

Leg. Finance - House & Senate Finance Comte Files (1975-76) 416  
HB 461, CSHB 465, HB 465



# RECORDS CERTIFICATION



I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James O. Smith  
Signature of Camera Operator

1/31/90  
Date

"An Act relating to forgiveness of the remaining outstanding school construction debt of the City of Nenana; and providing for an effective date."

### COMMITTEE REPORT

4/26/75

HOUSE

FINANCE

Mr. Speaker:

Date 5/6/71

The Committee HESS has had HB 461

under consideration. A ~~Majority~~ of the members of the Committee

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:

<u>Susan Sullivan</u>	<u>Do Pass</u>	_____
<u>[Signature]</u>	<u>Do Pass</u>	_____
<u>[Signature]</u>	<u>[Signature]</u>	_____
_____	_____	_____

Members NOT concurring in the Majority report:

<u>[Signature]</u>	recommends: <u>No Rec.</u>
<u>[Signature]</u>	recommends: <u>no Rec</u>
<u>[Signature]</u>	recommends: <u>DO NOT PASS</u>

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

Susan Sullivan Chairman

"An Act relating to forgiveness of the remaining outstanding school construction debt of the City of Nenana; effective date."

## COMMITTEE REPORT

5/8/75

HOUSE

Mr. Speaker:

Date \_\_\_\_\_

The Committee on FINANCE has had HB 461

under consideration. A Majority of the members of the Committee

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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Members NOT concurring in the Majority report:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ Chairman

1269

16en

Introduced: 4/26/75  
Referred: Health, Education &  
Social Services and Finance

1 IN THE HOUSE

BY SWANSON

2 HOUSE BILL NO. 461

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to forgiveness of the remaining  
7 outstanding school construction debt of the City of  
8 Nenana; and providing for an effective date."

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

10 \* Section 1. The general obligation school bonds issued by the City of  
11 Nenana and held by the State of Alaska in a principal amount of \$265,000 are  
12 cancelled and the debt is forgiven.

13 \* Sec. 2. This Act takes effect immediately in accordance with AS 01.10.-  
14 070(c).

25  
26  
27  
28  
29  
# COMMITTEE COPY

ALASKA STATE LEGISLATURE

NINTH Legislature FIRST Session

HOUSE BILL NO. 961

By

An Act relating to forgiveness of the remaining outstanding school construction debt of the City of Denena and providing for an effective date.

Forgive debt const. - mnst/Denena

Introduced in the House 4/30/75

HISTORY IN THE HOUSE

19 75

Apr 30

Read first time and referred to Committee on

Health, Education, Social Services and Finance

Reported back with recommendation that

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 Speaker  
Sent to Senate

CHIEF CLERK OF THE HOUSE

HISTORY IN THE SENATE

19

Read first time and referred to Committee on

Reported back with recommendation that

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.

Introduced: 4/26/75  
Referred: Health, Education &  
Social Services and Finance

1 IN THE HOUSE

BY SWANSON

2 HOUSE BILL NO. 461

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to forgiveness of the remaining  
7 outstanding school construction debt of the City of  
8 Nenana; and providing for an effective date."

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

10 \* Section 1. The general obligation school bonds issued by the City of  
11 Nenana and held by the State of Alaska in a principal amount of \$265,000 are  
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13 \* Sec. 2. This Act takes effect immediately in accordance with AS 01.10.-  
14 070(c).

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#

"An Act relating to the compensation of judicial officers, legislators, and public officers; and providing for an effective date."

### COMMITTEE REPORT

4/28/75

HOUSE

Mr. Speaker:

Date \_\_\_\_\_

The Committee on FINANCE and HB 463

under consideration. A Majority of the members of the Committee

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:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Members NOT concurring in the Majority report:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ Chairman

1283

Bid

Introduced: 4/28/75  
Referred: Finance

BY THE RULES COMMITTEE BY REQUEST  
OF THE ADMINISTRATIVE DIRECTOR  
ALASKA COURT SYSTEM

1 IN THE HOUSE

2 HOUSE BILL NO. 463

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the compensation of judicial  
7 officers, legislators, and public officers; and  
8 providing for an effective date."

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

10 \* Section 1. AS 22.05.140(a) is amended to read:

11 (a) The annual salary for the chief justice and each associate  
12 justice is 20 per cent above Step E, Range 28 of the salary schedule  
13 established in AS 39.27.010 for Anchorage, Alaska [SHALL RECEIVE  
14 \$44,000 ANNUALLY AS COMPENSATION]. The compensation is payable monthly  
15 in 12 equal installments. Compensation of the chief justice or of an  
16 associate justice shall not be diminished during his term of office,  
17 unless by general law applying to all salaried officers of the state.

18 \* Sec. 2. AS 22.10.190(a) is amended to read:

19 (a) The annual salary for each [EACH] superior court judge is 10  
20 per cent above Step E, Range 28 of the salary schedule established in  
21 AS 39.27.010 for Anchorage, Alaska [SHALL RECEIVE \$40,000 ANNUALLY, AS  
22 COMPENSATION], payable monthly in 12 equal installments. The compensa-  
23 tion of a judge shall not be diminished during his term of office, unless  
24 by general law applying to all salaried officers of the state.

25 \* Sec. 3. AS 22.15.220(a) is amended to read:

26 (a) The annual salary for each [EACH] district judge is 93 per  
27 cent of Step E, Range 28 of the salary schedule established in AS 39.-  
28 27.010 for Anchorage, Alaska [SHALL RECEIVE \$33,500 ANNUALLY AS COMPEN-  
29 SATION], payable monthly in 12 equal installments.

1 \* Sec. 4. AS 24.15.020 is amended to read:

2       Sec. 24.15.020. ANNUAL LEGISLATIVE SALARIES. The annual salary  
3 for each member of the legislature is 33-1/3 per cent of Step A, Range  
4 28 of the salary schedule established in AS 39.27.010 for Anchorage,  
5 Alaska, [\$9,000] to be paid in approximately equal monthly payments.  
6 The president of the senate and speaker of the house are each entitled  
7 to an additional \$500 a year during tenure of office.

8 \* Sec. 5. AS 39.20.010 is amended to read:

9       Sec. 39.20.010. ANNUAL SALARY OF GOVERNOR. The annual salary of  
10 the governor is 30 per cent above Step E, Range 28 of the salary  
11 schedule established in AS 39.27.010 for Anchorage, Alaska [\$50,000].  
12 The salary shall be ~~paid in~~ equal monthly installments.

13 \* Sec. 6. AS 39.20.030 is amended to read:

14       Sec. 39.20.030. ANNUAL SALARY OF LIEUTENANT GOVERNOR. The annual  
15 salary of the lieutenant governor is 20 per cent above Step E, Range 28  
16 of the salary schedule established in AS 39.27.010 for Anchorage,  
17 Alaska [\$44,000]. The salary shall be paid in equal monthly install-  
18 ments.

19 \* Sec. 7. AS 39.20.080(a) is amended to read:

20       (a) The annual salary of the head of each principal executive  
21 department of the state upon appointment and confirmation is 10 per cent  
22 above Step E, Range 28 of the salary schedule established in AS 39.27.-  
23 010 for Anchorage, Alaska [\$40,000]. This salary shall be paid in equal  
24 monthly installments.  
25

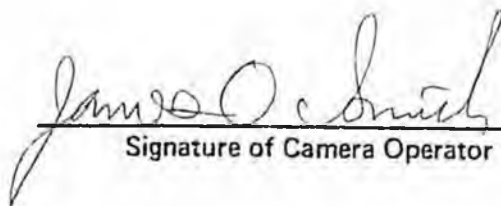
26 \* Sec. 8. This Act takes effect July 1, 1975.  
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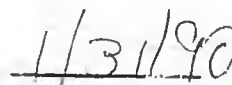


# RECORDS CERTIFICATION



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Signature of Camera Operator

  
Date

# 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.

COMMITTEE REPORT

1/19/76

SENATE

Mr. President:

Date \_\_\_\_\_

The Committee on FINANCE 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:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Members NOT concurring in the Majority report:

\_\_\_\_\_ recommends:  
 \_\_\_\_\_ recommends:  
 \_\_\_\_\_ recommends:  
 \_\_\_\_\_ recommends:  
 \_\_\_\_\_ 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  
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.  
17  
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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

1 IN THE HOUSE

2 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 vocational  
13 education teacher training at the University of Alaska.

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.  
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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.

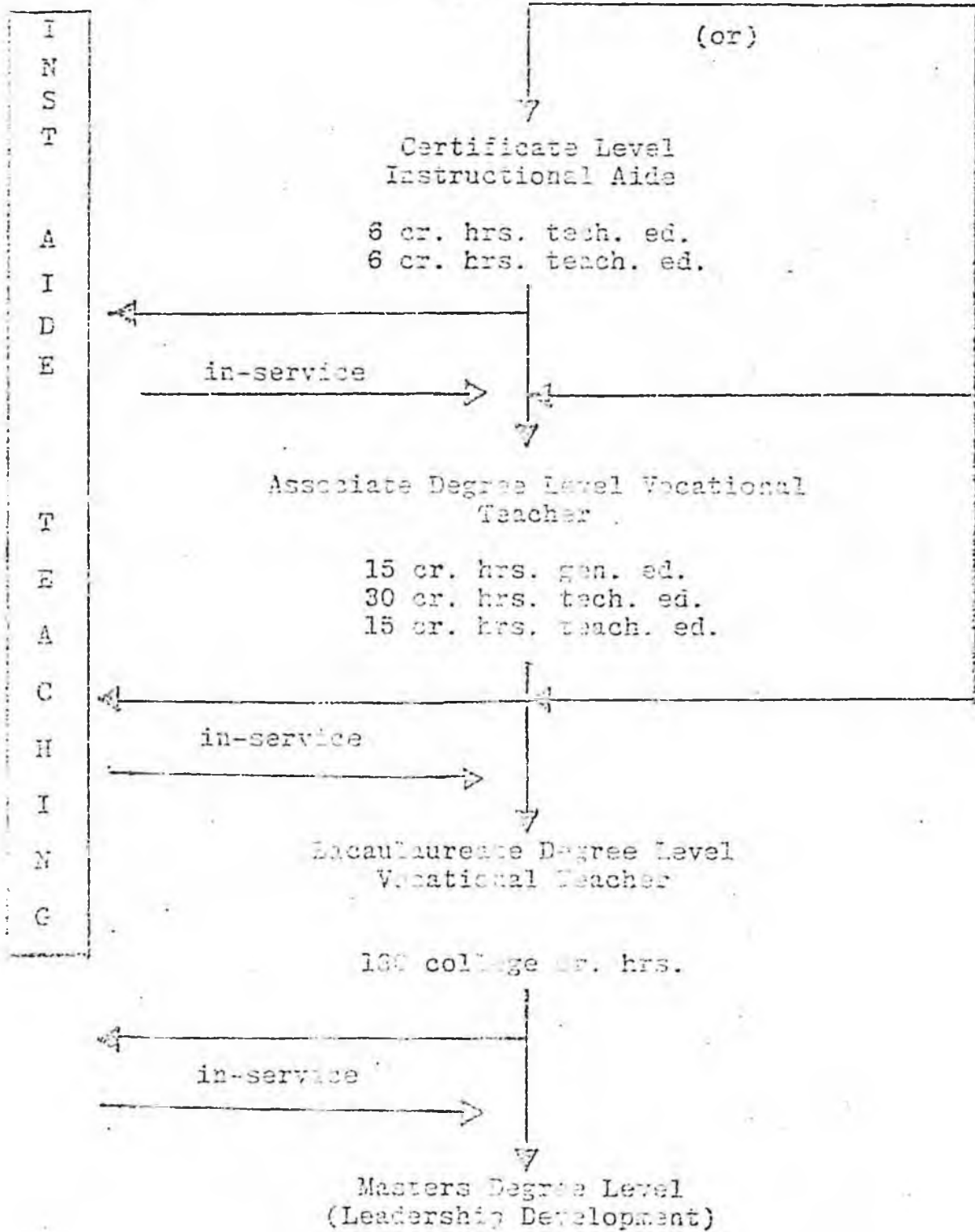
3) Baccalaureate Degree level vocational education teachers.

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 3
  - B. At least Six Credit Hours in 3  
any of the following areas:
    - 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

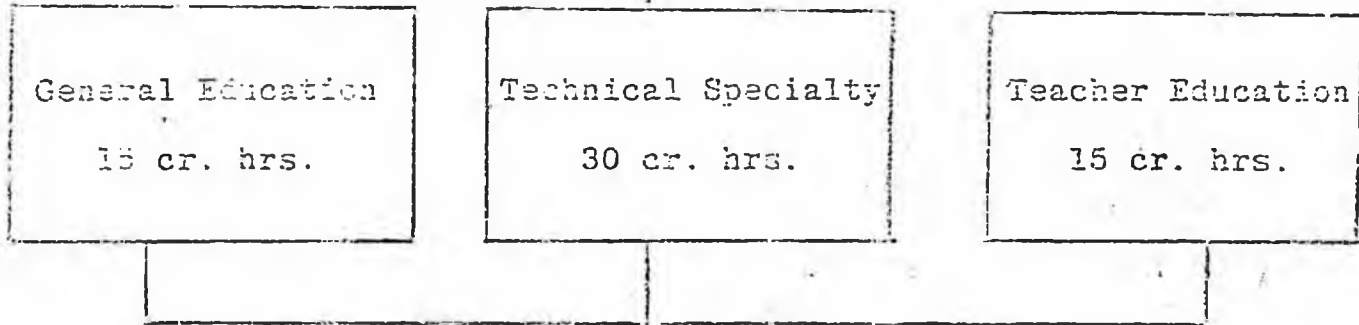
Competencies in professional teacher education may be developed through a variety of teaching strategies; for example, through course work, internships, cooperative work experience, or a combination of the above. Competencies should be developed in the following general categories: instructional planning, 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.

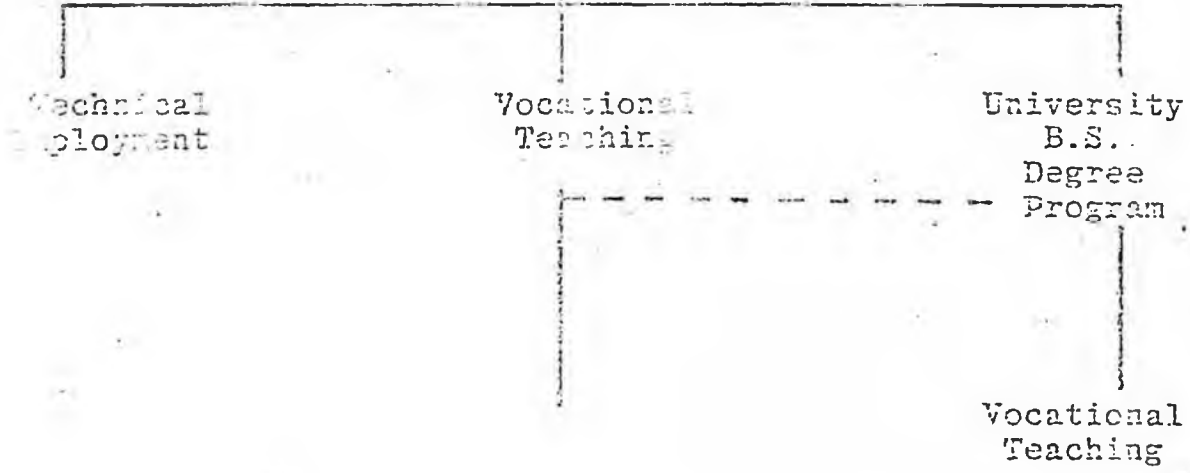


CHART A

## 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.

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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.
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12. Experience in promoting vocational youth organizations.
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14. Demonstrate leadership ability through previous professional experience.
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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.

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 Statewide Talent Bank  
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Development of Field based paraprofessional-teacher aide programs using differential staffing	
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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	
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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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Original sponsor: Rules Committee by  
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Higher Education

Offered: 6/1/75  
Referred: Rules

1 IN THE HOUSE

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3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - FIRST SESSION

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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.

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  
Annie Heubert, Oregon State University, Personnel  
Development Center (Portland)  
Carol Schatz, Alaska Methodist University  
Jon Sinclair, Alaska Methodist University  
Bill Wieser, Oregon State University

Division of Career and Vocational Education  
Department of Education  
Juneau, Alaska  
Richard L. Spasiani, 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 1966 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.

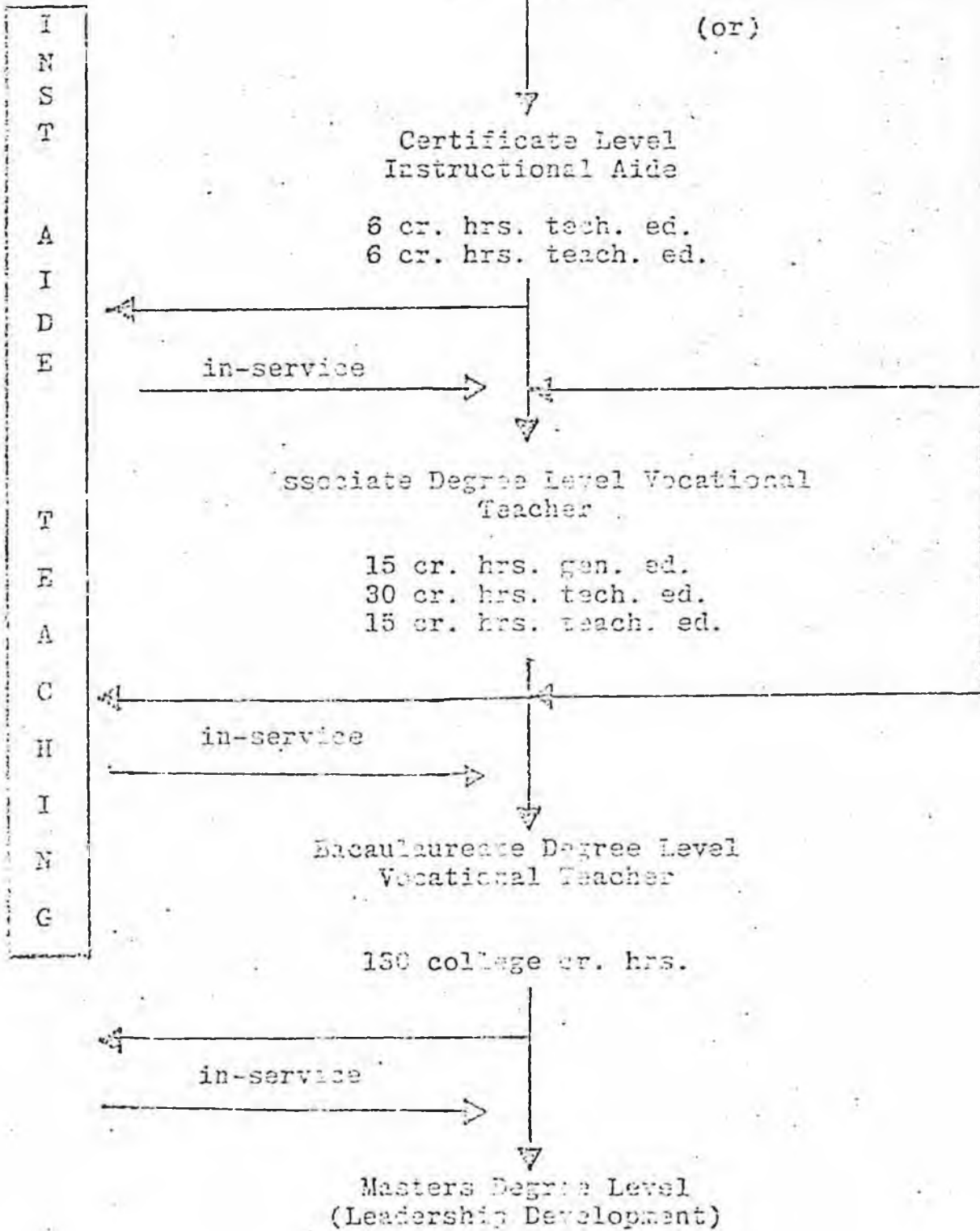
- 3) Baccalaureate Degree level vocational education teachers.
- 4) Vocational leadership personnel.

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 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<br>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<br>matter area or competency evaluation of occupational<br>experiences in business, industry, or military<br>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.

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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 making a special appro-  
priation to the Department of  
Education for the establishment  
of a center for vocational ed-  
ucation 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. ....



# RECORDS CERTIFICATION



I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James O. Smith  
Signature of Camera Operator

1/31/90  
Date

"An Act making a special appropriation to the Department of Education for the establishment of a center for vocational education teacher training; effective date."

# COMMITTEE REPORT

## HOUSE

5/8/75

Mr. Speaker:

Date May 21, 1975

The Committee on FINANCE has had one bill

under consideration. A Majority of the members of the Committee

recommends it DO PASS

recommends it DO NOT PASS

recommends it DO PASS WITH ATTACHED AMENDMENT(S)

recommends it BE REPLACED WITH CS FOR HOUSE 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:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Members NOT concurring in the Majority report:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

[Signature] Chairman

PROPOSED TOTAL PROGRAM BUDGET

	<u>EPSCA</u>	<u>OTHER FEDERAL</u>	<u>STATE</u>	<u>TOTAL</u>
1. Statewide Coordinator	37,270			37,270
2. Secretarial	5,730			5,730
3. Supportive Staff UofA		27,320		27,320
4. Full time Center Instructors (8)			100,000	100,000
5. Part time Center Instructors Adult Basic Ed. - Special Ed. Guidance - Etc.		50,000		50,000
6. Graduate Assistants- (5) Instructional Aide (5)	<del>25,000</del> 5,000	25,000		50,000
7. Sub Total for Salaries	67,000	102,320	100,000	269,320
8. Employee Benefits	<del>9,200</del> 2,200	15,400	20,000	44,600
9. Travel	<del>6,000</del> 4,000	6,000	20,000	32,000
10. Office Supplies	1,000		5,000	6,000
11. Instructional Supplies			15,000	15,000
12. Equipment Rental		9,000		9,000
13. Program Development		86,280		86,280
14. Total Direct Cost	16,200	116,600	60,000	192,800
15. Indirect Costs Covered by tuition	-0-	-0-	-0-	-0-
16. Grand Total	84,200	219,600	130,000	463,200

56,200 1st Priority  
 5,000 2nd Priority  
61,200

*Master file*

INTRODUCTION

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 1963-73, only thirty-six (36) vocational teachers were prepared by the University of Alaska 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 most 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 (or lattice) for vocational teachers and teacher aides is essential.

In essence, Alaska has the potential to produce adequate numbers of vocational teachers through a systematic and planned program. One limiting factor has been in the type of campus-based delivery system which has been utilized. Also, the University has had limited resources available to support this aspect of teacher education. The competency-based model being proposed

provides 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 must be 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. It is proposed that the University of Alaska establish a Center for Vocational Teacher Education within the Senior College at the University of Alaska, Anchorage.

#### DELIVERY SYSTEM

##### Competency-Based Teacher Education

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 will comprise the major delivery system for the present plan.

#### Center for Vocational Teacher Education

Necessary for the implementation of a delivery system of vocational teacher education in Alaska is the establishment of a Center for Vocational Teacher Education. The purpose of the Center will be to coordinate and administer professional staff development programs in vocational teacher 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 in-service 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 major process to be utilized for implementing vocational education staff development in Alaska. The implementation of this model will serve as the guideline for the contract with the Anchorage Senior College for implementation. It is recommended that the funding for the initial contract cover at least a five-year period. 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, assuming budgetary approval. 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 Center and the State Department of Education is programmed to be continued indefinitely.

Direction for the initial planning and staffing will come from the Advisory Council (see Operational Guideline #2). 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. Appropriate University personnel will be involved in the planning and review process, with final selection of any faculty member subject to Regional approval.

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 proposal 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 is essential.

Alaska has the unique opportunity to build an innovative approach to personnel development by inaugurating a competency-based, field-centered program for professional staff development in vocational teacher education. The new Federal legislation regarding vocation leadership development makes it imperative that Alaska implement this proposed delivery system at the earliest possible date.

CENTER FOR VOCATIONAL EDUCATION TEACHER TRAINING

Operational Guidelines

1. The Center will serve as an administrative locus for contracts with the State Department of Education and other agencies, which deal with vocational teacher education.
2. The Center will serve a coordinating function for vocational teacher education programs on a state-wide basis. An advisory council, composed of two representatives from each Region and two representatives of the Division of Career and Vocational Education, State Department of Education, will provide state-wide coordination for vocational teacher education.
3. During the first two years the Center personnel will be developing individualized curricula materials, developing a close working relationship among team members and working to meet diversified local district in-service needs.
4. Faculty and staff members are expected to be dispersed among the Regions.
5. Each Region will administer the budgetary and financial affairs of the portion of the project assigned to that Region. Budget transfers will be made to each Region to cover both direct and indirect costs.
6. Each Region will be responsible for developing its own internal staffing pattern which will accomplish goals of the project and will have final recruitment and hiring authority pursuant to policies established by the coordinating council.
7. Instruction will be provided by Center personnel, field-based instructional staff or by faculty members residing within the Region as agreed upon by the Center and the affected Region.
8. Student credit hours produced by Center personnel will be credited to the Region in which the instruction takes place.
9. Budgetary provisions will be made to cover the costs of specified personnel who are stationed in each Region.
10. Normal University policies and procedures will apply to the recruitment, appointment and assignment of the faculty and staff assigned to the Center.

DEVELOPMENTAL MODEL FOR  
DIFFERENTIATED ROLES AND LEVELS OF  
RESPONSIBILITY FOR TEACHING

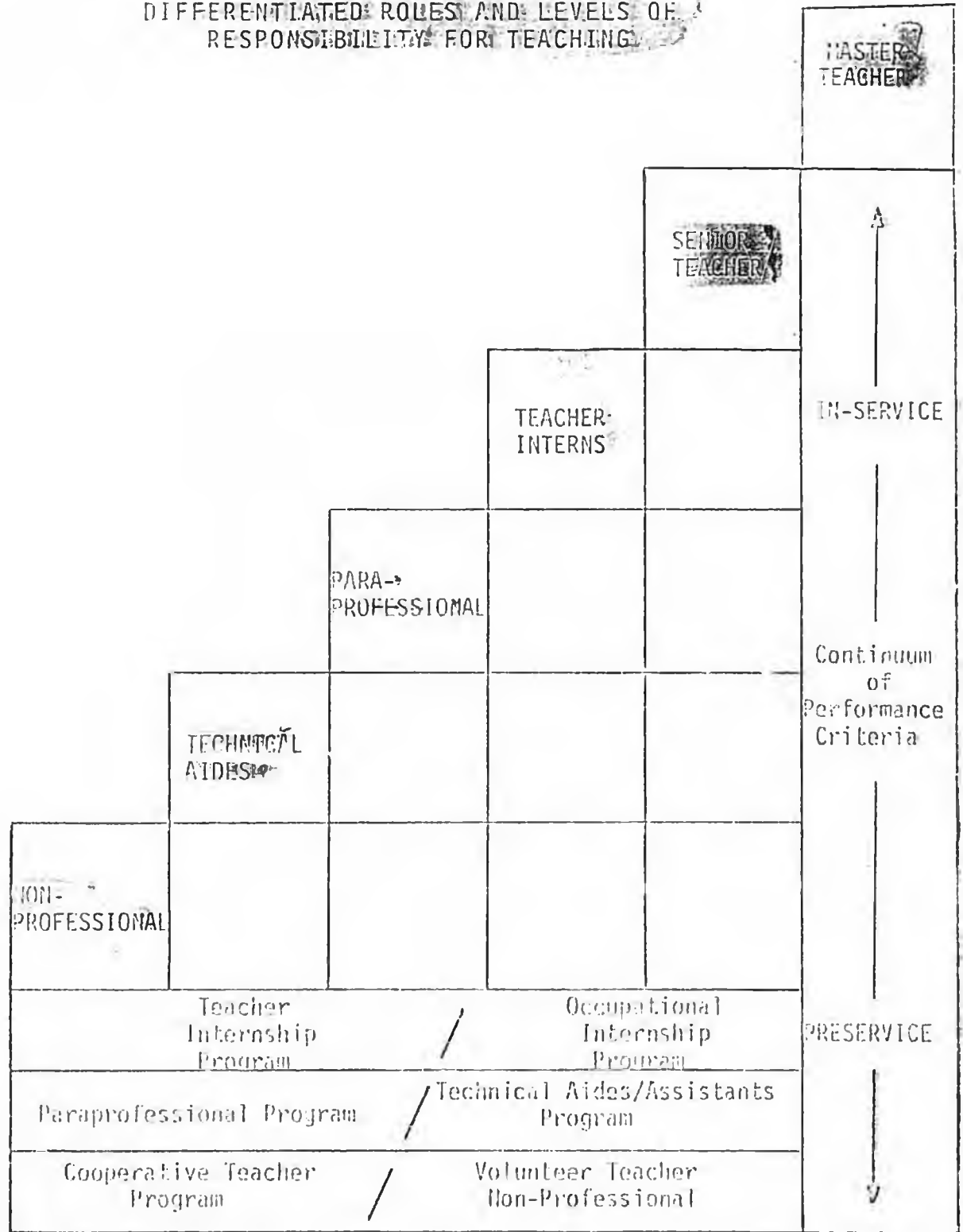
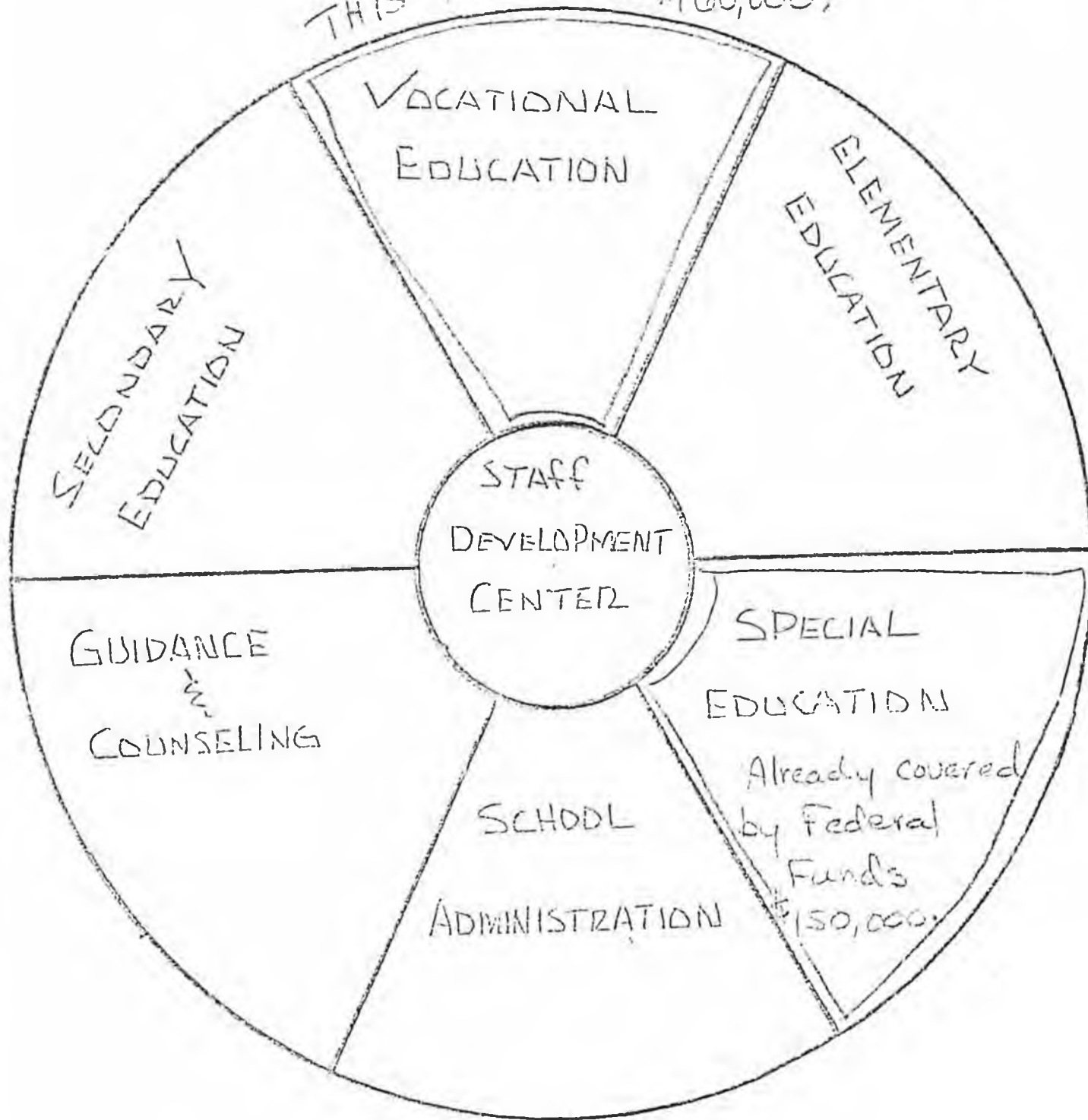


Figure 4.

# COMPONENTS

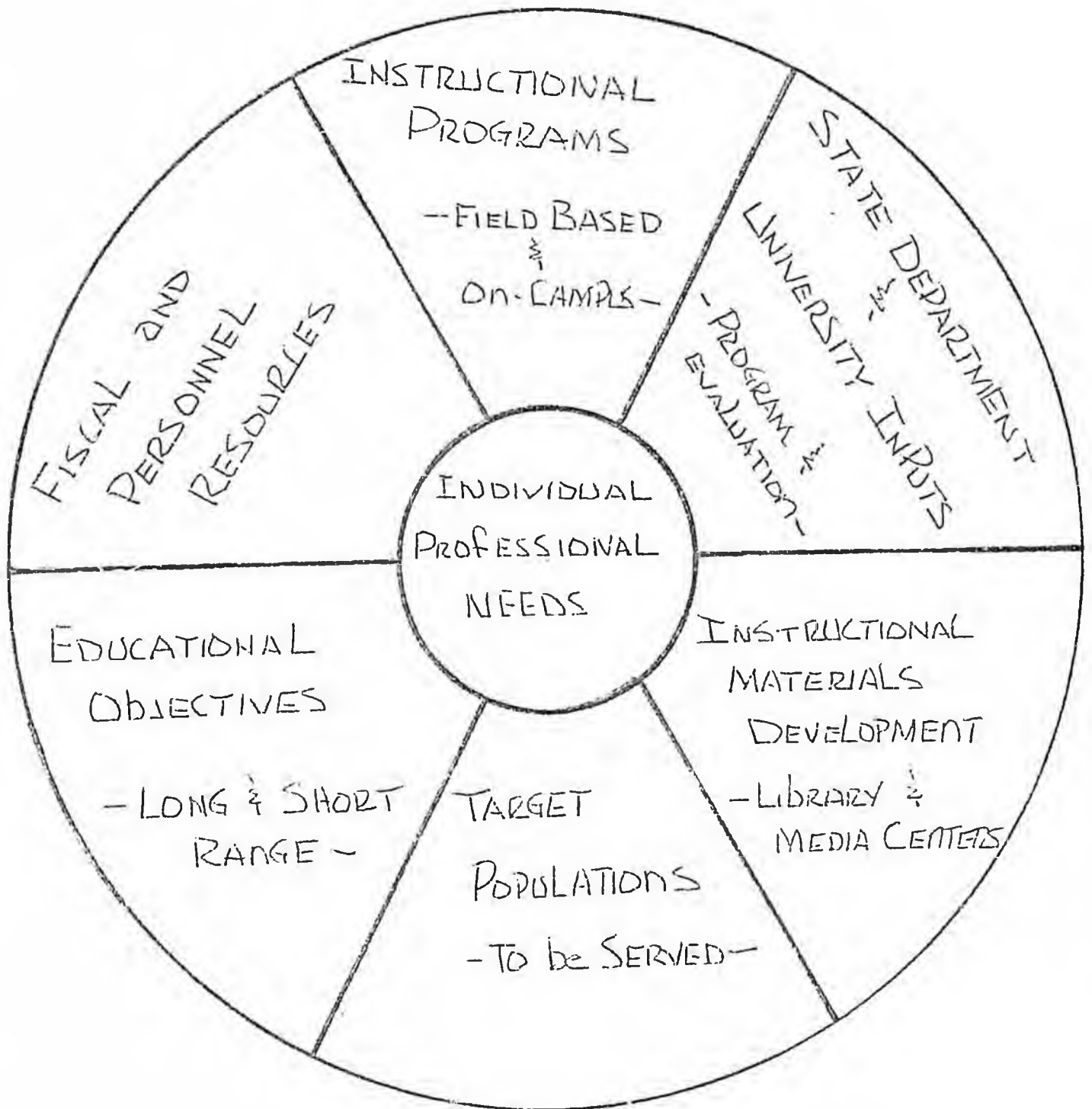
## STAFF DEVELOPMENT CENTER

THIS PROPOSAL \$160,000.

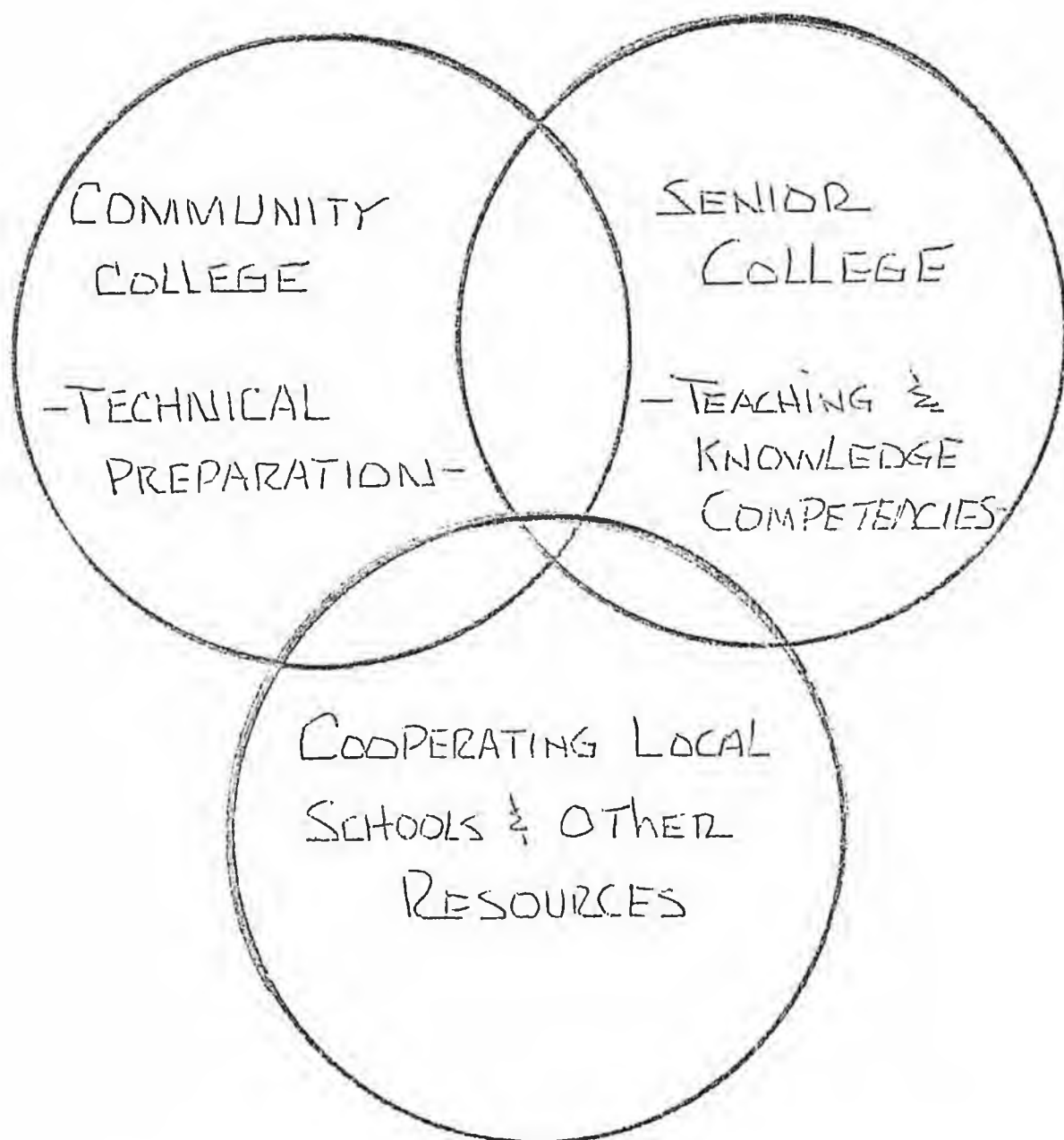


Total Program is a  
5 year Plan

# VOCATIONAL CENTER ACTIVITIES

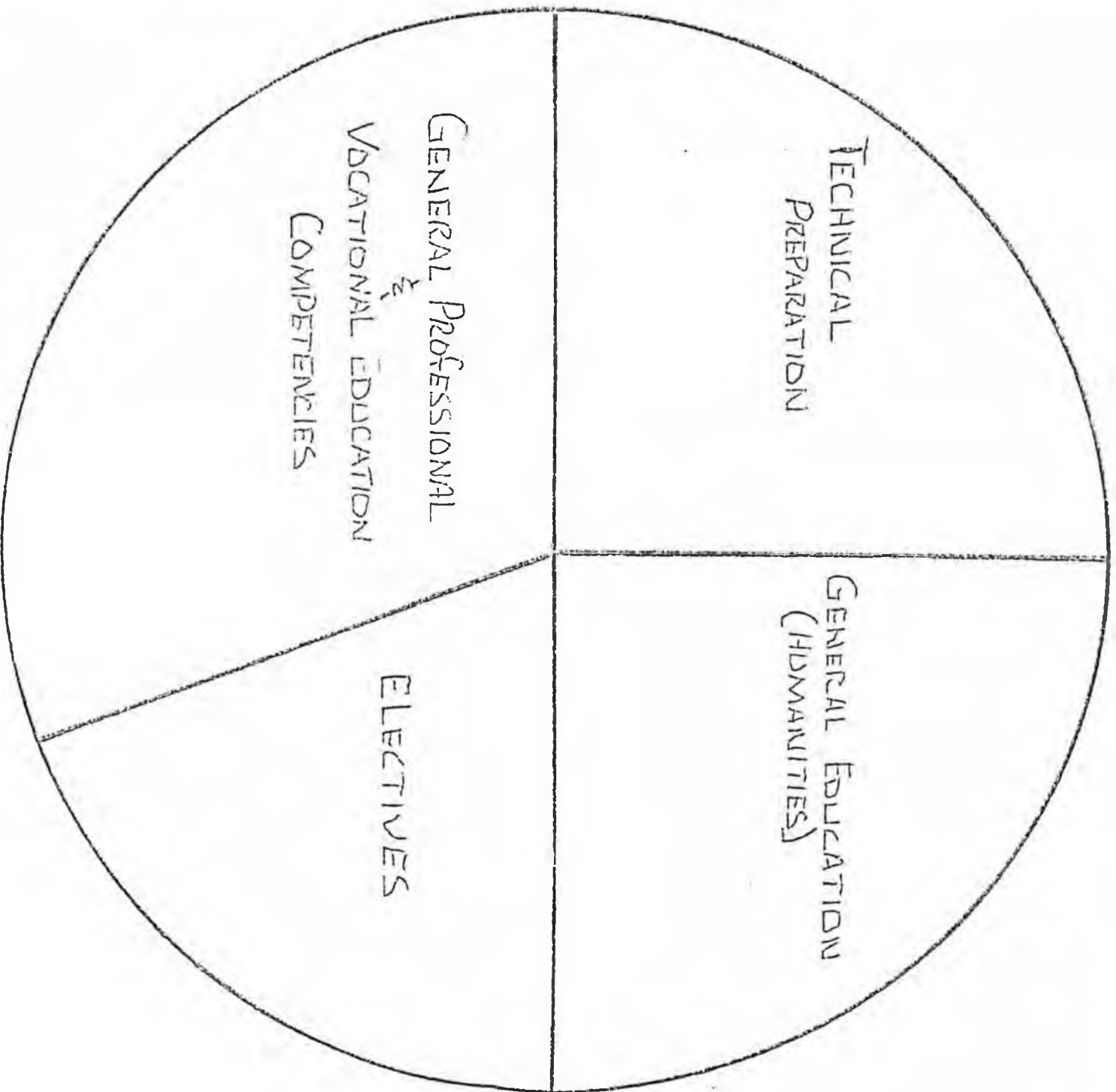


# COMPONENTS of INTEGRATED STAFF DEVELOPMENT MODEL

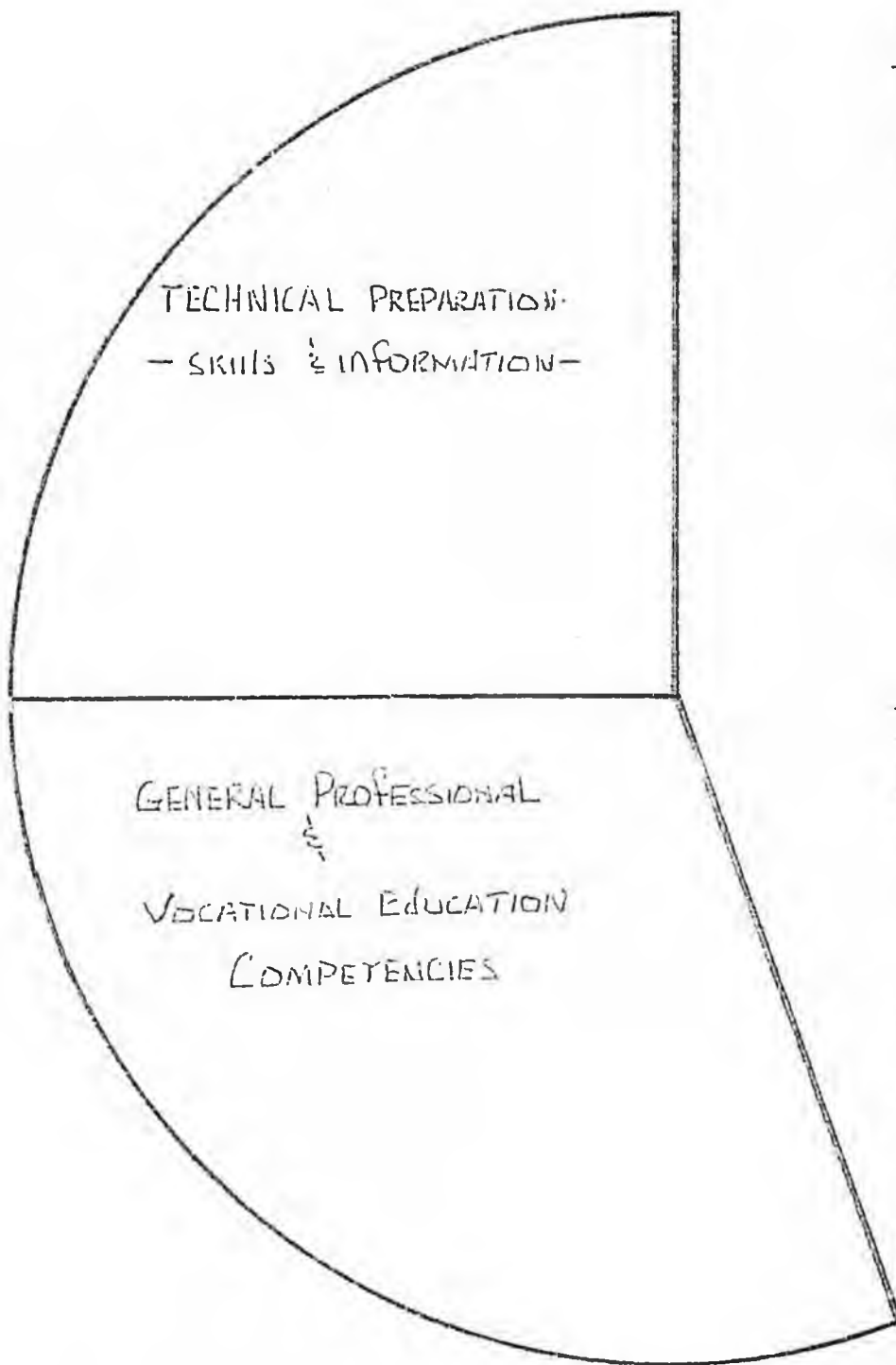


# TYPICAL UNDERGRADUATE PROGRAM

4 year program  
Produce a senior teacher



# PARA-PROFESSIONAL ~ 2YR. PROGRAM



INDUSTRIAL  
HEALTH OCCUPATIONS  
BUSINESS OCCUPATIONS  
AGRICULTURE  
FORESTRY  
AIRCRAFT MECHANICS  
PRINTING/PUBLISHING  
TRANSPORTATION  
ELECTRONICS

INSTRUCTIONAL METHODS  
USE OF MEDIA  
PSYCHOLOGY OF LRNG.  
WORKING WITH  
ADVISORY COMM.  
CONDUCTING COMMUNITY  
SURVEYS  
SUPERVISING ON-THE-JOB  
EXPERIENCIES

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

1 IN THE HOUSE

2 *CS* 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 vocational  
13 education teacher training ~~at the University of Alaska.~~

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.