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A Model Diversified Occupations Curriculum and Instructional Program Designed for Special Needs Students in Snohomish School District #201

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A Model Diversified Occupations Curriculum and Instructional Program

Designed For Special Needs Students

In Snohomish School District #201

A Project Report

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Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Beth C. VanderVeen

May, 1994

A MODEL DIVERSIFIED OCCUPATIONS CURRICULUM AND INSTRUCTIONAL PROGRAM
DESIGNED FOR SPECIAL NEEDS STUDENTS
IN SNOHOMISH SCHOOL DISTRICT #201

by

Beth C. VanderVeen

May, 1994

The purpose of this project was to develop a Model Diversified Occupations Curriculum and Instructional Program designed specifically for special needs students in Snohomish School District #201, Snohomish, Washington. To accomplish this purpose, current research and literature concerned with serving special needs students in diversified occupations programs were reviewed. Additionally, unit overviews, student learning objectives, performance criteria, learning activities, teaching strategies, and instructional materials were adapted and developed.

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CHAPTER ONE

Background of the Study

Introduction

Vocational education has been a major vehicle for the integration of new populations into the American mainstream, becoming a major player in forging equality into the nation's social fabric. We can look toward vocational education in addressing the needs of special student populations and all of the "other" challenges to come as we progress toward the 21st Century. (Ryan, 1988)

As illustrated by Ryan in the above statement, vocational education has played and will continue to play a major role in the education of all students. More importantly, as individual student needs continue to change and more emphasis on "relevancy" in the classroom becomes more prevalent, the need for effective vocational programs will become even more essential.

According to Pautler (1991), students leaving high school and going directly to employment are largely on their own. These students, and more specifically, special needs students, deserve the same attention equal to that given to those who plan to attend college. Of the 87 percent of students entering college only 25 percent complete. The remaining 75 percent face low wages and low profits because of the lack of vocational, "hands-on" training and the ability to find and hold a good job.

According to West (1988), one of society's major expectations of the public educational system is that this same system will educate and prepare students for entry into the world of work and self-sufficiency. This becomes especially important when working with special needs students. Therefore, when "transition" from school-to-work, to include career education, begins early, special needs students and all students will have vocational success, increased opportunities, and an improved quality of life.

Purpose of the Study

The purpose of this project was to develop a Model Diversified Occupations Curriculum and Instructional Program designed specifically for special needs students in Snohomish School District #201, Snohomish, Washington. To accomplish this purpose, current research and literature concerned with serving special needs students in diversified occupations programs were reviewed. Additionally, unit overviews, student learning objectives, performance criteria, learning activities, teaching strategies, and instructional materials were adapted and developed.

Limitations of the Study

For purposes of this study, it was necessary to establish the following limitations:

1. Scope: The curriculum and activities of the diversified occupations program were designed for use by the students of Snohomish High School, Snohomish School District #201, Snohomish, Washington.
2. Research: The literature reviewed in Chapter 2 was essentially limited to research current within the last ten (10) years. Additionally, selected Diversified Occupation's instructors were contacted and invited to submit information regarding content and teaching strategies unique to their individual programs.
3. Participants: Snohomish School District employees who assisted the writer, Beth C. VanderVeen, in planning and implementing the project included members of the Vocational Department including: marketing education instructors, the Snohomish School District vocational director, the vocational guidance counselor, the Snohomish High School principal, and the Alternative High School head teacher.

4. Time: The project focused on the school year 1993-94, to be implemented in the school year 1994-95.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. ADA (American with Disabilities Act, PL 101-336) - provides clear, strong, consistent and enforceable standards prohibiting discrimination against individuals with disabilities, without respect to their age, nature or disability, or extent of disability. This includes 5 action steps: (1) designate responsible employee to coordinate ADA, (2) establish a grievance procedure that is clear and concise, (3) conduct self evaluations, (4) develop transition plans and (5) provide public notification of policy on non-discrimination. (Turnbull, 1993)
2. Carl Perkins Vocational Education Act - makes vocational education programs accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, adults in need or retraining and training, persons participating in programs designed to eliminate sex bias and stereotyping in vocational education, and incarcerated persons, and improves the quality of vocational education programs in order to give the nation's workforce the marketable skills needed to improve productivity and promote economic growth. (Sarkes and Scott, 1986)
3. Cooperative Education - programs that prepare students for their next step in their lives, whether that is a continuation of their education, beginning a career or a combination of the two. This vital school-to-work transition program is the combination among schools, the business community, and labor who recognize their joint responsibility to provide students

with the appropriate skills for an increasingly technical and internationally competitive job market. (OSPI, Cooperative Education Programs Flyer, 1993)

4. Diversified Occupations - assists students in developing those skills indentified by business and industry as being essential to successful employment in a variety of occupations. The program provides employability training, along with focused attention on basic and social skills development. (OSPI, Diversified Occupations Criteria and Guidelines, 1991)
 - A. Regular Diversified Occupations - open to students 16 years old and above at the senior high level who are interested in an entry-level career in the areas of business, agriculture, marketing, home and family life, or trade and industry. (OSPI, Diversified Occupations Criteria and Guidelines, 1991)
 - B. Special Needs Diversified Occupations - designed and available for those students who meet handicapped or disadvantaged criteria within regular high schools. Students require alternative learning strategies and/or pacing to reach an employable level. (OSPI, Diversified Occupations Criteria and Guidelines, 1991)
5. Free and Appropriate Education - special education and related services that (1) provide, at public expense, under public supervision and direction, and without charge, (2) meet the standards and requirements of IDEA, (3) include preschool, elementary, and secondary school education in the state involved and (4) provide conformity with the child's individualized education program. (Turnbull, 1993)
6. IDEA (Individuals with Disabilities Education Act, PL 101-476) - provides federal funds to states and local education agencies if they agree to comply with certain conditions set out in the law and the regulations that implement the act. It is designed to assure that children with disabilities receive a free and appropriate education and are not discriminated against in or by any public agencies furnishing special education services. (Turnbull, 1993)

7. IEP (Individualized Educational Program) - a written statement for each disabled child which shall include (1) a statement of the present levels of education performance, (2) a statement of annual goals, (3) a statement of the specific educational services to be provided and the extent to which the child will participate in regular education programs, (4) a projected date for initiation and anticipated duration of services and (5) an appropriate objective criteria and evaluation procedures. (Turnbull, 1993)
8. ITP (Individualized Transition Plan) - part of the IEP to include needed transition services that are necessary to ensure an appropriate education. (Turnbull, 1993)
9. Section 504 (Rehabilitation Act of 1973, PL 93-112) - a federal antidiscrimination legislation that prohibits any state or local government or any private organization that receives federal funds from discriminating against an "otherwise qualified handicapped person" solely on the basis of the person's handicap. (Turnbull, 1993)
10. Special Needs - individual who encounters or is likely to encounter difficulty in educational or employment settings because of a disability, economic or academic disadvantage, who has different linguistic or cultural background, or outdated job skills, and who requires individually prescribed and unique teaching strategies. (Sarkes and Scott, 1986)
11. Transition - a formal planned process involving special needs learners, parents, school personnel and community agency representatives, which results in the preparation and implementation of a plan to assist special needs learners in developing knowledge, skills and attitudes required to enter and succeed in postsecondary vocational education and/or sustained employment. (Sarkes and Scott, 1986)
12. Vocational Education - organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture,

business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations. (Sarkes and Scott, 1986)

13. Youth Apprenticeships - designed to expose students to workday realities in a variety of areas whereby employers or labor/management groups play a major role. Participants spend part of each school week at their respective work sites--the rest in the classroom. Students receive and develop social skills and work attitudes necessary for success in any employment situation. They also receive high school diplomas and certificates of mastery. (U.S. Department of Education, 1993)

CHAPTER TWO

Review of Related Literature

Introduction

The review of research and literature summarized in Chapter Two has been organized to address:

1. Need for Career Awareness Education
2. Diversified Occupations Curriculum Core Standards and Guidelines
3. Diversified Occupations Addresses Unemployment
4. School-to-Work Transition
5. Business Sector Perceptions and Attitudes
6. Instructional Strategies for Special Needs Students
7. Relevancy for School Administrators
8. Summary

Data current within the past ten (10) years was identified through an Educational Resources Information Centers (ERIC) computer search. A hand search of various other sources was also conducted.

Need for Career Awareness Education

The U.S. Department of Education (1993) has placed a strong emphasis on improving the quality and extent to which career education is made available to all students. The national

goals, to be implemented by the year 2000, include "every adult American will be literate and possess the skills necessary to compete in a world economy." The emphasis placed on improving and increasing career awareness education does not stop with the educational arena but also includes and is driven by the business and industry sector.

School-to-work transition programs (U.S. Department of Education, 1993) have been considered essential to the success of today's youth for the following reasons: help reduce dropout rates; counter the decline of qualified, capable workers; and help all students, including the large majority who do not go on to four-year colleges, to plan for their own futures. To ensure successful school-to-work transition programs, four basic principles must exist including: (1) programs should encourage students to attain high academic standards; (2) programs should encourage students to stay in school; (3) programs should link classroom instruction to work-site experiences and promote lifelong learning; and (4) programs should enhance employment opportunities, continued education and on-going career development. Finally, academic teachers, vocational teachers, parents, students, school administrators, employers and community leaders must work together to provide relevant career opportunities to all students. As stated by the United States Department of Education, "if our goal is to provide students with options that will promote learning and skill development then the following must be considered:"

1. Tech-prep: combination between academic studies with job-related learning with a plan that links the final two years of high school with two additional years of college.
2. Youth Apprenticeships: participants spend part of each school week at their respective work sites the rest in the classroom. Completion of the apprenticeship includes high school diplomas and certificates of mastery.
3. Cooperative Education: teachers and employers work together to ensure that the participants learn and perform job tasks in accordance with their mutual expectations.

4. School-based Enterprises: individual or sequenced high school courses set up as actual student-run businesses.
5. Career Academies: schools-within-schools whereby academic and vocational instructors work around a single theme.
6. Vocational Technical Schools: specialized schools that offer high quality technology education which combines hands-on skill building with related coursework.
7. Vocational Student Organizations: focused leadership training sanctioned by national organizations (FFA, VICA, DECA, FBLA, FHA, etc.)

According to Del Valle (1993), many of the 20 million teenagers (ages 16-24) who skip college bounce from one dead end job to another until they hit their late 20's. President Clinton has placed heavy emphasis on addressing career education and specifically apprenticeships. Mr. Clinton's proposed program will cost \$270 million in 1994 up to \$500 million after 1994. The proposed school-to-work plan includes the following: (1) create a national skill standards board whose representatives (industry, labor, education, and government) work to promote and develop industry skill standards; (2) create certificates for students meeting industry skill standards which will help ensure employability; and (3) combine on-the-job skill training with high school and community colleges so apprenticeships can pursue technical work and/or a college diploma. Clinton's administration's main goal is to integrate on-the-job training with a new high school curriculum that combines technical classes with traditional subjects.

Bedenbaugh and Garvey (1993), stated that most young people who work are employed in low-paying jobs with little or no growth or learning potential; and it is' therefore, important and necessary that relationships between school, work and home be strengthened to ensure student successes in the workplace. For students to make better and healthier choices regarding jobs, school, activities, etc., improvements must be made in what and how students are presently being taught. The following recommendations were made: (1) policymakers need to

continue monitoring student work hours; (2) employers need to provide more satisfactory work environments; (3) school improvements need to be made in intergrating the work experience with the classroom experience; and (4) parents need to be more involved in monitoring their student's work experience. Finally, Bedenbaugh and Garvey (1993) have suggested that "wellness" needs to be adopted into the school curriculum. They define "wellness" as the "integration method of functioning which is oriented toward maximizing the potential of which the individual is capable, within the environment where he is functioning."

Diversified Occupations Curriculum Core Standards and Guidelines

Recent concern regarding the ability of graduating high school students to obtain and retain jobs has brought federal and state legislatures, state and local school officials, and labor and industry to take an active role in pursuing change. One program dedicated to providing all students with opportunities and training is diversifed occupations. (Crossman, 1994)

Diversified occupations curricular guidelines established by the Washington State Office of the Superintendent of Public Instruction in 1986, were designed to assist students in developing those skills identified by business and industry as being essential to successful employment in a variety of occupations. While designed to provide students with employability training and social skill development, the curricular guidelines were also intended to provide students with the opportunity to participate in a vocationally structured program that included the following program goals:

- a. understanding and applying economic principles and concepts
- b. understanding and applying appropriate human relations skills, self-esteem, and personal development goals
- c. maintaining an efficient and safe work environment

- d. understanding and applying basic skills in math, communications and work ethics
- e. developing leadership skills and civic involvement.

Diversified occupations programs in Washington State have been offered in three secondary formats: regular diversified occupations programs; special needs diversified occupations programs; and alternative high school diversified occupations programs. Each individual diversified occupations program has included three components: classroom instruction, on-the-job training, and student leadership activities. Each program must also be governed by a citizen's advisory committee comprised of representatives from the employing community whose role, is to support and guarantee that students receive quality and relevant employability skills training.

According to the diversified occupations curricular guidelines established by the Washington State Office of the Superintendent of Public Instruction in 1986, diversified occupations programs have been evaluated regularly to ensure that program standards are met, instruction is effective, the instructor is current in industry and vocational certification, and health and safety standards are being followed. Instructional strategies have varied according to the individual diversified occupations programs. Strategies may include but are not limited to the following:

- a. demonstration and lecture
- b. individualized instruction
- c. large and small group discussion
- d. audiovisual presentation
- e. panel discussion, student presentation, and roleplaying
- f. simulation
- g. field trips and guest speakers

h. cooperative work experience

Finally, diversified occupations programs must comply with Carl Perkins Act requirements to be accessible to all persons, including handicapped and disadvantaged persons, and must continue to improve the quality of instruction students receive in order to ensure students are marketable and employable. Most diversified occupations programs have served as necessary agents in complying with special education laws and have become necessary tools when implementing school-to-work transition programs.

Diversified Occupations Addresses Unemployment

A recent publication entitled Cooperative Education Programs in Washington State (1993) stated that over 12,117 students enrolled in cooperative education programs, earned more than \$16,000 which was an average hourly rate of \$4.99/hour. Program growth, especially in the diversified occupations arena, has been attributed to the Carl Perkins legislation, educational reform, and requirements of special education programs to provide for transition from school-to-work. In 1990, there were 120 diversified occupations programs compared to 1993's 210 diversified occupations programs. In typical diversified occupations programs, students have been employed 15-20 hours per week in paid and nonpaid training stations that are related to individual student career goals. The teacher/coordinator ties classroom instruction to student training needs in their various work sites. Most diversified occupations programs serve students of all levels including special populations.

According to the SCANS report (Secretary of Labor's Commission on Achieving Necessary Skills, 1993), for students to succeed in today's workplace, they must possess the following skills: handle change; plan long term; take risks and innovate; manage information; value

diversity; work with teams; cooperate, participate and resolve conflict; communicate; solve problems; make decisions; think critically; and learn continually. Typical diversified occupations programs address these skills through the units of instruction which include but are not limited to economics, human relations, self-esteem, basic math skills, communications, leadership, and employability.

School-to-Work Transition

Pautler (1991), has defined school-to-work transition as the process that all of us pass through on our way to more schooling, more education, more training, employment or in some cases, unemployment/underemployment. Unfortunately, some 25-30 percent of young people do not graduate from high school by age 18-20. At the other end of the spectrum, it will take some students an additional 10-13 years of education and training before they make the transition to full-time employment. It is, therefore, necessary for all educators to address the transition process to all students. Pautler further indicated that 19-25 percent of students in the United States do not finish high school. 86 percent of young adults ages 25-29 have a high school diploma. Of the 75-81 percent who finish high school, 87 percent enroll in two to four year colleges however, only 25 percent of these students actually complete their course work. However, today's high school programs are geared toward college preparatory course work whereby 75 percent of students receive little or no help in making the transition to employment after high school. Those who benefit most, and are more apt to make a fluid transition, are those students who graduate from secondary vocational education programs. Finally, Pautler stated that schools, business and industry, and government must attempt to prepare students for the transition of school-to-work. In order to accomplish this, schools must offer curricula that

are up to date with the demands of employers. Functioning citizen's advisory committees and accurate follow-up data of past graduates are essential elements when ensuring quality training programs and curricula. Schools must recognize that academic and vocational skills are both essential in preparing for further education and/or training, and integration of curricula is one way to ensure successful transition. Finally, equal attention to all graduates must be provided so that each student receives education and/or employment seeking skills.

Cheek (1991) countered that the transition movement has been spurred by federal legislation, high youth unemployment, unrelated employment of vocational training graduates, studies that question the effectiveness of vocational programs, shortages of trained/skillful workers, increased international competition, and deficiencies in the socioeconomic and educational systems. Recently, transition programs have focused on helping vocational students with disabilities, directing career guidance functions, and providing job-seeking skills.

According to Cheek, today's schools take the approach that (1) education is separate from life's experiences and (2) work should only occur when education is completed. Schools also view vocational education as a process only suitable for students with special needs, troublemakers and those not planning to continue on to college. However, according to Cheek (1991), a school-to-work transition program should be part of an integral, natural, and continuous process that (1) ensures that students are prepared for jobs, (2) promotes public awareness of what schools should offer, (3) uses relevant training experiences offered by business and industry. Work experience programs such as: apprenticeships, cooperative education, internships, and job shadowing will help students make the transition from school-to-work. The key to success with any transition program is having the private sector become a partner in the occupational training of today's youth.

When addressing the school-to-work transition process for special needs students, Ryan

(1988), found that making the transition becomes particularly difficult for those students who present unique and individual challenges. Disadvantaged populations have been growing as a consequence of larger economic, social, and demographic forces. Unemployment or underemployment of special needs students has been caused by poor interpersonal skills, the lack of job-related academic skills, and the lack of specific vocational skills to enable performance beyond entry-level personal service jobs. Ryan indicated that 10-12 percent of the total school population is disabled. Of these disabled students, 67 percent, ages 16-24, do not work. Of those who do work, 75 percent work part time. For every \$1 America spends on assisting the disabled become independent, \$10 are spent on dependency costs. Vocational education has been the best "bridge" between school and the workplace and will continue to be a major vehicle for the integration of new populations into the American mainstream and will force equality into today's society. Programs that identify student strengths and incorporate these into appropriate opportunities (vocational education) can give special needs students (1) assistance in assessing interests, skills, and competencies; (2) appropriate IEP/ITP plans that provide for opportunities in vocational education; (3) retraining opportunities; (4) expanded job experience, placement and follow-up services.

According to West (1988), when career education begins early, special needs students will have vocational success, increased opportunities, and an improved quality of life. Designing, implementing and evaluating transition programs require careful and skillful strategies. Designing a successful school-to-work transition program for special needs students must combine special education, vocational education, guidance and career education/exploration. Implementing a transition program should involve the classroom, community, and home. Implementation should include educational issues, intersector issues, and quality-of-life issues. More importantly, implementation should provide equal opportunities to all students

which include educating personnel involved in the implementation of the transition program. Effective evaluation strategies include identifying: (1) the number of special needs students who are receiving transition services who otherwise without intervention would be unemployed; (2) the number of special needs students who would be less self-sufficient; and (3) the number of special needs students whose quality of life has improved as a result of transition services.

Business Sector Perceptions and Attitudes

According to Oinonen (1984), employers indicated that today's youth lack the advanced science and math skills needed for more technical jobs, communication skills, knowledge of job requirements, and appropriate work habits. Employers believed that schools and curricula must be more relevant to the world of work in order to be more meaningful to students. Furthermore, employers want employees who have knowledge of business operations, understand participatory management, and understand their role in the workplace. Employers viewed vocational education as doing an "adequate" to "good" job in preparing students for the world of work. They believed that to improve present vocational education programs, emphasis should be placed on basics such as reading, writing, and mathematics; work experience programs and opportunities; and provide access to vocational education for all students. They stated that they prefer to hire students with some vocational education background for entry-level employment. Furthermore, the majority of employers felt that their companies benefited from vocational education programs and would not support efforts to reduce the amount of money spent for funding vocational, technical, and career programs. Finally, employers stressed the need for improved communication between the business sector and education in order to better prepare today's youth for the changing job market. Most employers are seeking employees with

personal skills such as courtesy and friendliness, a pleasant personal appearance, dependability, responsibility, cooperation, initiative, judgment, and the ability to participate and work effectively as a member of a team. As the occupational outlook changes from emphasis on manufacturing to the service industry and the impact of small businesses (two thirds of all jobs) will have on the future job market, schools must address the need for improved career development programs. Persons lacking human relations skills will no longer have a place in today's job market.

According to the SCANS report, (Secretary of Labor's Commission on Achieving Necessary Skills, 1994), work required schools to provide students with a three-part foundational education that consists of (1) basic skills such as reading, writing, mathematics, listening, and speaking; (2) thinking skills such as creative thinking, decision thinking, problem solving, knowing how to learn, and reasoning; and (3) personal qualities such as responsibility, self-esteem building, sociability, self-management, integrity, and honesty. The report also suggested that work requires school to provide students with the opportunity to successfully complete five main competencies. These include (1) being able to identify, organize, plan, and allocate resources such as time, money, materials and facilities, and human resources; (2) interpersonal skills such as participating as a member of a team, teaching others new skills, serving clients and customers, exercising leadership skills, negotiating effectively, and working with diversity; (3) acquiring and using information; (4) understanding complex interrelationships such as understanding systems, monitoring and correcting performances and improving or designing systems; and (5) working with a variety of technology which includes: selecting, applying technology to a task, and maintaining equipment. Finally, the report suggested that in order for today's schools to prepare students for life's roles, change must occur. This requires changing how textbooks and curricula are developed, how content is

delivered, and how student learning is assessed. This also requires changing how vocational-technical and academic programs are viewed. Furthermore, the report encourages the need for such programs as tech prep which addresses the diversities in how students learn.

Marshall and Tucker (1993), placed heavy emphasis on following countries such as Germany, Japan, Sweden, and Denmark when it comes to preparing our youth for the transition from school-to-work. In these countries, emphasis is placed on training all students for entry into the world of work by providing high-level vocational training. They, therefore, boast work forces and products that are among the most highly skilled and sought after in the world. What the United States lacks is a system that embraces the majority of students and prepares them to become productive members of a highly capable work force. To properly train students and create successful front-line workers, employers suggested that changes must occur in our vocational education programs. They believed that we must provide a system that (1) sets aside several weeks each year for grade-school students to visit work sites and learn about various career opportunities; (2) creates youth centers through which municipalities recover dropouts; (3) builds programs upon real academic accomplishments; (4) provides access for all students who want a high-quality, on-the-job learning experience; (5) develops qualities needed for high performance work organizations; and (6) provides incentives to employers to invest in developing their future employees.

Instructional Strategies for Special Needs Students

Sarkees and Scott (1986), stated that the methods vocational teachers use to present material to special needs learners may make the difference between success and failure. Due to the diveristy of individual special needs learners, no one instructional strategy will work for

every student enrolled in a particular program. When designing instructional strategies it is important to consider individual abilities, needs, learning styles and occupational goals. It is also extremely important to work cooperatively with other personnel who are familiar with differing learning styles and appropriate teaching strategies. People learn 1 percent by taste, 1.5 percent by touch, 3.5 percent by smell, 11 percent by hearing, and 83 percent by sight. People remember 10 percent by what they read, 20 percent by what they hear, 30 percent by what they see, 70 percent by what they say, and 90 percent by what they say and do. Vocational educators will have greater success by varying their delivery styles and utilizing different techniques. It is also important for vocational educators to consider individual differences among students, ability levels according to their IEP/ITP's, preferred learning styles of individual learners, and difficulty of subject matter. Sarkees and Scott suggested the following instructional techniques: (1) demonstrations - enable students to use more than one learning style as the instructor performs the task while explaining the procedure; (2) field trips and job site visitations - providing first hand exposure to occupations and skills; (3) flexible grouping - organizing students into groupings according to objectives of the lesson; (4) individualized instruction activities - meeting individual needs and provides for alternative delivery systems; (5) media aids - adding emphasis to the teaching of vocational concepts; (6) projects - providing opportunities for students to implement individual skills and talents and interpersonal skill development; (7) role playing - providing realistic experiences to vocational tasks; (8) student-teacher contracts - assisting students to succeed in meeting program requirements and task analysis -analyzing a job task and competencies required to successfully complete the task; (9) team teaching - combining the knowledge and expertise of several professionals; (10) tutors - providing opportunities to develop interpersonal relations with others; and (11) computer applications - providing students with opportunities to use

technology they will find on-the-job.

According to Burke (1994), the 75 Point Multi-Faceted Contract, devised by the Los Angeles Unified School District, addressed individualizing instruction and diversities of learning styles among special needs students. The contract is a process that enables instructors to assess, reassess, and evaluate a student's abilities, interests, and needs and then prescribe the appropriate learning materials for each individual student. The contract system was designed to help those students who attend continuation education programs, mother schools, and other high-risk programs. As explained by Burke, the contract system is an organizational system in a handbook format that contains assignments and activities for teachers to use for particular courses. Each course is divided into skills or concepts. Instructional materials at various levels of difficulty are then organized according to the skill or concept to be accomplished. Each activity includes the assignment, the topic with which the assignment coordinates, the representative learning objective associated with the assignment, and the approximate number of points that the assignment is worth. Advantages to the contract program involve lending flexibility to the teacher. The teacher has the opportunity to utilize various books and teacher-made activities for each skill or concept. There are more than 75 points worth of activities in each contract and in each skill or concept available to the student and teacher. Additional advantages include: providing the teacher the opportunity to assess and reassess each student's abilities, interests, and needs; the use of 75 points in order to complete a semester course is equal to one hour of work for a student working at an "average" rate of speed whereby each activity is given an approximate range of points; the use of points serves as a motivating factor whereby students are given short assignments and immediate reinforcement; students know at all times where they are at in relation to completing the course requirements; allows for students to transfer in to the program at any given time; and allows for collaboration among

programs and teachers. The 75 Point Multi-Faceted contracts consist of the following common elements:

- * Introduction - philosophy of the course, course description, district requirements
- * Topic Sheet - major concepts or skills to be covered in each course
- * Representative Objectives - essential objectives to be covered for the course
- * Resources - list of materials to be used during the contracted course
- * Charts - three charts include: objectives related to resources, topics of resources, objectives related to topic
- * Contract Statement - agreement between teacher and student
- * Point Sheet - method of keeping track of student progress

The Missouri Linc Module (1989), discussed three major areas in designing and implementing a career awareness program for at-risk youth. These include: career planning and exploration, knowledge of self and others, and educational and vocational development. In order to achieve success in these areas, the Linc Module stressed counseling in order to effectively and efficiently define meaningful goals; increase personal interests, abilities, and aptitudes; increase personal values and beliefs; increase sensitivity to the needs of others and improve skills to help others; improve communication skills; improve interpersonal skills; and improve skills for assuming adult roles. Career education and personal development activities include: field trips, direct teaching of social skills, values clarification exercises, job shadowing opportunities, career counseling, guest speakers, and opportunities to build self-esteem. Work related programming involves career exploration programs (designed for younger students to have the opportunity to explore occupations), work experience programs

(designed to allow students to work part-time and earn academic credit), cooperative occupational education (designed to provide students with opportunity to spend fewer time at school and more time in their chosen field and earn academic credit), vocational skill training (organized vocational education programs designed for skill building in specific occupations), job placement (designed to help at-risk youth find appropriate job placement), and entrepreneurial programs (designed to allow students to design, manufacture, and market a product or service). Alternative schools and programs are designed specifically and successfully for at-risk youth whereby a positive environment, caring staff, personal counseling, challenging academics, clear standards and rules, and the opportunity for students to learn by doing are provided.

The Linc Module also addressed the teacher's role in effectively serving at-risk youth. In order to help students help themselves, teachers should: create a learning environment that provides students with many opportunities to succeed, establish a positive relationship with each student, be proactive, be well organized and use their time wisely, maintain a positive attitude, collaborate with other educators, and use positive discipline.

Lister (1982) stated that for career education programs to be successful, the school and work experience should be closely coordinated and carefully supervised. Vocational education instructors need to work closely with specialists and others involved with the education of special needs students. To attain this level of success the following curriculum modifications and instructional practices must be considered:

- * Set specific goals and objectives for each student
- * Use contract-grading
- * Evaluate the reading levels of texts and materials
- * Break tasks into simple, less complicated steps

- * Provide a glossary or index of important terms
- * Use a varying degree of repetition
- * Present materials in an organized manner
- * Write key words on the chalk board and use diagrams to add emphasis
- * Use oral testing for individual students
- * Use visual equipment such as overheads, videos, etc
- * Review subject matter prior to testing
- * Give specific instructions
- * Read directions to class
- * Reinforce and sequence previously learned materials
- * Praise students for work done well

Greene, Albright, and Kodaska (1989) suggested that vocational educators are in need of additional training, information, and assistance with instructional strategies in order to successfully integrate special needs students into their existing programs. They suggested instructional strategies to vocational educators, special services personnel, and program administrators that are expected to assist vocational instructors in establishing appropriate learning environments for special needs learners. These strategies are intended to (a) improve the quality of vocational education available to special needs learners, and (b) assist the disabled individuals transition from school-to-work. Greene, Albright, and Kodaska discussed four main instructional strategies with an understanding of the importance to modify curriculum and delivery styles according to the students being served. The first instructional strategy is collaborative approaches to instruction. This strategy combines the knowledge, expertise and resources of several individuals and/or agencies in order to provide a successful

vocational education learning experience. Collaboration can take place during the development of individual IEP/ITP plans, utilizing team teaching opportunities, and job coaching whereby an individual is assigned to accompany and/or monitor student job performance. The second strategy is cooperative learning groups which involves forming heterogeneous, interdependent student work groups with clearly defined, taught and practiced group social skills. Effective cooperative learning groups consist of elements such as positive interdependence, individual accountability, collaborative skills, and group processing. Cooperative learning promotes positive relationships between disabled individuals and nondisabled students and provides all students the same opportunities to succeed and learn. The third strategy, task analysis, involves breaking down a job task or curriculum into increasingly specific subskills or parts so that the students have a clear understanding of the requirements needed to successfully complete an activity. Task analysis is used in vocational education to organize curricula, specify various skill areas, identify specific tasks or skills, and link various behaviors and/or activities together. The fourth and final strategy discussed is peer and/or adult tutoring. Tutoring, as an instructional strategy, involves individuals, other than teachers, assigned to help special needs students improve academic, social, and vocational skill development by reinforcing collaborative learning. Tutoring allows for the teacher to provide individualized help to all students, for the student to improve their attitude toward learning and school, and for the special needs student to mature and respect others and experience success.

Smith, Curvey-Preston, and Woodley (1994), reported that the "BRIDGE Program" was designed for the significant number of at-risk, disaffected youths in their late teens. More specifically, students who have stopped attending school, are years behind in credits, and have experienced encounters with court and social service systems. BRIDGE was developed to provide at-risk students with an effective program that focused on personal, academic, and vocational

needs. The program provided job placement, job-hunting tips, parenting education, and health information through individual exercises, one-on-one counseling, and group exercises that focused on self-esteem, responsibility, alternatives to anger, and resisting street pressures. It also provided at-risk students with an educational path leading to high school diplomas, entry into two-year or four-year schools, and/or vocational schools. According to Smith, Curvey-Preston, and Woodley, students are referred to the BRIDGE program by community agencies, private and public schools, and outreach workers. Each participant is assigned a case manager who assists the student in developing a plan to complete an education, begin work training, and acquire socialization skills. A student at the entry level are provided training in socialization and parenting skills, where as students at the secondary level receive vocational and workplace training. Participants are paired with mentors who assist students in acquiring skills for successful transition into the workplace. Upon successful completion with a mentor, students are eligible for paid internships at the BRIDGE industrial facility. Finally, the BRIDGE program receives monthly progress checks by the project director and staff members and a quarterly check by a coalition consisting of juvenile corrections, mental health, public health, and judiciary officials; representatives from business and industry; and volunteers from community support groups, educational institutions, and families. The coalition works to eliminate barriers and build bridges to success.

Relevancy for School Administrators

The Missouri Linc Module (1989), stated that vocational education can make a difference in reducing the dropout rate of high school students. The Module suggested that vocational education, and specifically career education/awareness programs can reduce dropout rates due,

in large part, to the following factors:

- * Potential dropouts are more likely to complete 10th grade if they are enrolled in vocational education classes.
- * The dropout rate of students enrolled in business education classes is lower than that of students enrolled in general education classes.
- * The more vocational classes potential dropouts take, the less likely they are to drop out of school.
- * Work-study and cooperative education programs motivate potential dropouts to attend school more frequently than general academic programs.
- * Pre-vocational programs reduce the dropout rate when the program focuses on clarifying career goals through vocational exploration and on improvement of basic skills.
- * Vocational education contributes to the development of a positive self-image among potential dropouts.

Kritsonis (1993), stressed the importance of administrators to understand their role in administering special needs programs. Furthermore, Kritsonis emphasizes the need for administrators to improve their knowledge about special education and specifically, special education law. As emphasized, the principal sets the tone for staff, student, and parent attitudes toward special education students and programs and are, ultimately, responsible for the quality of education provided to all students. Responsibilities administrators have in implementing special needs programs include: coordinating and administering school-wide special education services, supervising personnel serving special needs students, providing programs in compliance with the Local Education Agency (LEA), implementing due process proceedings, and providing for special needs programs and planning for them in the school/district budget. School administrators should be committed to providing a "free and appropriate public education" for all students. Administrators must understand and comply with laws such as PL 94-142 whereby students with disabilities are educated in the "least restrictive environment"

whenever possible. They are the individuals who are expected to be knowledgeable of legal mandates as they pertain to the daily functions of schools. They are also the person responsible for implementing and addressing legal mandates at the local school level and for putting into action legal requirements that sometimes are ambiguous and yield a multitude of interpretations. Finally, Kritsonis suggested that principals should (1) become cognizant of the characteristics of special needs students; (2) provide additional sources of information on exceptional children; (3) utilize special education instructors as support personnel; (4) utilize and allow for special materials for the regular education instructor; (5) provide support for the special needs student; and (6) provide support to all staff.

Summary

The research and literature summarized in Chapter 2 supported the following themes:

1. Career awareness education programs address the need for improving the school-to-work transition of high school students while reducing the dropout rate, countering the decline of qualified, capable workers, and helping all students achieve success.
2. Diversified occupations curricular core standards and guidelines are designed to assist students in developing those skills identified by business and industry as being essential to successful employment in a variety of occupations.
3. Diversified occupations programs serve students of all levels including special populations and provide students with units of instruction necessary for them to succeed in today's workplace.

4. When school-to-work transition programs begin early, students will have vocational success, increased opportunities, and an improved quality of life. School-to-work transition programs involve the classroom, community, and home in the education of all students.
5. Employers want schools and curricula to be more relevant to the world of work, better communication between schools and the business sector, and vocational programs made available to all students.
6. No one instructional strategy will work for every student enrolled in a particular program. Therefore, it is important to consider individual abilities, needs, learning styles, and occupational goals.
7. School administrators are the vital link in providing quality and legally acceptable special needs programs.

CHAPTER THREE

Procedures of the Study

The purpose of this project was to develop a Model Diversified Occupations Curriculum and Instructional Program designed specifically for special needs students in Snohomish School District #201, Snohomish, Washington. To accomplish this purpose, current research and literature on serving special needs students and diversified occupations programs were reviewed. Additionally, unit overviews, student learning objectives, performance criteria, learning activities, teaching strategies, and instructional materials were adapted and developed.

Chapter 3 contains background information describing:

1. Need for the Study
2. Development of Support for the Study
3. Planned Implementation of the Study

Need for the Study

The need for this project was influenced by the following considerations:

1. The writer, Beth C. VanderVeen, a certified vocational education instructor, was assigned to teach a diversified occupations program for special needs students in Snohomish School District #201, secondary schools during the 1993-94 school year.

2. In the absence of a diversified occupations curriculum in the Snohomish School District to accommodate to special needs students, the writer was also assigned the task of developing a working curriculum to be used during the 1993-94 school year.
3. The following Snohomish School District employees encouraged and assisted the writer in designing an appropriate diversified occupations curriculum for students currently enrolled in the program.

Snohomish School District, Central Office Employees:

Ms. Aldena Maynard - vocational director

Snohomish High School Employees:

Mr. Gordon Brockman - marketing education instructor

Mr. Ben Doucette - marketing education instructor

Mr. Len Hoover -vocational guidance counselor

Mr. Ray Johnson - principal

AIM High School Employees:

Mrs. Sally Singh - alternative high school head teacher

4. After consulting with the Washington State Office of Superintendent of Public Instruction and selected diversified occupations instructors throughout the state, the writer discovered a workable diversified occupations curriculum, designed specifically for use with special needs students was nonexistent.
5. The assumption was made that a diversified occupations program for special needs students would provide students the opportunity to acquire .50 to 1.5 credits per semester depending on enrollment in the course and the number of hours worked.

6. Undertaking the project coincided with the writer's graduate studies *in Ed. Ad.* at Central Washington University.

Development of Support for the Study

During the 1992-93 school year, the Snohomish School District #201, decided to implement a diversified occupations program at Snohomish High School. This decision was made to provide students, specifically special needs/at-risk students who were not enrolled in the district's existing marketing education program, the opportunity to obtain credit for work experience. The intent was to give these students the opportunity to obtain credit, on-the-job training, social skills training, human relations skills, employability skills and ultimately, make progress toward graduation.

During the 1993-94 school year, the district's vocational director expanded the diversified occupations program to include the Snohomish School District's Alternative High School (AIM High School). The vocational director believed that these students, who were engaged in work experience activities, 20-40 hours per week, could benefit from an elective credit program that provided them employability skills, support, and credit toward graduation.

The writer was assigned the task of providing instruction for the diversified occupations program at Snohomish High School and at AIM High School. Upon discovering the absence of a diversified occupations curriculum that could be implemented and/or adapted to meet the needs of students enrolled at Snohomish High School and at AIM High School, the writer consulted with Washington State's Office of the Superintendent of Public Instruction, selected practicing diversified occupations instructors, Snohomish School District's vocational director, Snohomish

High School's marketing education instructors, and Snohomish High School's vocational guidance counselor in developing an appropriate curriculum. Specifically, these resources included:

AC Davis High School
Yakima, WA

Missouri Linc Module
Columbia, MO

Aces High School
Everett, WA

Monroe High School
Monroe, WA

Arlington Alternative
Arlington, WA

North Kitsap High School
Poulsbo, WA

Auburn Off Campus School
Auburn, WA

Oaklan Secondary Alternative
Tacoma, WA

Choices High School
Everett, WA

Omak High School
Omak, WA

Everett Alternative/Phoenix
Everett, WA

OSPI, Mr. Bill Crossman
Olympia, WA

Ferndale High School
Ferndale, WA

Prove High School
Lake Stevens, WA

Granite Falls High School
Granite Falls, WA

PULSE Alternative High School
Selah, WA

Kent Continuation
Seattle, WA

Sartori Alternative High School
Renton, WA

Lakewood High School
Lakewood, WA

Sedro-Wooley High School
Sedro-Wooley, WA

Los Angeles City Schools
Los Angeles, CA

Stanwood High School
Stanwood, WA

Mariner High School
Mukelteo, WA

Sumner High School
Sumner, WA

Marysville Alternative Center
Marysville, WA

Tahoma High School
Tahoma, WA

Given the support of the Snohomish School District and those resources detailed above and the desire of the writer to provide a diverse group of special needs students with quality

instruction, the decision was made to develop and Model Diversified Occupations Curriculum and Instructional Program for special needs students in Snohomish School District #201, which was the purpose of this project.

Planned Implementation of the Project

The Model Diversified Occupations Curriculum and Instructional Program for special needs students developed as a result of this project, will be presented by the writer, for review by the Snohomish School District's vocational director, the diversified occupations citizen's advisory committee, and the Snohomish High School's principal for implementation during the 1994-95 school year. The project presented in Chapter Four of this project, will be adopted by the school district as the designated curriculum for the diversified occupations program at Snohomish High School and at AIM High School, and will be subject to annual review by the instructor, vocational director, and the diversified occupations citizen's advisory committee.

Additionally, a textbook adoption process will be implemented during the 1993-94 school year to ensure that the selection and adaptation of curricular and instructional materials can be completed prior to the 1994-95 school year.

CHAPTER FOUR

The Project

The Model Diversified Occupations Curriculum and Instructional Program designed for special needs students in Snohomish School District #201, which was the subject of this project, has been presented in Chapter Four, in eight (8) units, to coincide with state requirements and guidelines, including:

Unit One - Career Awareness

Unit Two - Employability

Unit Three - Human Relations

Unit Four - Communications

Unit Five - Math

Unit Six - Economics

Unit Seven - Leadership

Unit Eight - Work Experience

DIVERSIFIED OCCUPATIONS

A

MULTI-FACETED

PROGRAM



SNOHOMISH SCHOOL DISTRICT

SNOHOMISH HIGH SCHOOL VOCATIONAL EDUCATION

Beth C. VanderVeen, Instructor

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Unit One

**Career
Awareness**



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Career Awareness

Unit Overview

The Career Awareness Unit introduces the student to the world of work and how career choices affect individual lifestyles. In this unit, students will learn more about themselves and will begin the process of matching careers to their abilities, aptitudes, and interests. Students will also research career areas, set goals, and develop a career plan.

Student Learning Objectives

Student will be able to...

- Identify careers that match individual skills, interests, and abilities
- Conduct an occupational visit
- Research a career using career center resources
- Participate in a job shadow experience
- Write a career profile
- Give an oral report on a career
- Write a career report
- Formulate a plan of action for employment in a career
- Develop and maintain a portfolio of work consistent with occupational needs

Performance Criteria

Students will complete each assignment with 80 percent or better accuracy and will progress through their individualized contract.

Learning Activities

Activities will be consistent with unit student learning objectives.

Activities include:

- Completing ability and aptitude worksheets and tests
- Completing interests and values worksheets and tests
- Establishing long-term and short-term goals
- Conducting a career search
- Completing a career report
- Making career decisions consistent with a plan of action
- Developing a career portfolio
- Participating in an occupational visit and/or job shadowing experience

Teaching Strategies

Strategies include:

- Cooperative learning groups
- Independent study
- Individualized contracting system

-Student centered instruction (Peer tutoring, presentations, oral reports, etc.)

-Teacher centered instruction (Lecture)

Instructional Materials

Resources include:

Kelly-Plate, J. & Volz-Patton, R. (1991). Career Skills and Activities for Career Skills (2nd ed.) Mission Hills, CA: Glencoe/McGraw-Hill.

*Kimbrell, G. & Vineyard, B.S. (1992). Succeeding in the World of Work and Activities for Succeeding in the World of Work (5th ed.) Mission Hills, CA: Glencoe/McGraw-Hill.

Littrell, J.J. (1991). From School to Work and Activities for From School to Work South Holland, Ill: Goodheart-Willcox Company, Inc.

Snohomish High School Career Center Resources

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Unit Two

Employability



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Employability

Unit Overview

The Employability Unit provides students with skills necessary for a successful transition from school-to-work. Students will learn how to find and maintain work experience opportunities, what employers expect of employees, how to successfully work with others, and how to seek raises and promotions.

Student Learning Objectives

Student will be able to ...

- Complete an application for employment
- Demonstrate appropriate dress for the interview
- Perform a mock job interview
- Collect information needed for filling out a job application
- Obtain applications appropriately from businesses in the community
- Demonstrate appropriate phone skills in arranging an interview
- Write a resume
- Collect information needed to write a resume
- Understand employment vocabulary
- Write a cover letter for the resume
- Write a follow-up letter after the interview
- Demonstrate behaviors that follow up the interview

- Locate and identify job opportunities for various sources
- Know your social security number
- Demonstrate ability to use proper english and grammer in vocabulary and written work
- Identify job specific skills required for successful employment in career of interest

Performance Criteria

Students will complete each assignment with 80 percent or better accuracy and will progress through their individualized contract.

Learning Activities

Activities will be consistent with unit student learning objectives.

Activities include:

- Conducting searches for sources of job leads
- Completing a job application
- Completing a letter of application/cover letter
- Completing a resume
- Completing a job interview
- Completing a follow-up letter
- Understanding employer expectations of potential employees

Teaching Strategies

Strategies include:

- Cooperative learning groups
- Independent study
- Individualized contracting system
- Student centered instruction (mock interviews)
- Teacher centered instruction (lecture, modeling)

Instructional Materials

Resources include:

Kelly-Plate, J. & Volz-Patton, R. (1991). Career Skills and Activities for Career Skills (2nd ed.) Mission Hills, CA: Glencoe/McGraw-Hill.

*Kimbrell, G. & Vineyard, B. S. (1992). Succeeding in the World of Work and Activities for Succeeding in the World of Work (5th ed.) Mission Hills, CA: Glencoe/McGraw Hill.

Littrell, J. J. (1991). From School to Work and Activities for From School to Work South Holland, Ill: Goodheart-Willcox Company, Inc.

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Unit Three

**Human
Relations**



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Human Relations

Unit Overview

The Human Relations Unit provides students with the opportunity to acquire skills necessary to effectively work with others. Students will learn how to problem solve; handle work-related problems, criticism, competition, and stress; display positive attitudes, honesty, initiative, willingness to learn, dependability, enthusiasm, and loyalty.

Student Learning Objectives

Student will be able to...

- Demonstrate using feedback for personal growth
- Demonstrate using orderly and systematic behavior
- Demonstrate acting responsibly
- Demonstrate adjusting to change
- Maintain a positive attitude
- Demonstrate initiative
- Demonstrate showing empathy to others
- Demonstrate self-control
- Demonstrate honesty and integrity
- Demonstrate an understanding of self-esteem
- Demonstrate sensitivity to ethnic and cultural differences
- Demonstrate goal setting

- Demonstrate fostering positive working relationships in group situations
- Demonstrate the understanding of a diversified work force
- Demonstrate handling difficult customers

Performance Criteria

Students will complete each assignment with 80 percent or better accuracy and will progress through their individualized contract.

Learning Activities

Activities will be consistent with unit student learning objectives.

Activities include:

- Completing human relations LAP's (learning activity packets)
- Displaying effective human relations skills in the classroom and on the job

Teaching Strategies

Strategies include:

- Cooperative learning groups
- Independent study
- Individualized contracting system
- Student centered instruction (human relations LAP's)

-Teacher centered instruction (Lecture, role-modeling)

Instructional Materials

Resources include:

Human Relations LAP's. (1990). Ohio State University: Marketing Education Resource Center, Inc.

Kelly-Plate, J. & Volz-Patton, R. (1991). Career Skills and Activities for Career Skills (2nd ed.) Mission Hills, CA: Glencoe/McGraw Hill.

Kimbrell, G. & Vineyard, B. S. (1992). Succeeding in the World of Work and Activities for Succeeding in the World of Work (5th ed.) Mission Hills, CA: Glencoe/McGraw-Hill.

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Unit Four

Communications

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Communications

Unit Overview

The Communications Unit will provide students with opportunities to expand their verbal and nonverbal communications skills. Emphasis will be placed on listening skills, writing skills, reading skills, speaking skills, giving and following directions, working as a member of a team, and giving and using feedback.

Student Learning Objectives

Student will be able to...

- Demonstrate effective communications
- Use proper grammar and vocabulary
- Demonstrate effective verbal communication
- Demonstrate effective written communication
- Identify and use written instruction
- Listen to and follow directions
- Address people properly
- Use telephone in a businesslike manner
- Demonstrate an understanding of company communications

Performance Criteria

Students will complete each assignment with 80 percent or better accuracy and will progress through their individualized contract.

Learning Activities

Activities will be consistent with unit student learning objectives.

Activities include:

- Understanding the communication process (sender, receiver, etc.)
- Developing effective oral communication skills
- Developing effective listening skills
- Developing effective writing skills
- Developing effective reading skills
- Participating as a member of a team
- Learning how to give and follow instructions

Teaching Strategies

Strategies include:

- Cooperative learning groups (team activities)
- Independent study
- Individualized contracting system
- Student centered instruction (giving and following instructions, speaking, etc.)

-Teacher centered instruction (lecture, modeling)

Instructional Materials

Resources include:

*Kimbrell, G. & Vineyard, B. S. (1992). Succeeding in the World of Work and Activities for Succeeding in the World of Work (5th ed.) Mission Hills, CA: Glencoe/McGraw-Hill.

Littrell, J. J. (1991). From School to Work and Activities for From School to Work South Holland, Ill: Goodheart-Willcox Company, Inc.

Snohomish High School Marketing Education Group Dynamics Activities

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Unit Five

Math

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Math

Unit Overview

The Math Unit explores and discusses math skills as they relate to various job situations. The student will review addition, subtraction, multiplication, division, fractions and decimals. Students will also explore business situations requiring math skills such as paychecks, income taxes, inventory and ordering, sales slips, invoicing, and banking.

Student Learning Objectives

Student will be able to...

- Demonstrate checkbook skills
- Demonstrate savings account management
- Understand interest and interest formulas
- Understand compound interest and how it is incurred
- Demonstrate effective budgeting techniques
- Perform basic mathematical computations
- Use a calculator to solve math problems
- Count out change effectively
- Complete a charge sale accurately
- Demonstrate skills to preparing a cash drawer
- Perform cashier duties
- Understand various units of measure and their conversions

- Demonstrate the ability to make discounts
- Complete a sale using a check
- Understand individual checks and their deductions and withholdings
- Understand and complete W4 forms
- Understand and complete tax forms

Performance Criteria

Students will complete each assignment with 80 percent or better accuracy and will progress through their individualized contract.

Learning Activities

Activities will be consistent with unit student learning objectives.

Activities include:

- Completing math LAP's (Learning activity packets)
- Completing money management packets

Teaching Strategies

Strategies include:

- Cooperative learning groups
- Independent study
- Individualized contracting system

-Student centered instruction (packets, role-playing)

-Teacher centered instruction (lecture)

Instructional Materials

Resources include:

Kimbrell, G. & Vineyard, B. S. (1992). Succeeding in the World of Work and Activities for Succeeding in the World of Work (5th ed.) Mission Hills, CA: Glencoe/McGraw-Hill.

Math LAP's, Marketing Education Resource Center, Inc. Ohio State University. 1990.

Roman and Finch. (1990). Family Financial Management (5th ed.) South Western Publishers.

DIVERSIFIED OCCUPATIONS

Unit Six

Economics



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Economics

Unit Overview

The Economics Unit explores the free enterprise system and factors that affect it. Students will identify their role in economics by identifying characteristics of the American economic system and the interactions of members of this system.

Student Learning Objectives

Student will be able to...

- Understand the concept of economics
- Understand different economic systems
- Understand how economics affects the individual
- Understand the free enterprise system
- Understand the role of government in our economy
- Understand the basics of supply and demand
- Understand the forms of business in our economy
- Understand the concept of gross national product
- Understand the differences between goods and services
- Understand the concept of economic resources

Performance Criteria

Students will complete each assignment with 80 percent or better accuracy and will progress through their individualized contract.

Learning Activities

Activities will be consistent with unit student learning objectives.

Activities include:

- Completing economics LAP's (Learning activity packets)
- Developing a business plan
- Interviewing various entrepreneurs and businesses
- Completing various business simulation activities

Teaching Strategies

Strategies include:

- Cooperative learning groups (partnerships and/or corporations)
- Independent study
- Individualized contracting system
- Student centered instruction (business plan, computer simulations)
- Teacher centered instruction (lecture)

Instructional Materials

Resources include:

Economics LAP's (1990). Ohio State University: Marketing Education Resource Center, Inc.

Kimbrell, G. & Vineyard, B. S. (1992). Succeeding in the World of Work and Activities for Succeeding in the World of Work (5th ed.) Mission Hills, CA: Glencoe/McGraw Hill.

Meyer, E. C. & Allen, K. R. (1994). Entrepreneurship and Small Business Management and Related Activities Mission Hills, CA: Glencoe/McGraw-Hill.

Snohomish High School Marketing Education Activities - Business Plan and Computer Simulation Exercises

DIVERSIFIED OCCUPATIONS

Unit Seven

Leadership



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Leadership

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Leadership

Unit Overview

The Leadership Unit provides students with the opportunity to explore characteristics of successful leaders and evaluate their individual leadership styles. Students will also explore the leadership style of their immediate supervisors and how to work effectively with differing leadership characteristics and styles.

Student Learning Objectives

Student will be able to...

- Define leadership
- Identify past and current leaders
- Identify qualities of leadership
- Identify individual leadership styles and qualities
- Identify type of leader their immediate supervisors are
- Identify situations where their leadership style will be most effective
- Understand group dynamics and leadership
- Participate in the planning, organizing, and implementation of a group project
- Participate in a committee
- Identify proper business ethics
- Participate in a national leadership organization

Performance Criteria

Students will complete each assignment with 80 percent or better accuracy and will progress through their individualized contract.

Learning Activities

Activities will be consistent with unit student learning objectives.

Activities include:

- Identifying qualities of leadership
- Identifying individual leadership styles
- Working in group dynamic situations
- Developing a leadership plan
- Researching successful leaders and characteristics

Teaching Strategies

Strategies include:

- Cooperative learning groups
- Independent study
- Individualized contracting system
- Student centered instruction (leadership plan, presentations)
- Teacher centered instruction (lecture, role modeling)

Instructional Materials

Resources include:

Kimbrell, G. & Vineyard, B. S. (1992). Succeeding in the World of Work and Activities for Succeeding in the World of Work (5th ed.) Mission Hills, CA: Glencoe/McGraw-Hill.

Snohomish High School Library Resources

DIVERSIFIED OCCUPATIONS

Unit Eight

**Work
Experience**



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Work Experience

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Work Experience

Unit Overview

The Work Experience Unit provides students with the opportunity to gain on-the-job training while receiving high school credit. Employers, educators, and parents will work cooperatively together to provide a quality work experience.

Student Learning Objectives

Student will be able to...

- Maintain employment
- Actively seek employment
- Maintain work coop folders
- Meet requirements and outcomes on individual work training agreement

Performance Criteria

Students will complete 202.50 hours of work experience for every .50 semester credit. Students may receive up to 1.0 semester credit for every 405 hours of related work. Teacher and employer evaluations will also be conducted.

Learning Activities

Activities will be consistent with unit student learning objectives.

Activities include:

- Maintaining accurate records for individual work coop folders
- Abiding by work training agreements
- Maintaining good attendance at school and at work
- Maintaining good study habits

Teaching Strategies

Strategies include:

- Independent Study
- Individualized contracting system
- Work training agreement
- Student centered instruction (work training agreement)
- Cooperation and coordination between school and work

Instructional Materials

Resources include:

Employer recommendations, materials, and suggestions

Snohomish High School Work Training Agreement

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to develop a Model Diversified Occupations Curriculum and Instructional Program designed specifically for special needs students in Snohomish School District #201, Snohomish, Washington. To accomplish this purpose, current research and literature concerned serving special needs students in diversified occupations programs were reviewed. Additionally, unit overviews, student learning objectives, performance criteria, learning activities, teaching strategies, and instructional materials were adapted and developed.

Conclusions

Conclusions reached as a result of this project were:

1. A quality career awareness education program can make a difference in the dropout rate of special needs students, will counter the decline in the caliber of quality workers, and will help all students make a successful transition from school-to-work.
2. Successful diversified occupations programs are inherent due to collaboration and coordination between schools and the business sector which provides students with the best possible education and training opportunities available.
3. Educational reform demands that school administrators provide "free and appropriate" education to all students which requires compliance with special

education laws and legislations mandating school-to-work transition.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. Identifying and implementing a variety of teaching strategies will best serve the needs of a diverse student population.
2. Recognizing and understanding individual student differences, learning styles, behaviors, attitudes, and needs are essential elements to successfully implementing any program designed for special needs students.
3. Illiciting the support of special services personnel, members of labor and industry, and fellow diversified occupations instructors creates an environment for success.
4. Other schools districts seeking to meet the needs of special needs student populations may wish to adopt and/or utilize the model curriculum developed for this project or undertake further research on this subject to meet their unique needs.

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Appendices

1316 5th Avenue
Snohomish, WA 98290

January 4, 1994

Aspen Systems Corporation
Distribution Center
16792 Oakmont Avenue
Garthersburg, MO 20877

Ladies and Gentlemen:

I am writing in regards to acquiring permission to use some of your printed diversified occupations and/or career education materials. I am presently writing a Master's Project for Central Washington University, Ellensburg, Washington, and teaching diversified occupations at Snohomish High School, Snohomish, Washington.

My project, is to design and develop a model diversified occupations program for "special needs" learners that would include eight instructional units, student learning objectives, teaching strategies, learning activities, and instructional materials. This project is designed specifically for the Snohomish High School population.

Currently, no working model exists, that is, designed specifically for "special needs" students; and as I am currently teaching these diverse populations, I find that I use a variety of materials from a variety of sources. The use of some and/or parts of your materials in the design of this project would enable me to do the best job possible in teaching "special needs learners."

I would greatly appreciate your support in allowing me to use some or parts of your printed materials as I develop a working diversified occupations model. You may contact me at:

Snohomish High School
1316 5th Avenue
Snohomish, WA 98290
(206) 568-0636

Thank you for your time and consideration. I look forward to hearing from you as soon as possible.

Sincerely yours,

Beth C. VanderVeen
DO Instructor, Administrative Intern

1316 5th Avenue
Snohomish, WA 98290

January 4, 1994

Alison Labyak
Arlington Alternative High School
18722 59th Avenue NE
Arlington, WA 98223

Dear Alison:

I am writing to you with the hope that you may be of assistance to me as I write my Master's Project for Central Washington University. My intent is to develop and/or design a model diversified occupations (ie; career education) program for "special needs" learners.

My goal is to develop a model, whereby diversified occupations instructors, like myself, will have a working and successful program to use with the diverse populations we serve. This model would include such things as unit overviews, student learning objectives, performance criteria, learning activities, teaching strategies, and instructional materials.

If you have any suggestions, materials, and/or ideas that might assist me in this endeavor, I would greatly appreciate your help, support, and expertise. You may contact me at:

Snohomish High School
1316 5th Avenue
Snohomish, WA 98290
(206) 568-0636

Sincerely yours,


Beth C. VanderVeen
DO Instructor, Administrative Intern

**SNOHOMISH SCHOOL DISTRICT #201
COOPERATIVE WORK TRAINING AGREEMENT AND PLAN**

Trainee _____ SSN _____
Address _____ Phone _____
Occupational Goal _____ Birthday _____ Age _____ Sex _____

- Trainee will:
1. enroll and maintain satisfactory grades in a class related to the work experience.
 2. maintain satisfactory attendance at school and on the job.
 3. report any change in work situation immediately to the school coordinator.
 4. turn in work record to the school coordinator.
 5. strive to develop good work habits.

Trainee's signature _____ Date _____

Employer _____ Phone _____
Address _____
Trainee's job title _____ Starting wage _____
Employment beginning date _____ Approx. hours per week _____

- Employer will:
1. provide employment on a regular basis.
 2. report any changes in trainee's work situation to school supervisor.
 3. the employer assures compliance with State and Federal guidelines and regulations regarding non discrimination against any employee/student on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assigned tasks, hours of employment, levels of responsibility and in pay. Harrassment of any employed student with regard to race, color, national origin, sex, or disability is strictly prohibited.

Employer's signature _____ Date _____

Parent/Guardian _____ Home Phone _____
Address _____ Work Phone _____

- Parent/Guardian will:
1. assume responsibility and liability for the student during released time.
 2. provide transportation if necessary.

Parent/Guardian's signature _____ Date _____

Coordinator _____ Phone _____
Program _____ Program code _____

- Coordinator will:
1. ensure that there is related instruction and serve as consultant to all parties concerned with this training/agreement plan.
 2. determine the amount of credit and grade the trainee will receive.
 3. visit the training station to evaluate the training program and to obtain a written student evaluation.

Coordinator's signature _____ Date _____

**SNOHOMISH HIGH SCHOOL
DIVERSIFIED OCCUPATIONS
INDIVIDUALIZED VOCATIONAL PLAN**

Name: _____ **Grade:** _____

Review dates: _____

Career Awareness

- ___ Identify careers that match individual skills, interest, and abilities.
- ___ Conduct an occupational visit.
- ___ Research career using career center resources.
- ___ Organize a guest speaker consistent with the career choice.
- ___ Attend a career fair.
- ___ Participate in the organization of a career fair.
- ___ Participate in a job shadow experience.
- ___ Write a career profile.
- ___ Give an oral report on a career.
- ___ Write a career report.
- ___ Formulate a plan of action for employment in a career.
- ___ Participate in career presentations.
- ___ Take and organize notes from a career presentation.
- ___ Develop and maintain a portfolio of work consistent with occupational needs.

Employability

- ___ Complete an application for employment.
- ___ Demonstrate appropriate dress for the interview.
- ___ Perform a mock job interview.
- ___ Collect information needed for filling out a job application.
- ___ Obtain applications appropriately from businesses in the community.
- ___ Demonstrate appropriate phone skills in arranging an interview.
- ___ Write a resume.
- ___ Collect information needed to write a resume.

- ___ Understand employment vocabulary.
- ___ Write a cover letter for the resume.
- ___ Write a follow up letter for after the interview.
- ___ Demonstrate behaviors that follow up the interview.
- ___ Locate and identify job opportunities for various sources.
- ___ Know your social security number.
- ___ Demonstrate ability to use proper english and grammer in vocabulary and written work.
- ___ Identify job specific skills required for successful employment in career of interest.

Human Relations

- ___ Demonstrate using feedback for personal growth.
- ___ Demonstrate using orderly and systematic behavior.
- ___ Demonstrate acting responsibly.
- ___ Demonstrate adjusting to change.
- ___ Maintain a positive attitude.
- ___ Demonstrate initiative.
- ___ Demonstrate showing empathy to others.
- ___ Demonstrate self control.
- ___ Demonstrate honesty and integrity.
- ___ Demonstrate an understanding of self-esteem.
- ___ Demonstrate sensitivity to ethnic and cultural differences.
- ___ Demonstrate self esteem.
- ___ Demonstrate goal setting.
- ___ Demonstrate fostering positive working relationships.
- ___ Demonstrate positive working relationships in group situations.
- ___ Demonstrate the understanding of a diversified work force.
- ___ Demonstrate handling difficult customers.

Communications

- ___ Demonstrate effective communications.
- ___ Use proper grammar and vocabulary.
- ___ Demonstrate effective verbal communication.
- ___ Demonstrate effective written communication.
- ___ Demonstrate effective nonverbal communication.

- ___ Identify and use written instruction.
- ___ Listen to and follow directions.
- ___ Address people properly.
- ___ Use telephone in a business like manner.
- ___ Demonstrate an understanding of company communications.

Math

- ___ Demonstrate checkbook keeping skills.
- ___ Demonstrate savings account management.
- ___ Understand interest and interest formulas.
- ___ Understand compound interest and how it is incurred.
- ___ Demonstrate effective budgeting techniques.
- ___ Perform basic mathematic computations.
- ___ Use a calculator to solve math problems.
- ___ Effectively count out change.
- ___ Effectively complete a charge sale.
- ___ Demonstrate skills to preparing a cash drawer.
- ___ Perform cashier duties.
- ___ Understand various units of measure and their conversions.
- ___ Demonstrate the ability to make discounts.
- ___ Effectively complete a sale using a check.
- ___ Understand individual checks and their deductions and withholdings.
- ___ Understand and complete W4 forms.
- ___ Understand and complete tax forms.

Economics

- ___ Understand the concept of economics.
- ___ Understand different economic systems.
- ___ Understand how economics affects the individual.
- ___ Understand the free enterprise system.
- ___ Understand the basics of supply and demand.
- ___ Understand the role of government in our economy.
- ___ Understand the forms of business in our economy.
- ___ Understand the concept of Gross National Product.

- ___ Understand the differences between goods and services.
- ___ Understand the concept of economic resources.

Leadership

- ___ Effectively define leadership.
- ___ Identify past and current leaders.
- ___ Identify qualities of leadership.
- ___ Read a biography of a leader.
- ___ Identify the type of leader they are.
- ___ Identify the type of leader their supervisor is.
- ___ Identify situations where their leadership style will be most effective.
- ___ Understand group dynamics and leadership.
- ___ Participate in the planning, organizing, and implementation of a group project.
- ___ Participate in a committee.
- ___ Identify proper business ethics.
- ___ Know the basics of parliamentary procedure.
- ___ Conduct a meeting using parliamentary procedures.
- ___ Attend a meeting in which parliamentary procedure is used.
- ___ Participate in one of the national leadership organizations.

Work

- ___ Maintain employment.
- ___ Actively seeking employment.
- ___ Meet requirements and outcomes on individual work training agreement.