

## OHIO SCHOOL BASED WORK EVALUATOR TEACHER CERTIFICATION PROGRAM

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**ABSTRACT:** In Ohio, a program has been designed to facilitate access to public school vocational education as a viable placement for special students through which meaningful and appropriate preparation for the world of work can be found. This program is the Vocational Work Evaluation Teacher Education program. The purpose of this program is to provide needed and relative information to aid school personnel, parents, and students in making informed occupational choices for special students.

School based work evaluation is seen as appropriate and relevant for service to school aged handicapped and disadvantaged students as their needs relate to vocational education. Traditional evaluation programs are concerned by individuals or agencies not fully knowledgeable of the locally available vocational education programs. These traditional programs may not always be available to serve the large numbers of special students for whom vocational education is a definite resource.

There is a need, then to provide work evaluation that is localized to the prevailing conditions within vocational education programs; localized such that school aged handicapped and disadvantaged students may have access to the vocational education programs appropriate to their needs, interests, and abilities. Only evaluators who are thoroughly knowledgeable of the evaluation process, the nature and needs of special student populations, and local vocational program idiosyncrasies can access these programs. The Ohio model for vocational work evaluation teacher education makes it possible for work evaluators at the local school level to function effectively, insuring this needed access.

Persons entering the program must have a bachelor's degree in one of five areas - psychology, special education, counseling, rehabilitation, or evaluation. Each degree experience provides different strengths relative to testing and measurement, education, special populations, or evaluation. The program capitalizes on these strengths and supplements any shortcomings.

All employed evaluators are required to have expertise with the work sample equipment used in the evaluation process. This expertise may be obtained by pre-service training with equipment manufacturer's coursework at a college or university, or through onsite in-services provided by qualified work evaluators. The new evaluator

must have twelve months of work experience not connected with education. All the above prerequisites must be verified by the Special Needs Service, Division of Vocational Education, Ohio Department of Education. Instruction that provides a thorough working knowledge of local vocational programing is provided to the new evaluator regardless of their backgrounds.

Qualified new evaluations are employed by a local school district and given temporary one-year vocational education certificates renewable upon successful completion of one year of the teacher education program. This certificate provides the educational legitimacy necessary in public school systems. With successful completion of a second year of the program the evaluator may apply for an advanced certificate as a Vocational Work Evaluator.

The certification program is structured in three phases. The first is pre-service phase followed by two years of in-service. The pre-service phase purposes are:

1. to give the newly employed evaluator an over-all view of the work evaluation process and it's role in vocational education.
2. to acquaint the newly employed evaluator with vocational education and the Vocational Education Special Needs Service.
3. to acquaint the newly employed evaluator with handicapped and/or disadvantaged students.

The pre-service phase is conducted as a one-week seminar in which various specialists make presentations relative to evaluation in the school setting. State department officials, university faculty, and practicing school evaluators comprise the group of specialists.

The first in-service year concentrates on developing and improving the quality of localized evaluational activities to meet local needs. To meet this goal the evaluator completes fourteen objectives designed to establish or verify the existence of certain program

quality measures. (These goals are included at the end of this paper). The focus of these goals is the efficient and effective operation of the evaluation program. Consideration is given to the development and use of advisory committees, the capacity of the evaluation program to assess the characteristics and abilities necessary for entry into and predicted success in local vocational programs, compliance with State and Federal guidelines, quality of evaluations, and the understanding of professional vocational and vocationally related organizations and associations. Activities are conducted on site by the Special Needs Teacher Educator from Kent State University. Approximately eight visitations are conducted in the first year of the program.

The second in-service year and third phase of the teacher education program, the evaluator provides the documentation of planned functions and operations of the evaluation center in the same manner that a curriculum documents classroom instruction. The evaluator develops a formal document similar in purpose to a course of study. Significant parts of this document are:

1. introductory statement
2. program and school philosophies
3. program objectives
4. program overview
5. evaluation practices
6. evaluation activities
7. glossary of specific terms

During, the second year the evaluator is also concerned with the content of a course titled "Survey of Vocational Education." This course deals with the history, philosophy, and operation of vocational education at the national state levels. The course is intended to develop and refine the evaluator's knowledge and understanding of vocational education. A required term paper documents the evaluator's comprehension of the intricacies of vocational education. Second year activities are conducted

by monthly visits from the Special Needs Teacher Educator from Kent State University.

A large amount of work is obviously required of the evaluator during this pre and in-service program. The Ohio Department of Education, therefore, requires the participating evaluator in the professional improvement program to enroll for nine semester hours of undergraduate or graduate credit at Kent State University, the cooperating delivery agency for the program.

Special resources are frequently necessary if special students are to be successful in schooling experience. For many special students, vocational education is not only a viable alternative to the regular classroom but extremely important to providing the preparation necessary for life after school in the world of work. Before vocational education can fulfill any of its promises or obligations to special students, competent and knowledgeable work evaluators must be available to provide the necessary data for relevant for appropriate vocational choices. In this sense work evaluators working in the local school setting serve as very special resources to special students in Ohio - a resource made functional by the school based certification program for work evaluators.

### OBJECTIVES

#### 1st - YEAR WORK EVALUATION TEACHER EDUCATION

1. Develop, refine, and promote the Work Evaluation program through the use of an Advisory Committee.
2. Assess the capacity of the Work Evaluation program to recommend placements in all vocational education programs within the school system.
3. If, after objective #2 is completed, a need is indicated, develop work samples as necessary to enable assessments appropriate to vocational education programs

within the school system.

4. If, after objective #2 is completed, a need is indicated, develop purchase recommendations as necessary to enable assessments appropriate to vocational education programs within the school system.
5. If, after objective #2 is completed, a need is indicated, develop situational assessments as necessary to permit vocational class tryouts for Special Needs students.
6. Assess the capacity of the work evaluation program to adequately serve Special Needs students by:
  - a. determining and documenting the degree to which students have been successful in recommended placements.
  - b. determining the degree to which vocational and special education and guidance and counseling staff members agree that the Work Evaluation program is adequately equipped and staffed to serve Special Needs students.
  - c. determining the degree to which vocational education teachers agree that Special Needs students are adequately served by the Work Evaluation program.
7. Ascertain that the work evaluation program provides adequate data and in an appropriate format for use in serving Special Needs students at staffings and in recommended placements.
8. Develop a document describing the roles of Work Evaluation in reference to the roles of vocational education.
9. Develop and implement an in-service program to inform the elementary and secondary, special education, and vocational education faculties of the roles of the Work Evaluation

- program in the education process for Special Needs students.
10. Develop and implement a program to better inform the general public about the purposes and operation of the Work Evaluation program.
  11. Develop a list of available community resources that can provide appropriate services for Special Needs students beyond those provided by vocational education within the local school system.
  12. Develop and maintain a work Evaluation program record keeping system sufficient to:
    - a. meet Vocational Special Needs Service supervision guidelines.
    - b. permit assistance to vocational teachers, guidance and counseling personnel, special education personnel, and school system administrators.
    - c. enable program follow-up studies.
    - d. permit periodic reports of Work Evaluation program activities.
  13. Prepare and disseminate periodic reports of Work Evaluation program activities to all interested school personnel.
  14. Demonstrate an understanding of professional education associations involved with vocational education and vocational special needs.

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