. Were the techniques developed useful?
    - Much  - Some  - Little  - No use


Career Development Program  

1. In general, I am aware of the Career Development Program:
   - Yes  - No  - Unsure

2. The major objectives of the program, as you see them, are:
   Please rank, 1--being the highest priority objective
   7--being the lowest priority objective

   - a. Meet national manpower needs
   - b. Develop specific student job skills before graduation
   - c. Integrate vocational and academic education
   - d. Help students select an occupation before graduation
   - e. Increase the use of community resources
   - f. Create an awareness of the world of work
   - g. Impossible to determine
   - h. Other __________________________

3. In your opinion, are parents supportive of this type of program?
   - Much  - Some  - Little  - No support

4. Are you supportive of this program?
   - Much  - Some  - Little  - No support

General comments: __________________________

________________________________________________________________________
5. Up to now my involvement in the Career Development Program has been (check all that apply):

___ a. As a parent
___ b. As a community employer
___ c. As a class resource speaker
___ d. As a school community tour host
___ e. Other
___ f. None

6. I would be willing to be involved in the Career Development Program in the following ways (check all that apply):

___ a. As a class resource speaker
___ b. As a school community tour host
___ c. As a personal interview subject
___ d. Other
___ e. Not sure

7. I am answering this survey as a:

___ a. Parent
___ b. Business representative
___ c. Civic organization member
___ d. Educator
___ e. Other

Thank you.

Gentlemen: I can give my assistance in the following:
___ Resource Speaker ___ Field Trips ___ Personal Interview

Name ____________________________________________

(please print)

Address __________________________________________

City __________ State __________ Zip _________

Telephone __________ Occidental Area _______________
White and Bainter (1973), "Pre-Service Teacher Attitude Survey"

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<td>1. The concept of career education is long overdue in the nation's schools.</td>
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<td>2. The preparation of general teachers for career education roles should be a function of this institution.</td>
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<td>3. Every pre-service teacher should have hands-on experience in structuring career education curriculum.</td>
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<td>4. Career education is probably a passing fad.</td>
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<td>5. If I had a choice, I would like to work in a school system which has a career education program.</td>
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<td>6. Bringing the world of work into the school curriculum in the elementary and middle school will negatively affect the student's choice about what to learn.</td>
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<td>7. I would like to have additional experience in structuring career education curriculum.</td>
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<td>8. I have sufficient work experience myself that I could use in structuring career education curriculum.</td>
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<td>9. Education for employment is as justifiably a part of the school curriculum as education for college.</td>
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<td>10. I would recommend this module to other pre-service teachers.</td>
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1. Have you had personal contact with the career education specialist during the current school year?

☐ Yes ☐ No

2. Based on your personal observations, what would you consider to be the involvement of both students and teachers with the career education specialist (check appropriate box)?

Great Professor Involvement _____I_______I_____I_____I______

Little or No Professor Involvement

Great Student Involvement

Little of No Student Involvement

Comments:

3. How satisfied are you with the specialist related activities in your department/college?

Very Satisfied

Very Dissatisfied

Comments:

4. Briefly state what you feel the role of the career education specialist should be in your department/college.

5. Are there any specialist activities which you feel should be expanded? Explain:

6. Are there any activities that you feel can be reduced? Explain:
7. Have either students or professors related favorable or unfavorable comments to you regarding specialist activities? If so, what was the nature of these?

Even (1974a), "Professor Information Questionnaire"

1. Have you had any personal contact with the Career Education Specialist during the current school year?

☐ Yes ☐ No

If yes, approximately how many times?
Was this on a regular basis (i.e. monthly, weekly, etc.)?

☐ Yes ☐ No

2. In which of the following areas have you received help or materials from the career development counselor (check each one that applies)?

☐ a. Setting up field trips for students.
☐ b. Locating resource speakers for the class.
☐ c. Obtaining materials for the career education discussions.
☐ d. Teaching a class on career possibilities.
☐ e. Developing workshops.
☐ f. Receiving occupation information at faculty meetings.
☐ g. Providing vocational counseling for students.
☐ h. Other (explain briefly): _______________________

3. For the activities checked above, please describe briefly the help or materials which the Career Education Specialist gave you: __________________________

______________________________

______________________________
4. How would you rate the services which you have received from the Career Education Specialist (check one)?

- [ ] excellent
- [ ] good
- [ ] average
- [ ] fair
- [ ] poor
- [ ] not applicable

Briefly explain why you feel this way: ____________________________

5. What suggestions could you offer the specialist for future career education activities during the next academic year? ___________________________________________

6. Provide a brief statement as to how you personally define the role of Career Education Specialist in your college/department: ___________________________________________

7. What services could the Career Education Specialist provide you with that you feel would be helpful? __________

Young (1971), "Career Education Questionnaire"

1. Identify what you believe to be the main components of a Career Education Program, K-12:

2. Do you believe your school with its present staff can implement a Career Education Program?

- [ ] Yes
- [ ] No

If yes--How? If no--Why not?

3. A. What kind of in-service training will be needed to aid you in preparing to implement Career Education?

B. How much time (in hours) do you believe it will take to prepare you for a Career Education role?

_____ hours
4. A. What types of curriculum materials will you need to implement Career Education?

B. Will you use curriculum materials prepared by others?

□ Yes  □ No

Evaluations

Tuckman (1972), "Instrument"

Directions: We would like to know how you FEEL about career education in comparison with other educational programs. We want you to answer each item as honestly as you can. We ask you NOT to write your name on these sheets, for it is only your truthful answers that are important—it does not matter who gives the answers. However, in order that we can compare a person's responses on different instruments, please write the last four digits of your social security number at the top.

Please circle the response which corresponds the closest to your feeling about each item.

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

Do not take too much time in thinking about any particular item. Please do not leave any item out—there is no right or wrong answer—it is just how YOU feel about things. Other people may have different opinions.

Here is an example:

Some high school students are too undisciplined to employ.  

SA A U D SD

This person strongly agrees with the item and, thus, feels that some students are definitely too undisciplined for employment.

Put a circle around the answer which comes the closest to representing your feeling. Even if your exact feeling is not found in one of the choices, pick the one which comes the closest to your true feeling. Sometimes it will be hard to make up your mind, but do the best you can and do not leave any out.
Begin here--circle one:

1. SA A U D SD 1. It is more important to provide many students with a sound basic education than to use the time for career education.

2. SA A U D SD 2. A high school graduate with a career education background would impress me a great deal.

3. SA A U D SD 3. Giving students career education is wasted because most are not mature enough to profit from it.

4. SA A U D SD 4. Career education does not make enough students useful members of society to justify its cost.

5. SA A U D SD 5. I would favor adding career education programs even if available funds remain the same.

6. SA A U D SD 6. Most so-called career education experiences in my opinion accomplish little.

7. SA A U D SD 7. In my opinion there are not enough students having career education experiences in the public schools.

8. SA A U D SD 8. I should like to see the value of career education made known to more teachers and parents than is now the case.

9. SA A U D SD 9. I am opposed to adding career education programs to the high school offerings when so many students need the basic subjects.

10. SA A U D SD 10. For many students in school, there should be greater emphasis on earning a living through a career education program.

11. SA A U D SD 11. Career education programs cannot possibly prepare high school students for the range of job opportunities available to them.
12. In my opinion, spending time on career education hinders students from further education after high school.

13. Results of career education programs I have seen or heard about were beneficial to the communities involved.

14. I do not think career education in junior high or high school is as necessary for most students as are other worthwhile programs.

15. In my opinion, career education programs are generally suited only for people destined to do unskilled work.

16. There should be more money set aside in the school budget for career education.

17. Most students who would be attracted to career education in high school in my opinion lack too many other scholastic skills for their own ultimate good.

18. I should like to see career education encouraged more among students.

19. In my opinion education in the public schools is highly overrated.

20. I believe good career education programs in public schools will attract new industries to a community.

21. It seems to me that career education in high school does prepare a student for advancement in an occupation.

22. A more considerable portion of the elementary school curriculum than at present should be devoted to career education.

23. I am of the opinion that career education is too costly in proportion to its worth to the community.

24. In my opinion most public schools do not provide career education programs early enough.
25. I would cooperate with others in order to develop the best career education program for this community.

26. I favor reducing career education programs when available school funds are in short supply.

27. This community should provide a wide variety of career-oriented programs to fit the abilities of students, regardless of their immediate goals.

28. I am thoroughly sold on offering career education in my school.

Tuckman (1972), "Instrument #2"

The following scales are quite different from the preceding statements. Read through the examples and they will show you how you should respond.

Examples:

Think about Career Education as Part of the School Curriculum

Useful

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You should ask yourself, "Does the phrase, Career Education as Part of the School Curriculum, mean to me something useful or useless?" You decide and mark the scale in the space closest to your feeling. The mark X here indicates that the phrase, Career Education as Part of the School Curriculum, means something quite useful. Again . . .

Think about Academic Education as Part of the School Curriculum

Disadvantageous

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Here the X describes Academic Education as Part of the School Curriculum as somewhat advantageous.
With the following, first read the phrase at the top, then glance down it at each pair of words. Put an X in the space under the word that describes your true feeling for the pair. Move to the next set and do the same. Please answer every item.

Think about **Career Education as Part of the School Curriculum**

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Boring
Unsatisfactory
Rewarding
Practical
Undesirable
Essential
Ineffective
Unimportant
Helpful
Valuable
Meaningless
Realistic
Indefinite
Unattractive
Unprofitable
Purposeful
Secure(future)
Respectable
Think about Academic Education as Part of the School Curriculum

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Tuckman (1972), "Career Education Workshop Final Evaluation Form"

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. All information furnished is confidential.

Example:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

Air pollution must be attacked at the national, state, and local levels

This person feels in no uncertain terms that air pollution must be attacked.

Begin here--circle one:

1. The objectives of this workshop were clear to me.

2. The objectives of this workshop were not realistic.

3. Specific goals and planning made it easy to work efficiently.

4. The participants accepted the objectives of this workshop.

5. The objectives of this workshop were not the same as my objectives.

6. I did not learn anything new.

7. The material presented was valuable to me.

8. I could have experienced as much by reading a book.
9. Possible solutions to the problems I face were considered. SA A U D SD
10. The information presented was too elementary. SA A U D SD
11. The speakers really knew their subject. SA A U D SD
12. The director was well prepared. SA A U D SD
13. I was stimulated to think about the topics presented. SA A U D SD
14. New contacts and associations were made which will help. SA A U D SD
15. We worked together well as a group. SA A U D SD
16. We did not relate theory to practice. SA A U D SD
17. The sessions followed a logical pattern. SA A U D SD
18. The schedule was too inflexible. SA A U D SD
19. The group interactions were excellent. SA A U D SD
20. There was very little time for informal dialogue. SA A U D SD
21. I did not have an opportunity to express my ideas. SA A U D SD
22. I really felt a part of the total group. SA A U D SD
23. My time was well spent. SA A U D SD
24. The workshop met my expectations. SA A U D SD
25. The reference materials that were provided or recommended were very helpful. SA A U D SD
26. Too much time was devoted to trivial matters. SA A U D SD
27. The information presented was too advanced. SA A U D SD
28. The content presented was applicable to the important problems in this area.

29. Workshops such as this should be offered again in future years.

30. Workshops such as this will contribute greatly to stimulating interest in developing career education in the local schools.

31. As a result of your participation in this workshop, what plans have you formulated for implementing career education in your school?

32. As a result of your contacts with the participants and resource people at this workshop, what plans for continuing contact with them and continuing development in career education have you formulated?

33. In your opinion, what were the major strengths of this workshop?

34. In your opinion, what were the major weaknesses of this workshop?

35. If you were to conduct a workshop similar to this one, what would you do differently from what was done in this workshop?

36. Additional comments about the workshop:
37. If you had to do over again, would you volunteer for this workshop which you have just completed?
   ___ Yes ____ No ___ Uncertain

38. If a workshop such as this is held again, would you recommend to your colleagues that they participate?
   ___ Yes ____ No ___ Uncertain

Tuckman (1972), "Resource Person (RP) Evaluation"

Resource Person _______________________ Date ____________

Circle the letter that best describes your opinion:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

1. The RP knew his subject matter well. SA A U D SD
2. The RP covered his topic thoroughly. SA A U D SD
3. The RP presented his material at a level appropriate for his audience. SA A U D SD
4. The RP made his material interesting. SA A U D SD
5. The RP was successful in getting his points across. SA A U D SD
6. The RP used enough illustrations to make his ideas clear. SA A U D SD
7. The RP encouraged his audience to interact. SA A U D SD
8. The RP encouraged different points of view to be expressed. SA A U D SD
9. The RP attempted to tailor his approach and coverage to the needs of his audience. SA A U D SD
10. The RP did a good job. SA A U D SD
Young (1971), "Evaluation Test"

Words often have different meaning as interpreted by different persons. The following are several topics.* Each are followed with a set of opposite adjectives. You are to rate the topics on each of the adjectives. Rate on the basis of what it means to you.

Professional Level Occupations
Occupational Possibilities at the Junior Placement Level
Completion of Four Year College Education
Trade Level Occupations
Technical Level Occupations
Completion of High School Education

*Each of the topics listed above would be included on a separate sheet followed by the set of opposite adjectives
Instructions: Read each question carefully. From the possible answers listed, circle the phrase which describes this employee most accurately. Any additional comments you wish to make will be helpful.

1. Considering his time spent on the job, how much is he absent?
   a. seldom  
   b. less than average  
   c. average  
   d. more than average  
   e. very often

2. How often is he late for work?
   a. very often  
   b. more than average  
   c. about the same as others  
   d. seldom  
   e. never

3. How would you describe his accident rate for a beginner on the job?
   a. extremely high  
   b. higher than average  
   c. average  
   d. few instances  
   e. no accidents

4. Compared with other beginners, how frequently does he need supervisory help?
   a. never  
   b. almost never  
   c. once in a while  
   d. often  
   e. very often

5. Do you think he would do better if he were on some other kind of job?
   a. definitely yes  
   b. probably  
   c. I'm not sure  
   d. no  
   e. definitely no

6. How does the quality of his work compare with other beginners?
   a. much worse  
   b. worse  
   c. about the same  
   d. better  
   e. much better
7. Would you consider him for a promotion to a position of more responsibility if you could make the decision?

   a. definitely not  
   b. probably not  
   c. I'm not sure  
   d. probably yes  
   e. definitely

8. If the decision were up to you, would you give him a raise in pay right now?

   a. definitely not  
   b. probably not  
   c. I'm not sure  
   d. probably yes  
   e. definitely yes

Benson (1973, p. A-84), "Career Development Test"

Differential Scale: Place an X through the response that most closely expresses your level of agreement or disagreement on each question. Abbreviations can be used for strongly agree, agree, undecided, disagree, and strongly disagree.

1. The career stereotyping process is similar to racial prejudice.
2. Women now largely consider their potential work contributions to be equal to that of men.
3. Men now largely consider women's potential work contributions to be equal to that of men.
4. Salary is the single most important determinant for social standing in a community.
5. Career development is more of a sequence of decisions and choices over a lifetime than a concentrated decision process in one's youth.
6. A democratic vote is the most effective decision making strategy when commitment to action is required.
7. High school grades are better predictors of college grades than test scores.
8. High school industrial courses prepare students for entry into skilled trades.
9. Upon graduation from high school or college a final career choice is considered desirable by career development authorities such as Donald Super and Wes Tennyson.

10. Children should enjoy childhood without having to think about jobs so early.

11. Career development planning is relatively worthless because occupations are changing so rapidly.

Multiple Choice: Put an X through the response or responses on the answer sheet that you feel are correct.

12. A student with percentile rank of 90 on a verbal reasoning test:

A. has twice as much ability as one with a rank of 45.
B. is of college ability.
C. is in the top quarter of the norm group.
D. all of the above are true.

13. The unit of measurement comparison used in measuring aptitudes is:

A. the IQ
B. the percent right on a test
C. other people's performance
D. all of the above

14. Standardized tests can best help us determine:

A. values
B. interests
C. personality traits
D. task difficulty
E. C and D
F. none of these

15. If we know an individual student's general level of scholastic aptitude we can safely predict his grades in future schooling:

A. sometimes
B. always
C. only for some schools
D. never

16. If we know a group of students' general level of scholastic aptitudes we can reasonably predict:

A. nothing
B. each student's grades
C. the group's success in college
D. their interests
E. all but A
17. In order for an 18-year old boy to enroll in a technical or skilled trade program at a Minnesota area vocational-technical institute, he would have to pay tuition of:

A. $750 a semester  C. $45 a month
B. $600 a semester  D. none of these

18. The number of different occupations in the United States is:

A. decreasing  C. about 10,000
B. about 5,000  D. above 20,000

19. The most readable information survey source for occupational research is:

A. The DOT (Dictionary of Occupational Titles)
B. Employment Opportunities
C. The Occupational Outlook Handbook

20. What percent of students go on to earn a four-year college degree?

A. less than 10%  C. about 50%
B. about 20%  D. about 75%

21. What percent of students drop out before completing high school?

A. below 5%  C. about 20%
B. about 10%  D. about 35%

22. What percent of all occupations require a college degree?

A. less than 5%  C. 15-25%
B. 10-15%  D. 25-50%

23. Approximately how many area vocational-technical schools are there in Minnesota?

A. 0-10  C. 21-30
B. 11-20  D. more than 30

24. Each individual because of special interests, abilities, and educational opportunities is best suited for:

A. one job  C. most jobs
B. a group of jobs  D. any job of interest
25. There are three basic group leadership models.
   A. True
   B. False

26. Competition is not emphasized enough in our schools considering the nature of our economy.
   A. Agree
   B. Disagree

   Multiple Choice: Put an X over the correct letter or letters for each item.

27. The descriptions best applied to the concept of leadership in a group are:
   A. unique personality traits
   B. an aggressive, but sensitive personality
   C. the personal resources to accomplish the task
   D. friendliness

28. In developing group productivity, emphasis should be placed on:
   A. cooperation
   B. competition
   C. the decision making process
   D. the communication process
   E. congeniality

29. The major reason that people get fired from their jobs is:
   A. poor training
   B. poor attendance
   C. carelessness
   D. can't get along with other people

30. In personal occupational planning, each student should study:
   A. a few occupations
   B. a career cluster
   C. all occupations
   D. the skills of personal planning

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<th>Time Involved</th>
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A. Field Trip Planning
B. Resource Speaker Planning
C. Touring Work Stations
D. Interviewing Workers
E. Teacher-Worker Exchanges
F. Other

Neal (1972a, Appendix No. 3), "Confidence Scale"

Directions: Please rate the statements on this instrument with respect to your feelings of confidence to do the things specified. Rate the statements on a nine (9) point scale. Circle the number 9 for those statements which describe the knowledge or skills that you are very confident you possess; circle 1 for those statements which describe those knowledges or skills which you are very uncertain that you possess or any number in-between which you think describes your level of confidence.

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Example:
I am confident that I would do a better job of teaching if I were paid more money.

1 2 3 4 5 6 7 8 9

1. I am confident that I have a working knowledge of career education.

1 2 3 4 5 6 7 8 9
2. I am confident that I can relate subject matter to the world of work.

3. I am confident that I have the skill necessary to work effectively with students in small groups (3 to 7 students).

4. I am confident that I have the skills necessary to work effectively with pupils in large groups (entire class).

5. I am confident that I know enough about the world of work to teach effectively about it in the classroom.

6. I am confident that I would use curriculum materials prepared by myself.

7. I am confident that I would use curriculum materials prepared by others.

8. I am confident that I have the necessary skills to cope with individual student discipline problems.

9. I am confident that I understand the problems of teaching students in a career education program.

10. I am confident that I possess the necessary skills required to cope with group discipline problems.

11. I am confident that I understand the problems of the students I teach.

12. I am confident that I have the necessary skills to deal with unexpected situations in teaching as they develop.
13. I am confident that I can adapt my teaching program to implement career education.

14. I am confident that I can use such techniques as field trips, closed circuit TV and resource persons effectively in my teaching program.

15. I am confident I understand the need for career education.

Tuckman (1972), "Tuckman Teacher Feedback Form" (short form)

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1 2 3 4 5 6 7 8 9

Conventional
Impatient
Warm
Amiable
Routinized
Uninhibited
Ritualistic
Harsh
Fair
Purposeful
Experimenting
Organized
Sociable
Uncertain
Outspoken
<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Opposite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Imaginative</td>
<td>Exacting</td>
<td>Imaginative</td>
</tr>
<tr>
<td>17</td>
<td>Erratic</td>
<td>Systematic</td>
<td>Erratic</td>
</tr>
<tr>
<td>18</td>
<td>Aggressive</td>
<td>Passive</td>
<td>Aggressive</td>
</tr>
<tr>
<td>19</td>
<td>Accepting (people)</td>
<td>Critical</td>
<td>Accepting (people)</td>
</tr>
<tr>
<td>20</td>
<td>Quiet</td>
<td>Bubbly</td>
<td>Quiet</td>
</tr>
<tr>
<td>21</td>
<td>Outgoing</td>
<td>Withdrawn</td>
<td>Outgoing</td>
</tr>
<tr>
<td>22</td>
<td>In control</td>
<td>On the run</td>
<td>In control</td>
</tr>
<tr>
<td>23</td>
<td>Flighty</td>
<td>Conscientious</td>
<td>Flighty</td>
</tr>
<tr>
<td>24</td>
<td>Dominant</td>
<td>Submissive</td>
<td>Dominant</td>
</tr>
<tr>
<td>25</td>
<td>Observant</td>
<td>Preoccupied</td>
<td>Observant</td>
</tr>
<tr>
<td>26</td>
<td>Introverted</td>
<td>Extroverted</td>
<td>Introverted</td>
</tr>
<tr>
<td>27</td>
<td>Assertive</td>
<td>Soft-spoken</td>
<td>Assertive</td>
</tr>
<tr>
<td>28</td>
<td>Timid</td>
<td>Adventurous</td>
<td>Timid</td>
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</table>


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