

COMMITTEE REPORT

SENATE

##FINANCE##

6/4/75

Mr. President:

Date

1/19/76

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had CSHB 465 spec. approp. to Dept. of Education for center for vocational education teacher under consideration. A Majority of the members of the Committee training

- () recommends it DO PASS
- () recommends it DO NOT PASS
- recommends it DO PASS WITH ATTACHED AMENDMENT(S)
- () recommends it BE REPLACED WITH CS FOR _____ AND THAT
CS FOR _____ DO PASS
- () "and" recommends it BE REFERRED TO THE _____
COMMITTEE
- () reports it back WITHOUT RECOMMENDATION
- () "other"

Members signing the Majority report:

Seigerson _____
Spelitta _____
Genie Chance _____

Members NOT concurring in the Majority report:

_____ recommends:
_____ recommends:
_____ recommends:
_____ recommends:
_____ recommends:

Seigerson Chairman

A M E N D M E N T

OFFERED IN THE SENATE:

By: HESS

To: _____ SENATE BILL No. CSHB 465

HOUSE BILL No. _____

PAGE: 1

LINE: 15, 16

On line 15, change 1976 to 1977. On line 16, change
1975 to 1976.

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_____ recommends:
 _____ recommends:
 _____ recommends:
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 _____ recommends:

_____ Chairman

HB 465

SECTION F OTHER BUDGET INFORMATION

	<u>EPDA (Fed)</u>	<u>State</u>	<u>Other Fed.*</u>	<u>Total</u>
Personnel Salaries				
Full time Ed. Adm. II	37,270			
Alaska Range 22 K Step				
Clerk III (1/2 time)	6,000			
Center Director		30,000		
Center Secretary		11,000	11,000	
Center Personnel		72,617	144,000	311,887
Fringe Benefits @14.42%	6,240	16,383	22,300	44,923
Travel				
Statewide Coordinator	5,730			
Center Personnel		15,000	25,000	45,730
Supplies				
Statewide Coordinator	1,000			
Center Instructional		15,000	20,000	36,000
Contractual				
Graduate Interns	4,960	100,000		
Program, Rural			81,700	186,660
	<u>61,200</u>	<u>260,000</u>	<u>304,000</u>	<u>625,200</u>
Special Education	160,000			
Health Social Services	30,000			
Part D	104,000			
Part C	10,000			
	<u>304,000</u>			

Original sponsor: Rules Committee by
request of the Interim Committee on
Higher Education

Offered: 5/1/75
Referred: Rules

1 IN THE HOUSE

BY THE FINANCE COMMITTEE

2 CS FOR HOUSE BILL NO. 465

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the Depart-
7 ment of Education for the establishment of a center for
8 vocational education teacher training; and providing
9 for an effective date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * Section 1. The sum of \$160,000 is appropriated from the general fund
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14 * Sec. 2. The unexpended and unobligated portion of this appropriation
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16 * Sec. 3. This Act takes effect July 1, 1975.
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Introduced: 4/30/75
Referred: Health, Education
Social Services and Finance

BY THE RULES COMMITTEE BY
REQUEST OF THE INTERIM COM-
MITTEE ON HIGHER EDUCATION

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A PLAN FOR VOCATIONAL EDUCATION PROFESSIONAL STAFF
DEVELOPMENT IN ALASKA

A Field-Based Teacher Preparation Program Utilizing
Individualized, Continual Progress Instruction

Prepared by

E. Wayne Courtney, Oregon State University (Team Leader)
Robert Andreyka, Florida State University
Dick Barber, Alaska Methodist University
Ronald Daugherty, Ohio State University, The Center for
Vocational Education
Arnie Heuschert, Oregon State University, Personnel
Development Center (Portland)
Carol Schatz, Alaska Methodist University
Jon Sinclair, Alaska Methodist University
Bill Wiesser, Oregon State University

Division of Career and Vocational Education
Department of Education
Juneau, Alaska
Richard L. Spaziani, Director

November, 1974

Preface

The intent of this report is to recommend a vocational education teacher curricular pattern for the preparation of Alaska's secondary, adult, and community college instructors. The design of the curricular plan encompasses the elements of competency-based instruction for teacher preparation as well as a flexible learning delivery system. The flexibility of the delivery system enables the Alaska staff preparation program to reach rural and urban personnel alike, and it is applicable to all levels of professional education, to include teacher aides as well as degree candidates.

Alaska has long been plagued with the problem of not being able to prepare enough Alaskans for meeting the manpower needs of vocational teachers. This fact has been substantiated many times over in the manpower needs studies during 1968 and 1971 and more recently in an Alaskan Division of Career and Vocational Education statistical report on vocational teacher placement. The latest statistical report from the Division reflected that, during the ten-year period between 1963-72, only thirty-six (36) vocational teachers were prepared by Alaska's university system. This manpower output met only about one-fourth of the total placement demands for the state during that time period.

A five-year assessment of vocational personnel manpower needs in Alaska projected that some 440 new vocational teacher positions will be required for Alaska's secondary school programs by the 1978 school year. These new positions cover all occupational cluster areas.

The logical solution to the problem of preparing adequate numbers of vocational education personnel is to develop teachers from Alaska's existing and potential work force. In order to provide an adequate personnel development program, a career ladder for vocational teachers is essential; the present report details such a system for teacher preparation.

In essence, Alaska has the potential to produce adequate numbers of vocational teachers through a systematic and planned program. It appears that the limiting factor has been in the type of campus-based delivery system which has been utilized. The competency-based curriculum presented in this report details a delivery system which can produce adequate numbers of personnel to fill the job demands of Alaska's vocational, adult, and community college programs. The delivery system is flexible enough to handle both the in-service and pre-service needs of teachers and administrators in rural as well as urban settings.

At present, Alaska has a rare opportunity to provide prospective and practicing vocational education teachers with a contemporary and unique type of in-service and pre-service program which will meet the needs and demands of their roles in the field. This paper provides the guidelines which are necessary and recommended for meeting these needs.

THE CAREER LADDER

An approach toward assisting in alleviating Alaska's manpower needs for well qualified vocational education professional personnel is to develop a totally articulated, competency-based, career ladder vocational personnel development program. This type of program designed to muster the combined resources of Alaska's community resources, secondary schools, community colleges and universities toward a common professional staff development goal.

The totally articulated program represents a broad based program of vocational education staff and recommendations of nationally recognized educational leaders. The program set forth in this model attacks the fundamental problem of how to achieve a desired outcome by effectively utilizing the facilities and manpower presently available throughout the State of Alaska at the local, community college and university levels.

Specifically, this model represents a sequential-articulated plan for vocational education staff development. The concepts are based upon utilizing many of the present existing community programs.

The model is designed to prepare the following types of vocational education personnel:

- 1) Vocational teacher aides.
- 2) Associate Degree level secondary and community college vocational technical subject matter teachers.

3) Baccalaureate Degree level vocational education teachers.

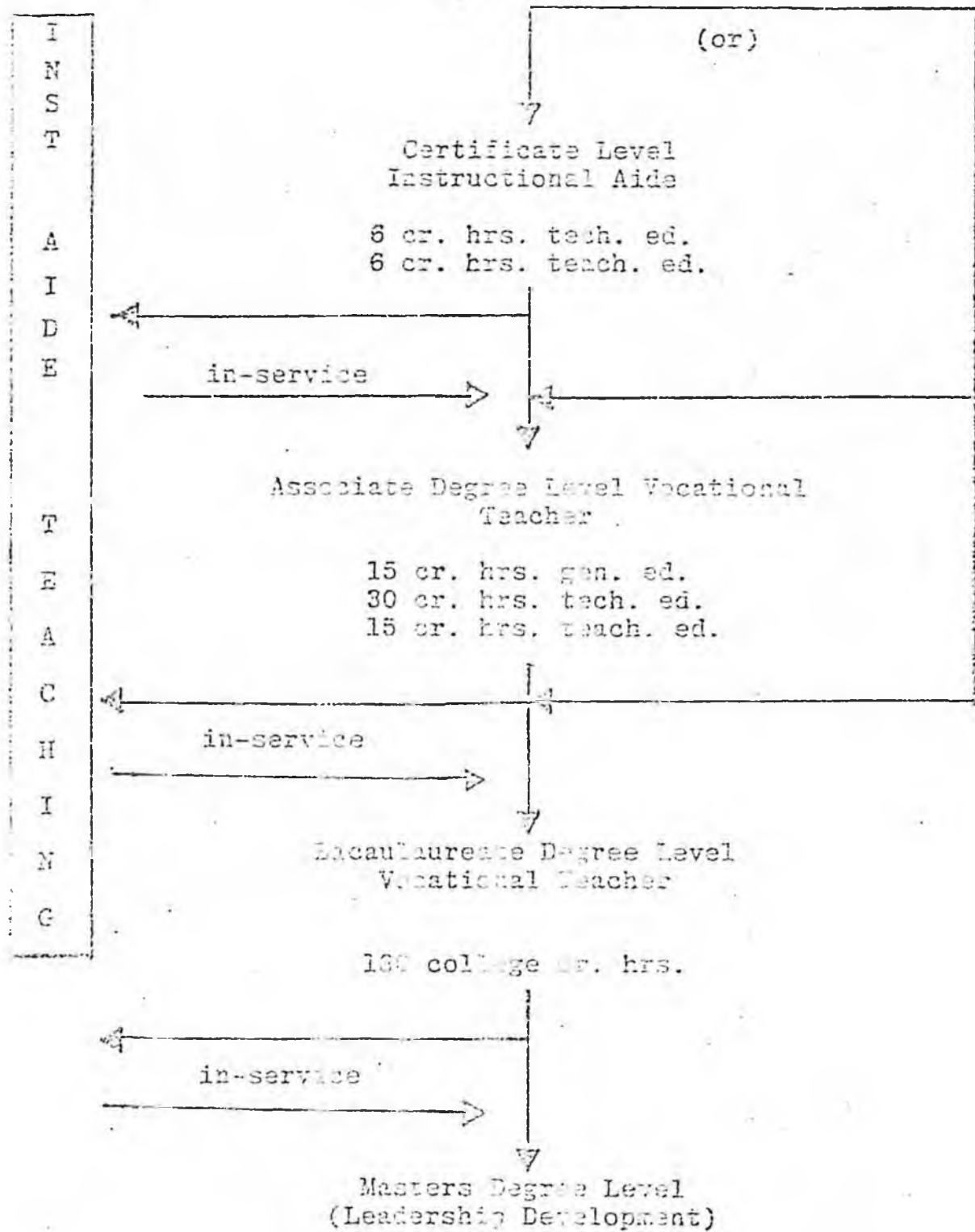
4) Vocational leadership personnel.

A schematic illustration of a totally articulated career ladder program is illustrated as follows:

ARTICULATED CAREER-LADDER PROGRAM

Student From

- 1) High School
- 2) Business or Industry
- 3) Military



Instructional Aides

The vocational teacher aide or instructional aide represents one position on the total career ladder concept. The aide is an individual with ties and rapport within a community where the aide services are to be performed. The instructional aide is responsible to the certified vocational teacher in charge of the respective vocational education program. The functions to be performed by the instructional aide are subject to the direction of the certified teacher and may include assistance in one of the following areas:

- 1) technical skill development
- 2) general education skill development
- 3) cultural interpretation

The primary function of an instructional aide is to facilitate the learning process by providing individual assistance to students on a one-to-one basis in one of the above categories. At all times, the instructional aide's activities are under the supervision and direction of a certified professional. In this regard, the aide does not assume the full responsibility for the instructional program.

To be certified as an instructional aide, a minimum proficiency is to be demonstrated in the competency areas listed in Appendix B. The general competency categories include: instructional execution, instructional management, guidance, student organization, instructional evaluation, school community relations, instructional coordination and professional responsibilities. The delivery system for developing the required competencies are flexible and make use of the methods described in a later section of this report.

Associate Degree Vocational Teacher Education Program

The Associate Degree Vocational teacher education model set forth on the following pages represents a fully articulated competency-based vocational teacher education program designed to prepare individuals for teaching vocational technical subjects at the community college level. With an additional year of business or industrial experience prior to entering the program, the individual qualifies to be certificated to teach vocational subjects at the secondary level.

Chart A illustrates a totally articulated program with entry points, content, and exit points.

More specifically the program has three major components:

- | | | |
|-----|--|--------|
| I. | General Education Components | 15 cr. |
| A. | Written communications | 6 |
| B. | At least Six Credit Hours in
any of the following areas: | 6 |
| 1) | Humanities | |
| 2) | Social Science | |
| 3) | Natural Science | |
| 4) | Mathematics | |
| C. | Speech Communications | 3 |
| II. | Technical Specialty Component | 30 cr. |
| A. | Specified technical courses in a technical subject
matter area or competency evaluation of occupational
experiences in business, industry, or military
and/or a combination of the two methods. (Competency | |

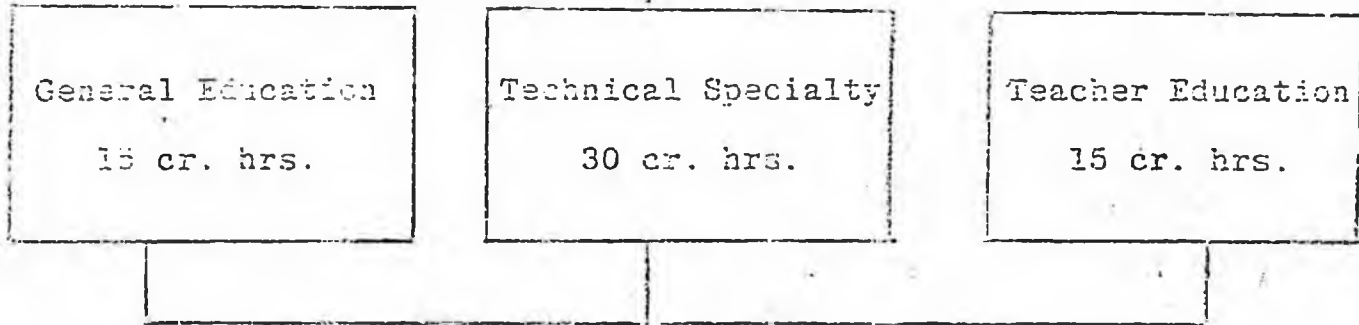
Competencies in professional teacher education may be developed through a variety of teaching strategies; for example, through course work, internships, cooperative work experience, or a combination of the above. Competencies should be developed in the following general categories: instructional planning, instructional execution, instructional evaluation, instructional management, guidance, student organizations, school-community relations, instructional coordination and professional role development. A more detailed listing of competencies is included in Appendix C.

AN ARTICULATED ASSOCIATE OF ARTS DEGREE PROGRAM

STUDENTS FROM

- 1) High School
- 2) Business or Industry
- 3) Military

Enter Community College



Associate Degree
in
Vocational
Teacher
Education

60 cr. hrs.



CHART A

DELIVERY SYSTEM

Competency-Based Teacher Education

The delivery system available to Competency-Based Teacher Education (CBTE) is flexible, with the provision being made for the learner to enter and to exit from the program at any given level. Assessment of the student in terms of competencies to be learned constitutes an essential factor as a person enters or exits from the CBTE program.

Continual progress instruction is associated with the competency approach and it is characterized as being performance-based, self-paced, and tailored to meet the individual's future career job requirements. The relevance of the performance objectives which are included in the teacher preparation program stem from the competencies of vocational teachers as determined by occupational (job) analyses of urban and rural vocational teachers in Alaska.

The suggested delivery system for teacher preparation is through individualized learning modules which contain built-in performance assessments. These modules suggest multi-media resources for the learner and they guide the student toward an adequate standard of performance for each objective. Through this process, the learner may be evaluated on any particular competency at the time when he or she feels ready to perform. This characteristic permits self-pacing and, as a result, allows the individual learner to draw upon any previous background or experience which is peculiar to the competency.

The research evidence associated with the clustering of competency elements suggests that a series of minicourses should be utilized as the vehicle for the instructional program. Minicourses use the resultant clustering of competencies as a base for writing performance objectives and subsequently, the utilization of individualized learning packages to implement the staff development with the objectives. Minicourses are the recommended resource delivery system for the present plan.

The minicourse is organized so that a tailoring of instructional content may be developed for each individual learner. This tailoring allows the University Teacher Educator to assess the individual student in terms of the available objectives, generating minicours(s) which are applicable to his or her goals and needs. The procedure allows the student to be given variable credit for the course work associated with gaining the desirable performance skill levels.

Thus, the learning system, with its performance criteria for evaluation and its self-paced modular structure, constitutes a unique methodology for the delivery of instruction. The system provides for the use of multi-media modes which allow for large group, small group, peer-to-peer, and independent study. The learner may utilize one or more of these modes in preparing for an acceptable standard of performance. The flexibility inherent to this delivery system is evident.

University Center for Vocational Education

Necessary for the implementation of a delivery system of vocational teacher education in Alaska is the establishment of a comprehensive University Center for Staff Development. The purpose of the Center will be to coordinate and administer staff development at all levels of the career ladder in vocational education.

The Center will provide staff development for the several levels of personnel on the career ladder. The Center will also be responsible for conducting an inservice program for teachers and administrators, in the field to upgrade their teaching skills and to update them in their respective occupational areas. At the same time, it will assist in the identifying of competencies and the development of evaluation devices for the granting of credit and for certification. Another responsibility includes the development of individualized microcourses and guidelines for cooperative education and field experiences.

The competency-based staff development model is the process to be developed at the university level for implementing vocational education staff development in Alaska. If legislation supports the model, the model becomes the guideline for the contract with a university for implementation. It is recommended that the funding for the initial contract cover at least a five-year period.

The university is expected to place the vocational teacher education program at the department level within the university structure. By the sixth year of operation, the project will become self-sustaining under the budgetary system of the university and become totally integrated within the university structure. Additional staffing, supporting materials, and program offerings will be funded by federal support through the Division of Career and Vocational Education, State Department of Education, as interest and need are identified. A close cooperative relationship between the University Center and the State Department of Education is programmed to be continued indefinitely.

The direction for the initial planning and staffing will be done cooperatively between the selected university and the Division of Career and Vocational Education. The initial staffing for the model includes four (4) vocational teacher educators, along with supporting clerical staff. Each teacher educator will be responsible for staff development in one of three regions in the state; namely, Southeastern, Southcentral (2), and Northern. It is anticipated that the University Center will be located in the Southcentral region.

Staffing and Staffing

Research across the nation and in Alaska continuously points to significant low quality of professional competencies among educators in vocational education. It appears conclusive that a staff development program

utilizing the competency-based approach should focus upon the total needs of vocational teacher education.

A delivery system utilizing a team approach to differentiated staffing provides the vehicle for a comprehensive vocational teacher education program for Alaska. The individualization aspect of competency-based instruction demands a wide range of expertise to integrate field experiences with on-campus instruction. The people geography, and the size of Alaska require the use of master teacher or local supervisors at the local level. A coordinated differentiated staffing pattern necessarily includes the following personnel:

- Statewide coordinator of teacher education;
- University director of vocational teacher education;
- Regional vocational teacher educators (4);
- Master teachers (or local supervisors);
- Teacher aides.

The first and most critical step in the development of a differentiated staffing pattern is to select four vocational teacher educators, the core of the CBTE program. These teacher educators will meet the following criteria:

1. Express a vocational philosophy which encompasses all service areas of vocational education.
2. Demonstrated ability to implement competency-based vocational teacher education.
3. Master teacher in a vocational service area.

4. The ability to work as a member of an instructional team to carry out the identified needs of the Department of Education, University, communities, and education.
5. Desire to work within a differentiated staffing pattern.
6. Accept a career ladder approach to staff development.
7. Experience and desire to implement a field-based program.
8. Success in organizing and conducting in-service education programs.
9. Experience in determining staff development needs.
10. Express sensitivity to cross-cultural, disadvantaged, handicapped or other special needs groups.
11. Knowledge of methods to implement disadvantaged and handicapped persons in the on-going vocational program.
12. Experience in promoting vocational youth organizations.
13. Experience in directing applied research projects.
14. Demonstrate leadership ability through previous professional experience.
15. Experience in securing funding for special projects to provide an expanded program.

The delivery system and the staffing plan must be developed simultaneously in order to retain continuity within the system. The personnel who are to be responsible for carrying out the CBTE program must themselves exhibit the characteristics of the program. The instructional methods which they use in preparing vocational teachers must (1) utilize flexible modes of instruction, (2) allow for students to pace themselves, and (3) use performance criteria for assessment. All of these methods are mandated with the CBTE delivery system.

SUMMARY

This report has described a procedural system which, if fully implemented, will assist the State of Alaska in meeting its vocational leadership development needs. The utilization of a flexible curricular structure that is field based are essential ingredients within this procedural system.

The new federal legislation connected with vocational leadership development makes it imperative that Alaska immediately implement its delivery system. Since our present delivery system of providing vocational leadership is not meeting identified needs Alaska has the unique opportunity to build an innovative approach to personnel development as contained within this document. Thereby holding an enviable position among all other states. Implementing this innovative delivery system also has fiscal advantages, in that Alaska could very well be the first state to implement the total concept of CBTE.

The document plan mandates comprehensiveness in the program operation and it is essential that the components of the development package not be fragmented among the various institutions of higher education in the state. The success of the plan requires that one institutional agency in the state develop and direct all of the components of staff development for vocational personnel. Continuity and effectiveness of the plan will be lost if fragmentation should occur.

The time has come to act on this issue; Alaska can ill afford to delay the decision further. Adequately prepared vocational teacher personnel must be made available to the schools through the state. A relevant curriculum a flexible instructional delivery system, and a differentiated staffing pattern, when implemented, will facilitate the action in helping to solve Alaska's vocational teacher manpower problem.

References

- Spaziani, Richard L. and E. Wayne Courtney. July 1973. Common Professional Education Competencies Needed by Vocational Educators in Alaska's Secondary Schools. Research Report. University of Alaska, Southeastern Regional Center, Juneau. 65 pages.
- _____. 1972. A Basic Model for Professional Teacher Development in Career and Vocational Education. A Proposal. University of Alaska, Southeastern Regional Center, Juneau.
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- _____. 1973. A Five-Year Needs Assessment for Vocational Education Instructors in Alaska's Secondary Schools. University of Alaska, Southeastern Regional Center, Juneau.
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- Olympus Research Corporation, Division of Vocational and Adult Education. Comprehensive Manpower Planning. 1972. Assessment of Vocational Facilities. Evaluation of Alaska Computer Centers. Assessment of Human Resources in Alaska. Projections of Occupational Needs.
- Worldwide Education & Research Institute. 1972. Alaska State Department of Education. Alaska Statewide Needs Assessment Study.

Statewide Coordinator Vocational Teacher Education
 University of Alaska "Competency Based
 "Center" for Vocational Teacher Education
 Statewide Talent Bank
 Department of Education Task Forces

Mission Statement: To administer a statewide staff development program which will meet both preservice and inservice needs for Vocational Education.

Development of "Center"	Priority I CBTE "Center"
Development of Mid Courses utilizing Individualized Learning packages	
Development of Field based paraprofessional-teacher aide programs using differential staffing	
Coordination of Baccalaureate of Technology Degree with A.A. degree	
Coordinating Program with TECAB	

Prioritizing long range inservice needs identified in local program application	Priority II Statewide Inservice
Scheduling "Center" personnel to local school districts	
Scheduling summer programs to meet identified needs of state staff	
Special in-service programs for Youth Groups- Service Areas	

Intern Program- utilizing potential leaders of Voc. Ed. as Graduate Assistants to "Center"	Priority III Support Services for CBTE "Center"
Intern Program utilizing future 552 awardees in consortium with Oregon State University	
Curriculum Development Laboratory to produce materials for "Center" and field based models under Priority #1	

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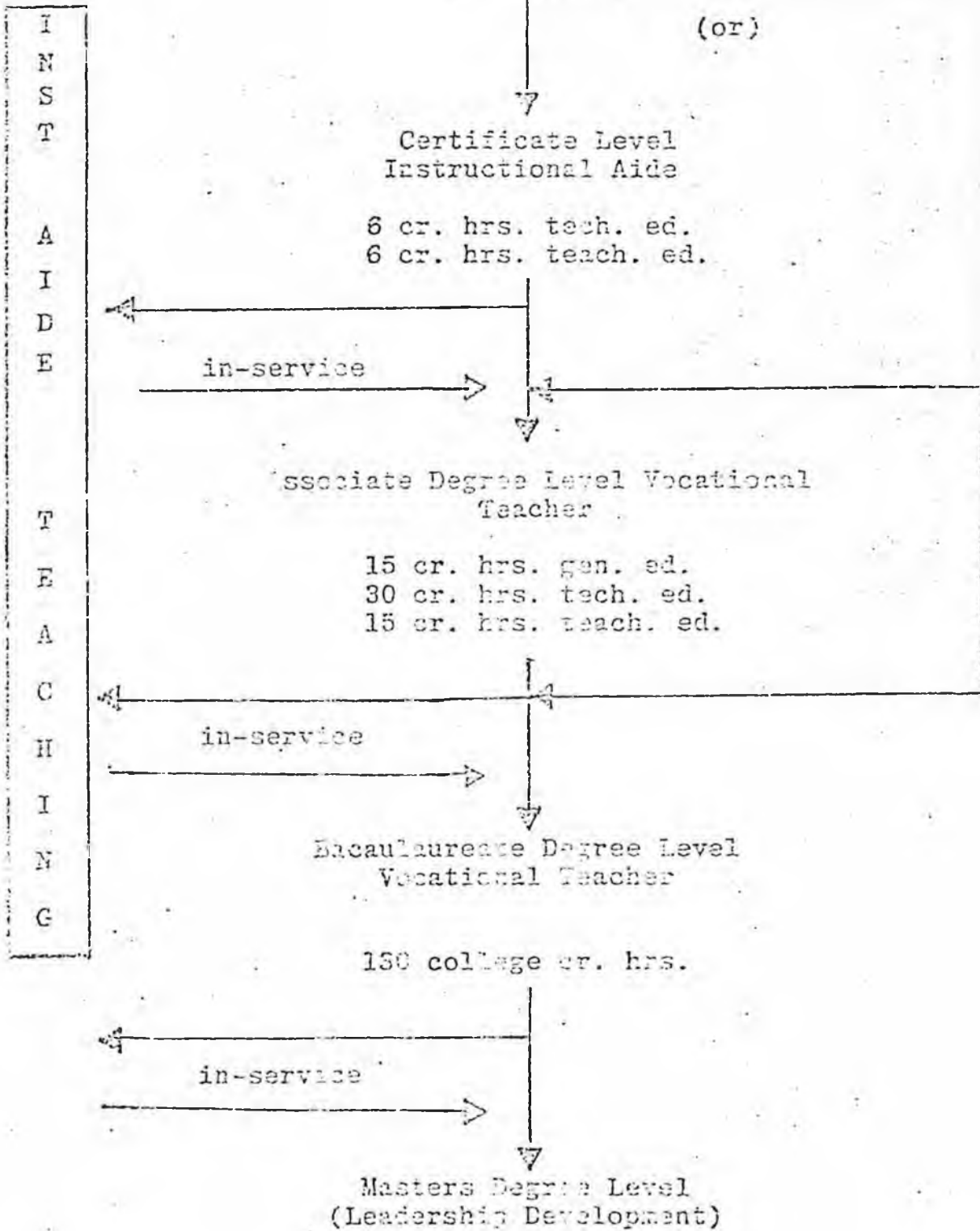
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- 3) cultural interpretation

The primary function of an instructional aide is to facilitate the learning process by providing individual assistance to students on a one-to-one basis in one of the above categories. At all times, the instructional aide's activities are under the supervision and direction of a certified professional. In this regard, the aide does not assume the full responsibility for the instructional program.

To be certified as an instructional aide, a minimum proficiency is to be demonstrated in the competency areas listed in Appendix B. The general competency categories include: instructional execution, instructional management, guidance, student organizations, instructional evaluation, school community relations, instructional coordination and professional responsibilities. The delivery systems for developing the required competencies are flexible and make use of the methods described in a later section of this report.

Associate Degree Vocational Teacher Education Program.

The Associate Degree Vocational teacher education model set forth on the following pages represents a fully articulated competency-based vocational teacher education program designed to prepare individuals for teaching vocational technical subjects at the community college level. With an additional year of business or industrial experience prior to entering the program, the individual qualifies to be certificated to teach vocational subjects at the secondary level.

Chart A illustrates a totally articulated program with entry points, content, and exit points.

More specifically the program has three major components:

- | | | |
|-----|--|--------|
| I. | General Education Components | 15 cr. |
| A. | Written communications | 6 |
| B. | At least Six Credit Hours in
any of the following areas: | 6 |
| 1) | Humanities | |
| 2) | Social Science | |
| 3) | Natural Science | |
| 4) | Mathematics | |
| C. | Speech Communications | 3 |
| II. | Technical Specialty Component | 30 cr. |
| A. | Specified technical courses in a technical subject
matter area or competency evaluation of occupational
experiences in business, industry, or military
and/or a combination of the two methods. (Competency | |

Competencies in professional teacher education may be developed through a variety of teaching strategies; for example, through course work, internships, cooperative work experience, or a combination of the above. Competencies should be developed in the following general categories: instructional planning, instructional execution, instructional evaluation, instructional management, guidance, student organizations, school-community relations, instructional coordination and professional role development. A more detailed listing of competencies is included in Appendix C.

AN ARTICULATED ASSOCIATE OF ARTS DEGREE PROGRAM

STUDENTS FROM

- 1) High School
- 2) Business or Industry
- 3) Military

Enter Community College

General Education
15 cr. hrs.

Technical Specialty
30 cr. hrs.

Teacher Education
15 cr. hrs.

Associate Degree
in
Vocational
Teacher
Education

60 cr. hrs.

Technical
Employment

Vocational
Teaching

University
B.S.
Degree
Program

Vocational
Teaching

CHART A

DELIVERY SYSTEM

Competency-Based Teacher Education

The delivery system available to Competency-Based Teacher Education (CBTE) is flexible, with the provision being made for the learner to enter and to exit from the program at any given level. Assessment of the student in terms of competencies to be learned constitutes an essential factor as a person enters or exits from the CBTE program.

Continual progress instruction is associated with the competency approach and it is characterized as being performance-based, self-paced, and tailored to meet the individual's future career job requirements. The relevance of the performance objectives which are included in the teacher preparation program stem from the competencies of vocational teachers as determined by occupational (job) analyses of urban and rural vocational teachers in Alaska.

The suggested delivery system for teacher preparation is through individualized learning modules which contain built-in performance assessments. These modules suggest multi-media resources for the learner and they guide the student toward an adequate standard of performance for each objective. Through this process, the learner may be evaluated on any particular competency at the time when he or she feels ready to perform. This characteristic permits self-pacing and, as a result, allows the individual learner to draw upon any previous background or experience which is peculiar to the competency.

The research evidence associated with the clustering
of competency elements suggests that a series of minicourses
should be utilized as the vehicle for the instructional
program. Minicourses use the resultant clustering of
competencies as a base for writing performance objectives
and subsequently, the utilization of individualized
learning packages to implement the staff development
with the objectives. Minicourses are the recommended
resource delivery system for the present plan.
The minicourse is organized so that a tailoring of
instructional content may be developed for each individual
learner. This tailoring allows the University Teacher
Educator to assess the individual student in terms of
the available objectives, generating minicourses(s) which
are applicable to his or her goals and needs. The
procedure allows the student to be given variable
credit for the course work associated with gaining the
desirable performance skill levels.
Thus, the learning system, with its performance
criteria for evaluation and the self-paced modular
structure, constitutes a unique methodology for the
delivery of instruction. The system provides for the
use of multi-media modes which allow for large group,
small group, peer-to-peer, and independent study. The
learner may utilize one or more of these modes in
preparing for an acceptable standard of performance.
The flexibility inherent to this delivery system is
evident.

University Center for Vocational Education

Necessary for the implementation of a delivery system of vocational teacher education in Alaska is the establishment of a comprehensive University Center for Staff Development. The purpose of the Center will be to coordinate and administer staff development at all levels of the career ladder in vocational education.

The Center will provide staff development for the several levels of personnel on the career ladder. The Center will also be responsible for conducting an inservice program for teachers and administrators, in the field to upgrade their teaching skills and to update them in their respective occupational areas. At the same time, it will assist in the identifying of competencies and the development of evaluation devices for the granting of credit and for certification. Another responsibility includes the development of individualized minicourses, and guidelines for cooperative education and field experiences.

The competency-based staff development model is the process to be developed at the university level for implementing vocational education staff development in Alaska. If legislation supports the model, the model becomes the guideline for the contract with a university for implementation. It is recommended that the funding for the initial contract cover at least a five-year period.

The university is expected to place the vocational teacher education program at the department level within the university structure. By the sixth year of operation, the project will become self-sustaining under the budgetary system of the university and become totally integrated within the university structure. Additional staffing, supporting materials, and program offerings will be funded by federal support through the Division of Career and Vocational Education, State Department of Education, as interest and need are identified. A close cooperative relationship between the University Center and the State Department of Education is programmed to be continued indefinitely.

The direction for the initial planning and staffing will be done cooperatively between the selected university and the Division of Career and Vocational Education. The initial staffing for the model includes four (4) vocational teacher educators, along with supporting clerical staff. Each teacher educator will be responsible for staff development in one of three regions in the state; namely, Southeastern, Southcentral (2), and Northern. It is anticipated that the University Center will be located in the Southcentral region.

Differentiated Staffing

Research across the nation and in Alaska continuously points to a significant lack of professional competencies among educators in vocational education. It appears conclusive that a staff development program

utilizing the competency-based approach should focus upon the total needs of vocational teacher education.

A delivery system utilizing a team approach to differentiated staffing provides the vehicle for a comprehensive vocational teacher education program for Alaska. The individualization aspect of competency-based instruction demands a wide range of expertise to integrate field experiences with on-campus instruction. The people geography, and the size of Alaska require the use of master teacher or local supervisors at the local level. A coordinated differentiated staffing pattern necessarily includes the following personnel:

- Statewide coordinator of teacher education;
- University director of vocational teacher education;
- Regional vocational teacher educators (4);
- Master teachers (or local supervisors);
- Teacher aides.

The first and most critical step in the development of a differentiated staffing pattern is to select four vocational teacher educators, the core of the CBTE program. These teacher educators will meet the following criteria:

1. Express a vocational philosophy which encompasses all service areas of vocational education.
2. Demonstrated ability to implement competency-based vocational teacher education.
3. Master teacher in a vocational service area.

4. The ability to work as a member of an instructional team to carry out the identified needs of the Department of Education, University, communities, and education.
5. Desire to work within a differentiated staffing pattern.
6. Accept a career ladder approach to staff development.
7. Experience and desire to implement a field-based program.
8. Success in organizing and conducting in-service education programs.
9. Experience in determining staff development needs.
10. Express sensitivity to cross-cultural, disadvantaged, handicapped or other special needs groups.
11. Knowledge of methods to implement disadvantaged and handicapped persons in the on-going vocational program.
12. Experience in promoting vocational youth organizations.
13. Experience in directing applied research projects.
14. Demonstrate leadership ability through previous professional experience.
15. Experience in securing funding for special projects to provide an expanded program.

The delivery system and the staffing plan must be developed simultaneously in order to retain continuity within the system. The personnel who are to be responsible for carrying out the CBTE program must themselves exhibit the characteristics of the program. The instructional methods which they use in preparing vocational teachers must (1) utilize flexible modes of instruction, (2) allow for students to pace themselves, and (3) use performance criteria for assessment. All of these methods are mandated with the CBTE delivery system.

SUMMARY

This report has described a procedural system which, if fully implemented, will assist the State of Alaska in meeting its vocational leadership development needs. The utilization of a flexible curricular structure that is field based are essential ingredients within this procedural system.

The new federal legislation connected with vocational leadership development makes it imperative that Alaska immediately implement its delivery system. Since our present delivery system of providing vocational leadership is not meeting identified needs Alaska has the unique opportunity to build an innovative approach to personnel development as contained within this document. Thereby holding an enviable position among all other states. Implementing this innovative delivery system also has fiscal advantages, in that Alaska could very well be the first state to implement the total concept of CBTE.

The document plan mandates comprehensiveness in the program operation and it is essential that the components of the development package not be fragmented among the various institutions of higher education in the state. The success of the plan requires that one institutional agency in the state develop and direct all of the components of staff development for vocational personnel. Continuity and effectiveness of the plan will be lost if fragmentation should occur.

The time has come to act on this issue; Alaska can ill afford to delay the decision further. Adequately prepared vocational teacher personnel must be made available to the schools through the state. A relevant curriculum a flexible instructional delivery system, and a differentiated staffing pattern, when implemented, will facilitate the action in helping to solve Alaska's vocational teacher manpower problem.

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- Worldwide Education and Research Institute. 1973. Alaska State Department of Education. Alaska Statewide Needs Assessment Study.

Staffing of "Center"

Development of Mini Courses utilizing Individualized Learning Packages

Development of Field based paraprofessional-teacher aide programs using differential staffing

Coordination of Baccalaureate of Technology Degree with A.A. degree

Coordinating Program with TECAB

PRIORITY I
STATE "Center"

Mission Statement: To administer a statewide staff development program which will meet both preservice and inservice needs for Vocational Education.

Statewide Coordinator Vocational Teacher Education
University of Alaska "Competency Based
"Center" for Vocational Teacher Education
Statewide Talent Bank
Department of Education Task Forces

Prioritizing long range inservice needs identified in local program applications

Scheduling "Center" personnel to local school districts

Scheduling summer programs to meet identified needs of state staff

Special in-service programs for Youth Groups- Service Areas

PRIORITY II
Statewide
Inservice

Intern Program- utilizing potential leaders of Voc. Ed. as Graduate Assistants to "Center"

Intern Program utilizing future 552 awardees in consortium with Oregon State University

Curriculum Development Laboratory to produce materials for "Center" and field based models under Priority #1

PRIORITY III
Support Services for
STATE "Center"

SECTION F OTHER BUDGET INFORMATION

	<u>EPDA</u>	<u>State</u>	<u>Other Fed.*</u>	<u>Total</u>
6A Personnel Salaries				
(1) Full time Ed. Adm. II Alaska Range 22 K Step	37,270			
(2) Clerk III (½ time)	6,000			
(3) Center Director		30,000		
(4) Center Secretary		11,000	11,000	
(5) Center Personnel		50,000	144,000	289,270
6B Fringe Benefits @14.42%	6,240	13,125	22,300	41,665
6C Travel				
(1) Statewide Coordinator	5,730			
(2) Center Personnel		15,000	25,000	45,000
6E Supplies				
(1) Statewide Coordinator	1,000			
(2) Center Instructional		15,000	20,000	36,000
6F Contractual				
(1) Graduate Interns	4,960	100,000		
(3) Program, Rural			81,700	212,535
	<u>61,200</u>	<u>260,000</u>	<u>304,000</u>	<u>625,200</u>

* Special Education	160,000
Health Social Services	30,000
Part D	104,000
Part C	10,000
	<u>304,000</u>

1281
Dolan

Original sponsor: Rules Committee by
request of the Interim Committee on
Higher Education

Offered: 6/1/75
Referred: Rules

1 IN THE HOUSE

BY THE FINANCE COMMITTEE

2 CS FOR HOUSE BILL NO. 465

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE -- FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the Depart-
7 ment of Education for the establishment of a center for
8 vocational education teacher training; and providing
9 for an effective date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * Section 1. The sum of \$160,000 is appropriated from the general fund
12 to the Department of Education for the establishment of a center for voca-
13 tional education teacher training.

14 * Sec. 2. The unexpended and unobligated portion of this appropriation
15 lapses into the general fund June 30, 1976.

16 * Sec. 3. This Act takes effect July 1, 1975.

ALASKA STATE LEGISLATURE

...NINTH Legislature ...FIRST Session

HOUSE ...FALL..... NO. 465....

By THE RULES COMMITTEE BY REQUEST OF THE INTERIM COMMITTEE ON HIGHER EDUCATION

An Act relating to a special appropriation to the Department of Education for the establishment of a center for vocational education teacher training; and providing for an effective date.

1975, vol. 49, cont training

Introduced in the House ...9/30/75, 19..75

HISTORY IN THE HOUSE

19 75	Read first time and referred to Committee on
Apr 30	Health, Education & Social Services and Finance
May 8	Reported back with recommendation that <i>Keep original in Finance</i>
June 1	<i>Disposal approved</i>
June 2	Read second time and <i>Finance CS adopted</i>
June 2	Read third time and
June 2	PASS - 1 Effective Date Yeas 26 Yeas Nays 3 Nays Absent - Absent Excused 7 Excused
	Reconsideration PASS Effective Date Yeas Yeas Nays Nays Absent Absent Excused Excused
	Reported correctly engrossed Signed by Speaker Sent to Senate <i>Gene Caster</i> CHIEF CLERK OF THE HOUSE

HISTORY IN THE SENATE

19 75	Read first time and referred to Committee on
64	<i>Finance</i>
1976 / 1/17	Reported back with recommendation that <i>to go to Finance</i>
	Read second time and
	Read third time and
	PASS Effective Date Yeas Yeas Nays Nays Absent Absent Excused Excused
	Reconsideration PASS Effective Date Yeas Yeas Nays Nays Absent Absent Excused Excused
	Reported correctly engrossed Signed by President Returned to House
	SECRETARY OF THE SENATE

HISTORY IN THE HOUSE

19	Received from Senate
	Reported correctly enrolled
	Sent to Governor
 By Governor
	Filed with Lt. Governor
	Chapter No.