

Korean College Sends Faculty to CETE's DACUM Program

Daelim College in South Korea sees the value of adjusting its curriculum to meet the needs of local industry. To achieve that goal, the institution has sent 84 faculty and college officers to participate in CETE's DACUM program. "It benefits the college and our students to customize our educational program," said Seung Lee, the coordinator of Daelim's program. "Our previous curriculum depended on what faculty wanted to teach. With the DACUM program, we can adjust the curriculum to meet industry's needs."

Lee, a professor of automatic systems engineering and Daelim's director of financial support and planning, was honored July 22 with a certificate of appreciation from Ohio State's College of Education, where CETE is housed. During the ceremony Lee also accepted a plaque recognizing Daelim president Chung-Kook Lee and the college's faculty for the tremendous effort they are making to improve their educational programs using the DACUM methodologies.

Robert E. Norton, the DACUM/SCID program director, explains that in the DACUM (**D**eveloping a **C**urriculum) process, a qualified facilitator leads expert workers from business and industry in developing an occupational skill profile to describe the occupation. Norton said sending such a large number of Daelim faculty and officers over the past 3 years was "no small effort. As they completed their training, they have better served the needs of their country."

Bill Loadman, the College of Education's associate dean for research, told the South Korean group that their involvement provides "a great opportunity for an international exchange where both sides learn from each other."

See dates of upcoming DACUM institutes on page 4. For more information on DACUM, contact Robert Norton, 614/292-8481, e-mail: norton.1@osu.edu; <http://www.dacumohiostate.com>.

Ohio Transition to Teaching

The Ohio Transition to Teaching project is a 5-year initiative funded through the U.S. Department of Education's Transition to Teaching Program. In this statewide program CETE is working with Ohio teachers in high-need school districts on the Alternative Licensure Pathway. The project involves an Online Learning Resource Center with a learning management system. Participants can access a one-stop Web-based resource for collaborating with other Ohio alternative licensed teachers. The website features online workshops, mentoring advice from master teachers or National Board Certified teachers, resources for teaching and learning, 24-hour response "help desk," and linkages to pertinent websites for additional academic content and pedagogy support. Exceptional in this project is the move from a supply to demand professional development model that is offered through just-in-time delivery. Principal Investigator for the project is Dr. Deborah Bingham Catri.



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CETE Resources for Career Development

Career Passport—Career Portfolio

This high-quality professional portfolio provides a professional presentation of education and employment credentials. The portfolio is a durable, rich-textured 9½" x 12½" vinyl with clear pockets inside to display important documents such as personal data, letters of recommendation, certificates and diplomas, transcripts, awards, and other educational and employability credentials.

Individuals present their passport portfolio when interviewing for jobs, seeking admission to universities or other schools, or applying for apprenticeships, trade programs, or other employment training. Employers use the Career Passport in personnel selection. School advisors, teachers, and counselors use the Passport to document a student's career and academic development.

The Career Passport is available in two versions: the *Deluxe Career Passport* with optional features and color selections and the *Traditional Career Passport* in a burgundy vinyl cover with standard features. Each includes a full clear vinyl display sleeve on the inside back cover and four heavy-duty clear, 100% archival polypropylene display pockets with a three-post plastic holder that allows you to add or remove display pockets.

Deluxe Career Passport. This version adds additional value by allowing you to specify the features best suited to your specific requirements. This deluxe portfolio is available in six colors (burgundy, navy, blue, black, green, gray) with a distinctive black moiré inside lining. Additional custom colors available.

Vinyl Portfolio with moiré style inside liner and 4 display pockets with holder

(order no. CAPA-DLX, \$8.50; pricing as low as \$5.95 with discounts; see box)

Optional Features for the Deluxe Career Passport—Call for price quote:

- Diploma/Certificate Holder (center of inside front cover)
- Display Sleeve—Inside Front Cover (full-size clear vinyl sleeve)
- Business Card Holder
- Diskette/CD Holder
- Padded Cover
- Debossed Logo

Traditional Career Passport. Burgundy vinyl portfolio with burgundy inside lining and 4 display pockets with holder (order no. CAPA-TR, \$6; pricing as low as \$4.20 with discounts; see box)

Options for all the Career Passport/Portfolio products:

- Custom Gold-Foil Stamp on Front Cover
- Substitute Career Portfolio or delete foil stamp completely—No charge
- Add School/Organization Name—one time fee per order \$100

Discounts do not apply to options. Logos and designs may involve additional costs. Call for details.

Standard Discounts reduce the cost of Career Passports and options by 5-15%. *Special Discounts* are offered on higher quantity purchases: 20% off on orders for 250+ Passports; 25% off on 500+; 30% off on 1000+.

Related Products

Career and Life Transitions Resource Guide. This instructor resource was designed by and for teachers and facilitators who provide career and life transitions education and training services to assist emerging, transitional, and current workers in obtaining education leading to employment or job advancement.

The guide is based on the Core Integrated Technical and Academic Competencies that represent what individuals need to know and be able to do to be successful in further education, in a career, and in life. This comprehensive resource includes an instructor's guide and background information, learning scenarios, and activities organized around six strands: solving problems and thinking skillfully, working responsibly, communicating effectively, planning and managing a career applying technology, and managing resources. The guide provides 375 pages of hands-on instructional material conveniently packaged in a custom 3-ring binder. (order no. CLT-RG, \$50)

The Individual Career Plan (ICP) Folders and Inserts. This student-driven career planner provides a set of attractive, efficient, and easy-to-use tools designed to help students develop and document individual career plans. The ICP file folder and inserts are printed in full color for more graphic appeal to students and on durable stock to improve utility.

The outside of the file folder is a form for students to record relevant personal information and their education history. Inside is an Assessment Record for the results of tests and assessments taken as well as a Career Skills Builder activity that provides an introduction to SCANS skills to begin documentation for the Career Passport. The file folder also provides a place for storing additional career planning information, including two ICP insert sheets. One insert contains a Career Skills Checklist and an Occupational Skills activity to record work-based experiences. The second insert provides an Educational Planner for listing courses taken or completed, extracurricular activities, and educational plans, as well as a structured Career Planner for identifying goals and activities leading to those goals. The ICP is designed to be initiated by students in the eighth



Assessment and Evaluation Services

Assessment and Evaluation Services is a nonprofit research and development team located within the Center on Education and Training for Employment. With significant experience in developing assessment and evaluation systems, the team applies its expertise to a variety of projects in workforce development and secondary and adult education settings. Types of projects include—

I. Assessment Development

A primary function of the Assessment and Evaluation Services team is test development. We create assessments for use in workforce development and adult education programs. We also create assessments for use in a variety of human resource applications such as personnel selection, placement, and certification. Test quality is continually monitored and maintained by our psychometric staff.

2. Online Assessment Delivery



An online assessment system offers numerous advantages over paper-pencil systems. Webxam (<http://www.webxam.org>) is our secure, online assessment system. It is currently being used to administer statewide exams that assess knowledge associated with Ohio's Career-Technical Education and Tech Prep programs. We offer numerous exams online. Most of these are 100-item, multiple-choice end-of-program exams. Others are a series of shorter modular exams.

3. Assessment Consultation Services

We offer consultation on the development, administration, and maintenance of assessment systems. Our staff

consultants help clients avoid potential pitfalls and achieve maximum efficiency, effectiveness, and validity from their assessment systems. One example is our work with the Adult Basic and Literacy Education (ABLE) Uniform Portfolio System, which includes managing the revision of the academic content standards that serve as the foundation for the portfolio system, evaluating the feasibility of a portfolio system for the adult literacy population, advising the Ohio Department of Education (ODE) on assessment policy, and developing and delivering teacher training on using a portfolio to evaluate student achievement. Another example of assessment consultation involves assisting certification providers in ensuring that their assessment systems meet the standards of the National Commission for Certifying Agencies.

4. Program, Personnel, and Process Evaluation

This category of services answers questions pertaining to program, personnel, and process effectiveness through a combination of multiple research methods, both quantitative and qualitative. We study processes and outcomes through needs assessment, surveys, site visits, focus groups, content analysis, and archival data analysis. For example, we are working with ODE ABLE to develop and conduct evaluation methods to monitor the effectiveness of local program, resource center, literacy coalition, and state-level services for adult education.

5. Professional Development

We believe strongly that there is a need for assessment literacy among teachers, school administrators, and business and industry personnel involved in personnel selection, placement, and diagnostic assessment. We have conducted a number of professional development workshops to address best practices in the development, use, and interpretation

of assessments. In addition, we have conducted presentations to address professional certification issues. Currently, we offer a 3-day Test Construction Workshop, which covers essential aspects of test development. Future workshops will be held in December 2004 and March 2005. (See **Events** on p. 4.)

The staff of Assessment and Evaluation Services has advanced training in education, industrial/organizational psychology, program evaluation, and information systems design and management. The Assessment and Evaluation Services unit is directed by Robert A. Mahlman (614/292-9072; mahlman.1@osu.edu).

Resources—continued from page 2

grade and should be reviewed and revised at least annually in high school. A clear poly pocket to hold the ICP folder and inserts is provided.

ICP (set of 30 file folders and inserts), \$30

ICPI-01 Career Skills/Occupational Skills Insert (pad of 30), \$2.50

ICPI-02 Career Planner/Educational Planner Insert (pad of 30), \$2.50

To Order: Prices do not include shipping and handling. Shipping costs are figured at 10% of the total order. Priority shipments charged at actual costs plus \$10 handling. Call CETE Publications Office for quantity discount information up to 15% (614/292-4277; 800/848-4815 ext 24277). Send orders to Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210.

Free on our website:
Career Passports, Portfolios, and Certificates. ERIC Digest no. 238 (2002): <http://www.cete.org/acve/docgen.asp?tbl=digests&ID=123>

Career Portfolios. Practice Application Brief no. 13 (2001): <http://www.cete.org/acve/docgen.asp?tbl=pab&ID=103>



Events

DACUM Training Institutes.

Registration fee \$1,195.

November 29-December 3, 2004, hosted by Center for Workforce Development & Research, University of Nevada, Las Vegas.

January 24-28, 2005, hosted by CETE, Columbus, OH

SCID Workshops (Systematic Curriculum and Instructional Development). Improve the quality of your instructional programs with this process of curriculum analysis and design. *November 15-19, 2004, January 31-February 4, 2005, or March 21-25, 2005.* Location: CETE, Columbus, OH. Registration fee \$995.

Contact Dr. Robert E. Norton, Workshop Director, 800/848-4815 or 614/292-4353 ext. 2-8481 or 2-9934; fax 614/292-1260; e-mail: norton.1@osu.edu; or Debbie Weaver, weaver.22@osu.edu. See <http://www.dacumohiostate.com> for details and a registration form.

Assessment Test Construction Workshop. *December 6-8, 2004, 9am-4:30pm*, Location: CETE, Columbus, OH. Registration Fee: \$600.

Assessment and Evaluation Services offers a 3-day workshop covering the following topics: the test development cycle; item writing, banking, and reviewing; basics of item and test analysis; developing test forms; test refinement procedures; content

validation; interpreting and reporting scores; setting cut scores (pass/fail standards); maintaining an assessment system; and evaluating tests and testing systems. For information, contact Jim Austin, austin.38@osu.edu, or Erich Fein, fein.5@osu.edu.

Professional Development Speaker Series, multimedia webcasts presented by the National Dissemination Center for Career and Technical Education at CETE. All begin at 3pm EST. See <http://www.nccte.org/webcasts/> for information on how to view live or archived webcasts.

November 8, 2004, "High-Growth Careers: What Should Be the CTE Response?" Panel Discussion: Clifton L. Smith, University of Georgia; Paul Unger, Owens Community College; Rebecca Woodhull, Illinois Office of Educational Services

November 10, 2004, "Rigor and Relevance in CTE," Betsy Brand, American Youth Policy Forum

November 16, 2004, "National Assessment of Vocational Education (NAVE): Implications of the NAVE Findings for Workforce Education" Panel: Paul Cole, New York State AFL-CIO; Jim Everett, Metropolitan Community Colleges' Business & Technology College, Kansas City, MO; Robert Runkle, Berks Career and Technology Center, PA

November 18, 2004, Integrating Academic Standards into CTE: Lessons Learned in Arizona and New York,

Milt Erickson, Arizona Department of Education, and Jean Stevens, New York State Education Department

November 22, 2004, "Enhanced Math in CTE," James R. Stone III, National Research Center for Career and Technical Education

November 30, 2004, "Next Steps in Technical Skills Assessment." Panel: John Foster, Pennsylvania Department of Education; Stanley N. Rabinowitz, WestEd; Mary Shumway, Utah Office of Education

December 1, 2004, "Preparing America's Future: The High School Initiative and Career and Technical Education." Panel: Nancy Beggs, Alabama Department of Education; Milt Erickson, Arizona Department of Education; Hans Meeder, U.S. Department of Education; Katharine Oliver, Maryland Department of Education

December 2, 2004, "What Makes a Community College Responsive to Its Labor Market?" Keith MacAllum and Karla Yoder, Academy for Educational Development

December 3, 2004, "Clarifying the Goals for Career and Technical Education," James A. Gregson, University of Idaho, and Christine Johnson, Community College of Denver

CETE Contacts

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Curriculum Development
LearningWork Connection

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