

Spring 2008



## The Legacy Lives on: A Tribute to N.L. “Mac” McCaslin, May 20, 1938-February 28, 2008

A friend, educator, leader, mentor, brother, grandparent, father, and husband—Dr. N. L. McCaslin, professor emeritus, passed away after a long fought battle with cancer. Mac touched many lives and the legacy he leaves behind will live on and on. The life lived, the passion for his work, the depth of his knowledge, the dedication to his students left an impact on many others, both domestically and internationally.

Mac began his career teaching high-school vocational agriculture in Nebraska in 1959. He served a stint in the U.S. Army in 1960, where he earned the rank of captain while administering training programs for the Quartermaster Training School. Returning to civilian life and teaching in Nebraska from 1961-1968, Mac honed his skills in coordinating vocational education programs and supervising student teachers. This began a life of mentoring, providing leadership for, and educating students. In the early 70s, Mac began his body of work in research and evaluation at the Iowa Department of Public Instruction, establishing research and exemplary priorities in vocational education. Mac believed in the value of exemplary programs and best practices. In 1970 Mac earned his Ph.D. in agricultural education at Iowa State University.

In 1971, Mac made the move that would define his career and mark his legacy, joining the Ohio State University. He began working in two distinct roles, one as associate professor in the Department of Agricultural Education and the other as research specialist at the Center for Vocational Education (1971-1978), now the Center on Education and Training for Employment (CETE). He would remain in both of these positions and within these departments at OSU for the remainder of his life.

Mac taught graduate courses on career and vocational education, planning and evaluation, policy analysis, extension education, and teacher education, while advising students, serving on promotion and tenure committees, serving as a member of the graduate faculty, and ultimately becoming professor and chair of the Department of Human and Community Resource Development (formerly Agricultural Education), the position from which he retired in 2001. During those years, Mac led the research activities of the Evaluation and Policy Division of the Center for Vocational Education, when it was known as the National Center for Research in Vocational Education (1978-1988). After his retirement from the Department of Human and Community Resource Development, he returned to work at CETE as OSU site director and director of the Professional Development Academy for the National Dissemination Center for Career and Technical Education (2001-2006). Until his death, Mac was actively involved in a national workforce leaders program, teaching leadership and providing the exemplary model of leadership by his example.

Mac’s research focused on the preparation of career and technical education teachers, evaluation and policy, improving extension education, and the professional development of those educators. He felt professional development should align with the efforts of individuals as well as districts or agencies, and it should result in new knowledge and skills for the participants. He authored or co-authored six books and chapters in 11 other books. He also wrote numerous articles and papers and made state, national, and international presentations on many topics. His expertise was reflected in workforce education leadership, program evaluation, and mentoring individuals in

Contributions may be made in Mac’s memory to Riverside United Methodist Church Memorial Fund, 2701 Zollinger Road, Columbus, Ohio 43221 or to the N.L. and Barbara McCaslin Undergraduate Student Organization Endowment Fund, The Ohio State University, 480 West Lane Avenue, Columbus, Ohio 43221.

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## Ohio TtT Team Presents

Belinda Gimbert and Maria Hruby Moore presented “Evaluation of a Test Preparation Process for Praxis II: Principles of Learning and Teaching, Comparing Test Performance of Ohio Teachers” at the Association of Teacher Educators (ATE) Conference. The conference was held February 22-25, 2008 in New Orleans.

The purpose of this presentation was to report a study (2006-2007) that explored whether or not participants in the Ohio Transition to Teaching (Ohio TtT) project who received preparation support (defined as a blended approach) performed as well as two other groups on the state teacher licensing test, Praxis II: Principles of Learning and Teaching. Performance was measured by Educational Testing Services standardized national scores on the Praxis II. The Ohio Transition to Teaching participants’ exam scores were compared to the two following groups: Ohio traditional route teachers, and the Ohio Alternative Educator Licensed teachers who did not participate in the Ohio Transition to Teaching Program. The presentation covered a review of existing studies on the impact of nontraditional teacher preparation programs on teacher development and student achievement, the influence of teacher testing, and the development of online professional communities of practice. Project findings and implications for further study were also presented.

Belinda Gimbert and Maria Hruby Moore participated in a symposium, presenting two papers at the 2008 AERA Conference March 24-28, 2008 in New York City. The symposium focused on Pre-Employment Selection Predictors and Subsequent Teacher Performance for Professional Licensure and Certification.

Their first paper, “A Comparison of Non-Traditionally and Traditionally Prepared Teachers’ Performance on a Pedagogical Content Knowledge Test in Ohio: The Impact of a Blended Approach Process,” explored the impact of teacher testing on the Alternative Educator License (AEL) selection process. The selection process was developed as part of a policy by the Ohio Department of Education to address the teacher shortages in a variety of content areas in high-need, hard-to-staff school districts. In addition, this study also investigated the impact of testing as it relates to Ohio’s need for retention and recruitment of teachers and alternative teacher education programs in Ohio. The study compared the Praxis II: Principles of Learning and Teaching test scores of three groups of teachers: (1) Ohio traditional route teachers, (2) Ohio Alternative Educator Licensed (AEL) teachers who did not participate in the Ohio Transition to Teaching Program, and (3) Ohio Alternative Educator Licensed (AEL) teachers who did participate in the Ohio Transition to Teaching Program.

The comparison sought to determine if the participants in the Ohio TtT project who received PLT study support (defined as a blended approach) performed as well as the two other groups on the Praxis II: Principles of Learning and Teaching (PLT) test. Performance was measured using Educational Testing Services (ETS) standardized national scores on the Praxis II.

Their second paper, “Program Design, Implementation, and Assessment of Pedagogy: A Case Study of Pathways for Test Preparation Program for Nontraditional Teacher Educators,” examined how the Ohio TtT project could improve its Praxis II: PLT test preparation program for our nontraditional pathway teacher educators as diverse learners. Two subquestions were addressed:

1. How can the Ohio TtT project improve the design of the Praxis II: PLT test preparation program for its nontraditional route teacher educators that represent a diverse group of learners?
2. How can the test preparation content be better delivered to more effectively prepare teachers to pass the test and meet their individual needs?

In the same symposium, Belinda Gimbert also co-presented with colleague Daryl Chesley of Fredericksburg, Virginia, on “The Validity of Teacher Employment Success Predictors in an Urban High Need and ‘Hard-to-Staff’ Context.” This study evaluated the predictive validity of two pre-employment screening devices used by an urban high need and “hard-to-staff” school division. Specifically, the predictive validity of the Urban Teacher Perceiver Interview and the Praxis Academic Skills Assessment were examined by comparing predictor scores with subsequent teacher assessment scores generated through the Teacher Performance Assessment process. Three research questions directed this study: Is the Urban Teacher Perceiver Interview an effective predictor of teacher performance as measured by the Teacher Performance Assessment? Is the Praxis Series an effective predictor of teacher performance as measured by the Teacher Performance Assessment? and Is the combination of the Urban Teacher Perceiver Interview and the Praxis Series an effective predictor of teacher performance as measured by the Teacher Performance Assessment?

Gimbert and Moore also presented at the National Association for Alternative Certification (NAAC) Conference in Atlanta on April 3-5, 2008. The session (Continuous Improvement Toward a Blended Model of Preparation for State-Mandated Licensure Tests: A New Day for Alternate Routes to Learning for Teachers!) discussed how to improve the Ohio TtT project’s Praxis II: PLT test preparation program for use with our new group of nontraditional route teacher educators who will be participating in Project KNOTtT (Kansas, Nevada, Ohio, and

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## Curriculum Development in the Caribbean

CETE staff recently took their curriculum development training program (Systematic Curriculum and Instructional Development, or SCID) to Barbados where they trained 18 persons employed by the Barbados Vocational Training Board (BVTB). The purpose was to strengthen the board's ability to deliver vocational skills and apprenticeship training programs for Barbados citizens to ensure their future success.

While gaining an overall understanding of the training process, the participants focused on how to perform a task analysis and then use that information to develop learner-centered, competency-based training materials. Each trainee worked on a task or competency relevant to their position so the outcome could be used immediately back on the job. CETE staff provided individual coaching to assist each trainee in his or her efforts.

Raphael Cave, Director of Training at the BVTB and the training sponsor, complimented the CETE staff on their hard work. "Your professional preparation, delivery, and support were a wonderful example to our staff, which I hope they will try to emulate," said Mr. Cave. "It will certainly help in our efforts to meet the vocational training needs of Barbados' citizens."

Participants were each provided a laptop or desktop computer with Internet access so they could obtain critical information needed for their learning packages. By networking the computer to a printer, they could print their learning packages and obtain feedback from the instructors as they were being developed.

For many in the class, it was their first formal learning experience in developing training curricula and materials. "I am very appreciative of this program. My goal in technical and vocational education is to become a curriculum development officer to develop helpful training programs," said one participant.

CETE's week-long SCID and DACUM training programs are conducted nationally and internationally by Dr. Bob Norton, DACUM/SCID Program Director, and staff. For more information, see the website at [www.dacumohiostate.com](http://www.dacumohiostate.com) or contact Dr. Norton at [norton.1@osu.edu](mailto:norton.1@osu.edu) or by calling 800/848-4815, ext. 2-8481.

*Graduates of the week-long SCID training class proudly display their certificates of completion.*



### **N. L. McCaslin**— *continued from p. 1*

personal and professional goals. His passion was teaching and mentoring graduate students. He advised 40 students at Ohio State and was still working with three at the time of his death. He assisted with the development of educational systems in 12 countries and participated in many international conferences. Mac loved to travel and was continuously growing and learning. He modeled lifelong learning.

Mac was active in the Future Farmers of America and received the Honorary American Farmer Degree. He received numerous awards and honor for service from the FFA, Ohio Vocational Agriculture Teachers Association, Omicron Tau Theta, the Ohio Vocational Association, and American Vocational Association, among others. He was a member of numerous honor societies and professional associations.

Mac always had time to listen and seemed to know when you needed encouragement and a gentle push. He had friends and colleagues worldwide, who knew and respected him. It was rare to be in a meeting or attend a conference that paths were not crossed with a former student or colleague who had a "Mac" story to share. A Cornhusker and Buckeye at heart, Mac embraced life. As was shared in his celebration service: He fought the good fight, he finished the race, he kept the faith!

Mac is survived by his loving wife, Barbara, and two adult children and their families. Thanks to his family for the blessing of sharing him with so many. His legacy lives on in them and in the many lives he has touched.

## Assessment and Evaluation Services Seeking to Assist States with Student Technical Skill Assessments

Assessment and Evaluation (A&E) Services at CETE is contacting assessment administrators and other state leaders of career and technical education to learn how each state is addressing performance indicators related to student technical skill attainment. Making these contacts is timely because the new Perkins IV Act requires, at a minimum, valid and reliable measures of "student attainment of career and technical proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate."

A&E Services staff wants to know about each state's situation and to offer their services in the following areas:

- Task, Job, and Occupational Analysis
- Assessment Development
- Online Assessment Delivery
- Evaluation and Alignment of Standards and Credentialing Assessments
- Program, Personnel, and Process Evaluation
- Assessment Consultation
- Specialized Data Analysis, Reporting, and Psychometrics
- Professional Development

A&E Services staff members have valuable expertise to assist states as they address new assessment challenges that improve education and meet legal requirement. In Ohio, they are proud to have a solid reputation in regard to administering statewide exams for Career-Technical Education and College Tech Prep programs. In addition to consulting on varied assessment-related issues and tasks, they have led development of student assessment systems for other states and certification assessments for business and industry as well. They have created their own platform for online assessment delivery, Webxam. They also provide test development workshops, which can include data-driven decision making based on student assessments, a desirable administrator and teacher skill mentioned in Perkins IV.

Dr. C. Michael Loyd is in the process of contacting each state-level administrator responsible for secondary and postsecondary career and technical education student assessments. If you would like to know more about this work, share information regarding your state/district efforts and challenges to assess students, or learn more about A&E Services, please contact Mike at 614/247-4830 or [mikeloyd@wowway.com](mailto:mikeloyd@wowway.com).

## Publications Office to Close

To all of our CETE Publications Office customers: effective May 1, 2008 we will no longer accept orders for our publications/products. The Publications Office will be closing. The Center will continue to provide technical assistance and multiple services as they relate to our mission.

For customers interested in the *Program for Acquiring Competence in Entrepreneurship (PACE) 4th Edition*, we will continue to take orders for these materials. Please contact Judy Cohen at [cohen.5@osu.edu](mailto:cohen.5@osu.edu) or Steve Chambers at [chambers.2@osu.edu](mailto:chambers.2@osu.edu).

*DACUM Research Charts* can be ordered by going to <http://www.dacumohio.state.com/> or by contacting Debbie Weaver at [weaver.22@osu.edu](mailto:weaver.22@osu.edu) or Bob Norton at [norton.1@osu.edu](mailto:norton.1@osu.edu).

*Career Passports* can be ordered directly from our vendor, Eskco, contact Michael Poston, 800/783-7526, ext 181, 700 Liberty Lane, Dayton, OH 45449, fax 937/847-8944.

*Performance Based Teacher Education and Preparing Better Teachers for Tomorrow* modules can be ordered directly from our publisher, AAVIM, 220 Smithonia Road, Winterville, GA 30683, [www.aavim.com](http://www.aavim.com), 800/228-4689.

Public Safety Publications can be ordered from

IFSTA-Fire Protection Publications, Oklahoma State University, 930 N Willis, Stillwater, OK 74078-8045, 800/654-4055 or fax 405/744-8204, [www.ifsta.org](http://www.ifsta.org).

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National Fire Protection Association (NFPA), 1 Bannymarch Park, Quincy, MA 02169-7471, phone 617/770-3000 or fax 617/770-07000, [www.nfpa.org](http://www.nfpa.org).

Publications developed by the Center on Education and Training for Employment that were submitted to the ERIC system are available through their website at <http://www.eric.edu.gov/>. The database can be searched by author, title, and subject.

Thanks to all of our customers over the past 43 years. We hope to work with you in future endeavors.

## Perkins IV Legislation Overview: Some Implications for Accountability

Carl D. Perkins legislation, funding Career-Technical Education in the United States, was reauthorized for the fourth time by Congress and signed into law in 2006. Multiple implications are apparent in analyses conducted by CETE staff, and a close relationship between workforce development and economic development, recognized in Ohio, is apparent. This overview discusses four key features of Perkins IV and draws out implications for accountability.

From a federal perspective, staff of the Office of Vocational and Adult Education (OVAE) is translating Perkins IV into requirements for states, with multiple stakeholders participating through a variety of facilitated formats (Next Steps Work Groups, Data Quality Institutes). From a state perspective, activities include similar extensive-inclusive processes to develop multiyear plans (due April 1) for moving forward and complying with OVAE regulations. From a collaborative perspective, the States Career Cluster Initiative (SCCI), consisting of 16 clusters and 81 pathways, is a conceptual vehicle for CTE especially with improved knowledge and skill statements borrowed from the O\*Net system. Measurement is paramount in the accountability provisions of Perkins IV. National and state briefing papers, as well as discussions with colleagues, suggest that four critical features of Perkins IV are

- Programs of study that emphasize transitions to postsecondary education and training
- Occupational specializations presented at cluster/pathway levels to include all-aspects-of-industry
- Requirements to use industry-based skill standards and to align with academic content standards
- Accountability requirements strengthened through reliable and valid measures of technical skill attainment and consideration of industry-recognized credential and postsecondary transitions

First, programs of study align coursework to content standards from both industry and academic orientations. An emphasis on high-demand, high-wage jobs and postsecondary transitions is typified in the OVAE Career and College Transitions Initiative. One major impact of the programs of study concept may be flexibility for Local Education Agencies to address local and regional conditions, assuming State Education Agencies approve. Example programs of study for pathways in the Agricultural, Food, & Natural Resources cluster are found in a 2007 presentation by David Hall at the Career Clusters Institute. Web-based modular tests may be helpful here.

Second, an emphasis on higher-level clusters and pathways rather than specializations is a recognition that careers are often in flux during youth and that labor market demand for certain occupations fluctuates with shifting technology. All-aspects-of-industry components should strengthen breadth and depth of knowledge of CTE students, but methods for teaching curricula and inquiry methods will require professional development for teachers. Tests and assessments must be aimed at multiple levels from cluster to specialization.

Third, industry-based as well as academic standards are mandated. Sources of skill standards include National Skill Standards Board (NSSB) voluntary partnerships, national associations, or state-level models. NSSB partnerships have produced standards for manufacturing, customer service, and ICT. The National Council on Agricultural Education is creating and validating national agricultural education content standards at three levels (pathway standard, performance element, performance indicators—also at three levels). Ohio and other states are creating content standards for clusters, and also embedding academic content standards. DACUM approaches spearheaded by CETE apply to these models of standards development. Further, criterion-referenced test models are required to match these content standards.

Fourth, accountability requirements will structure measurement of mastery for technical skills and academic content. Data elements, defined by Kotamraju (2007), such as attainment of technical knowledge and skill measured in several ways, including industry credentials (licenses, certifications) and state or national tests. Key discussions have focused on clearinghouses or national item banks, and clear differences are emerging between secondary and postsecondary educational levels. Nonetheless, it is possible to formulate clear standards of professional practice that must be maintained in order to secure reliable, valid, and fair measurement. Measuring technical skill attainment related to programs of study is possible with modules derived from criterion-referenced item banks aligned to skill standards, whereas academic content mastery is shown through passing scores on NCLB-mandated tests. Currently these two measurements are separate.

## Events

### Test Development Workshop

July 14-16, 2008 or October 15-17, 2008, 8am-5pm, presented by CETE, Columbus, OH; \$1,100

Constructing, evaluating, and maintaining valid, reliable assessments of job-specific knowledge and skills is critical. Effective workforce development (Perkins IV, Workforce Investment Act), for certification, and for human resource practice. This workshop is organized around a Test Construction Cycle in 10 steps to provide participants with practical knowledge and skills to understand the creation of valid, reliable, and defensible criterion-related tests of occupational knowledge and skill.

To view the flyer and registration form, go to [www.cete.org](http://www.cete.org) and click on Events for the month you are interested in. *Registration deadlines: June 20 (July workshop), September 20 (October workshop).* For information, contact Jim Austin at 614/292-9897 or [austin.38@osu.edu](mailto:austin.38@osu.edu). To register, contact Kathy Summerfield at 614/688-4000 or [summerfield.1@osu.edu](mailto:summerfield.1@osu.edu).

### LearningWork Connection Workshops

Registration, 8:30am, training, 9am-3:30pm, lunch on your own. All workshops are free. Register online at [www.learningworkconnection.org/trainingsch.asp](http://www.learningworkconnection.org/trainingsch.asp).

*Out of School and Hard to Serve Youth*, May 5-6: ODJFS: A118; May 8-9: Workforce One: Young; May 13-14, Employment Source: A & B

*Program Elements*, June 2-3: ODJFS: A118

*WIA for Youth 101*, June 18: ODJFS: A119

*Youth Councils*, June 19: ODJFS: A118

#### Locations

Ohio Department of Job and Family Services (ODJFS), 4020 E 5th Ave, Columbus, OH 43219

Workforce One, 300 E Silver St, Lebanon, OH 45036

Employment Source, 822 30th St NW, Canton, OH 44709

### DACUM/SCID

SCID (Systematic Curriculum and Instructional Development) April 7-11, 2008, June 23-27, 2008, or August 18-22, 2008, 8am-5pm, hosted by CETE/OSU, Columbus, OH; \$1,195

DACUM (Developing a Curriculum) Institute, June 16-20, 2008 or August 11-15, 2008, 8am-5pm, hosted by CETE/OSU, Columbus, OH; \$1,395

For information, contact Robert Norton at 614/292-8481 or [norton.1@osu.edu](mailto:norton.1@osu.edu); Debbie Weaver at 614/292-9934 or [weaver.22@osu.edu](mailto:weaver.22@osu.edu); [www.dacumohio-state.com](http://www.dacumohio-state.com).

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Texas TtT). Quantitative and qualitative data were used to design, implement, and re-tool an online learning community to meet the individual needs of nontraditional teachers and prepare them for success on their state-mandated pedagogical test required for certification. Finally, ETS test results of the Praxis II: Principles of Learning and Teaching (PLT 7-12) test provided summative evaluation insights to support continuous improvement as project staff transition into the new KNOTtT project that will affect teachers in multiple states—Kansas, Nevada, Ohio, and Texas.

*Centergram* is published quarterly by the Center on Education and Training for Employment, College of Education and Human Ecology, The Ohio State University, 1900 Kenny Road, Columbus OH 43210-1016; 800/848-4815; fax: 614/292-1260; [cete.org](http://cete.org). Editing and Layout: Sandra Kerka

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