

Winter 2010

CETE Conducts DACUM and SCID Training in Nigeria

by John Moser

CETE continued its international reach by conducting a week of DACUM (Developing a Curriculum) and SCID (Systematic Curriculum and Instructional Development) in Kaduna, Nigeria last October. This brings to 27 the number of countries where either DACUM or SCID training has been hosted and conducted.

The training in Nigeria was sponsored by the National Board for Technical Education (NBTE) with the support of UNESCO (United Nations Educational, Scientific, and Cultural Organization). The identified need was to update curricula in the polytechnics (or community colleges) throughout Nigeria. Twenty-four delegates selected from the NBTE and polytechnics participated in the 10-day training hosted by the Kaduna Business School. With a focus on science, technology, and engineering, the selected participants from the polytechnics were senior lecturers (professors), whereas those from the NBTE were chief program officers or deputy directors.

“Nigeria was producing graduates for the 20th century in the 21st century,” said Dr. Nuru Yakubu, Executive Secretary to the NBTE. “As a responsible agency, we had reached a level where we should be able to develop internal capacity within the board and also at the polytechnic level.” The board selected CETE and The Ohio State University to provide the instruction based on CETE’s international reputation developed through the DACUM and SCID programs.

A team of four facilitators, led by Dr. Bob Norton, DACUM and SCID Program Manager, first conducted the DACUM training to teach the participants how to identify the tasks that ex-



Dr. Norton (front, 3rd from left) and his colleagues who conducted DACUM and SCID training in Nigeria recently.

pert workers in local occupations perform. According to Norton, “DACUM can help them define what should be taught in their new or updated programs. Programs that meet the needs of the students as well as the local industries can help the workers get better paying jobs and the industries be more successful, so the whole country will benefit.”

The team then conducted the SCID training to provide the participants with the knowledge to identify where and how their current curricula could be updated and the skills to be able to do that. This enabled Nigeria to build capacity to supplement its effort in developing a National Vocational Qualification Framework (NVCF).

Training in both the DACUM and SCID programs is offered both domestically and internationally on site as well as in Columbus, OH. For more information, contact Dr. Norton at norton.1@osu.edu, John Moser at moser.120@osu.edu, or visit their website at www.dacumohiostate.com.

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CETE Director Selected to Serve on ANSI Personnel Certification Panel

Bob Mahlman, Director of CETE, has been selected to serve on the Personnel Certification Accreditation Committee (PCAC) of the American National Standards Institute (ANSI). The PCAC accredits personnel certification bodies in accordance with ISO 17024. The committee drafts and recommends policies and procedures that provide the framework for an effective personnel certification accreditation program, disseminates information and receives stakeholder input across the U.S., and advises ANSI staff on operational issues. Bob was selected as a national expert in the field of personnel certification, accreditation, and policy development.

CETE Begins Work on Multiyear Testing Contract

In November 2009, CETE was awarded a 4-year contract to continue recent work on the Ohio Career Technical Competency Assessment (OCTCA) system for the Ohio Department of Education (ODE). Traditionally, OCTCA technical tests have measured performance by individual specializations, or occupations. However, starting in 2008, CETE has assisted ODE in beginning a transition to a system of career field assessments that measure performance by pathways, or groups of multiple, closely related specializations.

Under current plans, CETE will perform three phases of work phases on 31 pathway tests:

- **Test development.** CETE will finalize development of 7 pathway tests begun in 2008-2009 and develop new tests in 24 pathways. (In addition, four pathways tests developed in 2008-2009 will be revised in Year 4.) Development will begin in Year 1 and continue through Year 4. For each pathway, a team of subject matter experts (SMEs) will be identified and will meet face to face in workshops to write test items; a second team of SMEs will then meet at a distance or face to face in a 2-day workshop to validate test items and set cutoff scores.
- **Field testing.** The new and revised pathway tests will be field tested incrementally, as they are completed. Field test psychometric data will be used along with content validation data to select items for the final tests. Field testing is projected to begin in January 2010 and will continue through Year 4.
- **Test administration.** The 31 new and revised pathway tests will be administered incrementally, as field testing is completed. ODE estimates that the 31 new and revised pathway tests will be administered to approximately 65,000 students in Ohio's workforce development programs during the term of the contract.

The 31 pathways are shown in the table.

New pathway tests will be available either online, through CETE's Webxam testing system, or in paper and pencil format. CETE will continue to administer existing OCTCA specialization tests through Year 2 of the contract; during that time, OCTCA specialization tests will continue to be used to meet Perkins accountability requirements.

Career Field	Pathway
Agricultural and Environmental Systems	Agribusiness and Production Systems
	Agricultural and Industrial Equipment
	Animal Science & Management
	Plant and Horticultural Science
	Natural Resource Management
Arts and Communication	Media Arts
	Visual Design and Imaging
	Performing Arts
Business and Administrative Services	Administrative and Professional Support
	Business Management
	Legal Management and Support
	Medical Management and Support
Construction Technologies	Pre-construction Design
	Construction Management
Education and Training	Early Childhood Education
Finance	Accounting
	Financial Services
Hospitality and Tourism	Culinary Arts and Food Service Management
	Travel and Tourism
Information Technology	Information Services and Support
	Interactive Media
	Network Systems
	Programming and Software Development
Law and Public Safety	Criminal Justice
	Forensic Science
Manufacturing Technologies	Development and Design
Marketing	Marketing Management
	Marketing Communications
	Procurement, Acquisition, Logistics, and Supply Chain
	Entrepreneurship
Transportation Systems	Ground Transportation

Revising Standards, Raising the Bar for Adult Literacy

by Traci Lepicki

Research indicates the need to revisit standards at regular intervals to ensure they remain current and reflect best practices in teaching and learning. In 2003, CETE staff facilitated the development of Ohio's mathematics, reading, and writing content standards for Adult Basic and Literacy Education (ABLE) students. Last year, the Ohio Board of Regents asked CETE to revise and update the standards.

A number of research, practice, and policy influences compelled the standards revision forward. Like other states, Ohio is focusing attention on the need to better prepare adult students for transitions into postsecondary education and the workplace. With the recent development of the state's Basic and Advanced Stackable Certificates, ensuring that adult literacy students are prepared for the next steps in their education was paramount.

Using a multistep, iterative process of creation, verification, and finalization, CETE staff worked with content specialists and ABLE practitioners. For *standards creation*, CETE staff held a series of meetings at which revision teams reviewed and evaluated standards sources, drafted statements, and reached consensus on refined wording. For *standards verification*, CETE staff conducted a statewide online survey to determine the importance of the content areas covered, to gather judgment on classroom observability, and to confirm grade leveling of the statements. For *standards finalization*, CETE staff convened a panel of ABLE, secondary, and postsecondary partners with content area and teaching expertise to review the standards and make final suggestions for revision based on the verification survey results.

With the revised standards in place, Ohio ABLE programs have been working to incorporate the increased rigor, detail, and specificity into their curriculum, instruction, and assessment practices. The revised standards for mathematics, reading, and writing raise the bar for students and teachers alike as the ABLE system keeps pace with the changing nature and higher expectations of the 21st century workplace.

For more information on Ohio's mathematics, reading, and writing standards, visit <http://uso.edu/network/workforce/able/reference/standards/abe/abe-ase-standards-introduction.pdf>

For more information on standards development at CETE, contact Traci Lepicki at lepicki.1@osu.edu.

CSNP Hosts and Updates Two Websites for ODE/OEC

by Carol Daniels, CSNP

Staff members at the Center for Special Needs Populations (CSNP) are responsible for creating, hosting, and updating two websites for the Ohio Department of Education's Office for Exceptional Children (ODE/OEC) that may be of interest to all educators in Ohio.

One website—www.edresourcesohio.org/—houses information pertinent to providing education services for Ohio's children with disabilities. One of the most useful resources on the site is *Procedures and Guidance for Ohio's Educational Agencies Serving Children with Disabilities*, a searchable guidance document developed by the Office for Exceptional Children to support districts and schools as they carry out *Ohio's Operating Standards for Ohio's Educational Agencies Serving Children with Disabilities* (also located on the website). Included in the Guidance Document are three tables of interest:

1. When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice
2. Conflict Resolution Processes
3. Quick Reference for Due Process Complaints

Searchable databases of Ohio's complaints, waivers, and due process results are also available on the site as well as links to Ohio's Required and Optional special education forms. In addition, there are copies of e-blasts and news and updates from the Office for Exceptional Children and hot links to Ohio Resources, Federal Resources, and Resources from the U.S. Office for Special Education Programs. A click at the top of the home page will take you to a dedicated section on Secondary Transition.

The other website—www.ohioschoolleaders.org/—hosts *How does your school measure up?*, a free downloadable copy of the latest 2008-2009 Local Report Cards for all districts and schools in Ohio. Another free resource, *Move Ahead*, is available to help administrators take the next step in analyzing the data that is reported on the Local Report Card, use the information to work toward improving student achievement, and communicate the results effectively to parents and the community. Additional features of the site are sections on Meetings and Events, New Resources, Grants available for schools, links to a variety of education resources, and copies of pertinent Press Releases.

Contact Carol Daniels at CSNP at daniels.121@osu.edu with questions or for more information.

Test Development Workshops at CETE

by James T. Austin

Staff members at CETE possess substantial knowledge of evidence- and practice-based approaches to assessment and testing, which is part of a broader emphasis on evaluation of programs, personnel, and curriculum. A Test Development Workshop has been offered at CETE since August 2004. Several in-place and proposed professional development offerings are described in this brief overview, and additional information is available from Dr. James T. Austin (614/292-9897; austin.38@osu.edu).

The signature professional development course is the 3-day Test Development Workshop, generally offered three times per year in March, July, and October. CETE also offers onsite workshops for clients or customized workshops around a specific career field or pathway (health sciences, for example). Most workshops are attended by 10-20 individuals representing a broad range of educational and work organizations.

The workshop was designed during 2003-2004 and field tested in 2004 around a Test Construction Cycle of 10 steps which also informs CETE project work in testing. Listed in the box above, the 10 steps run from 1) Determine Test Purpose through 4) Write, Manage, & Evaluate Items (and item writers) to 10) Evaluate Tests: Own & Others. Importantly, the participants learn from each other that many of the perennial issues in testing (test blueprints, item writing and validation, and passing-cut-off scores) recur across the organizations represented by participants.

The discussion-lecture format is used to present the 65+ learning objectives, with eight opportunities for practice that range from case studies and guided demonstrations to item analysis and item review. CETE supporting materials

continued on p. 5

10-Step Test Construction Cycle

1. Determine Test Purpose
2. Define Content Domain (Practice/Job Analysis, Skill Standards)
3. Create/Evaluate Test Blueprint
4. Write, Manage, & Evaluate Items (and item writers)
5. Set Cutoff Scores
6. Develop, Evaluate, Refine Test Forms
7. Use Reliability, Validity, Fairness as Quality Yardsticks
8. Interpret & Report Scores to Stakeholders
9. Maintain Testing System
10. Evaluate Tests: Own & Others

Test Development Workshop	Currently Available
<p><i>Suggested Audience</i></p> <ul style="list-style-type: none"> • Workforce development • Career-technical education accountability • Personnel selection and placement • Training needs assessment • Individual certification or licensure 	<p><i>Topics</i></p> <ul style="list-style-type: none"> • Test development cycle • Legal issues • Bodies of knowledge and test specifications • Reliability and validity • Item development, banking, and review • Pilot testing • Interpreting and reporting scores
<p>Online Testing Awareness</p> <p><i>Suggested Audience</i></p> <ul style="list-style-type: none"> • Workforce development • Career-technical education accountability • Personnel selection and placement • Training needs assessment • Individual certification-licensure body staff 	<p>Currently Available</p> <p><i>Topics</i></p> <ul style="list-style-type: none"> • Issues • Techniques • Platforms <ul style="list-style-type: none"> o QuestionMark o Webxam o FastTest PRO
<p>Student-Focused Classroom Assessment FOR Learning</p> <p><i>Suggested Audience</i></p> <ul style="list-style-type: none"> • Secondary and postsecondary classroom teachers • Industry trainers • District personnel designing professional development for classroom assessment 	<p>Under Development</p> <p><i>Topics</i></p> <ul style="list-style-type: none"> • Using assessment to improve instruction and meet students' learning needs • Aligning instruction and tests • Clarifying knowledge, skill, or affect to measure • Reducing assessment and item bias • Avoiding "testing for the sake of testing"
<p>Advanced Test Development</p> <p><i>Suggested Audience</i></p> <ul style="list-style-type: none"> • Workforce development • Career-technical education accountability • Personnel selection and placement • Training needs assessment • Individual certification or licensure 	<p>Under Development</p> <p><i>Topics</i></p> <ul style="list-style-type: none"> • Equating • In-depth item analysis • Quality control • Accreditation under <ul style="list-style-type: none"> o ICE-NCCA (Institute for Credentialing Excellence-National Commission for Certifying Agencies) o ANSI (American National Standards Institute) 17024 • Computer-based testing

are shared, as are free handouts from the Educational Testing Service and other testing firms. A set of compiled handouts complements the printed presentation slides.

Using the same general approach, other training workshops are currently available or under development for Online Testing Awareness, Student-Focused Classroom Assessment FOR Learning (using a Wiggins-Stiggins blended approach), and Advanced Test Development. Details are provided in the larger table on p. 4.

Update on Project KNOTtT

by Paula Kurth

A meeting was held in Dayton, Ohio, on November 13, 2009, to prepare 25 KNOTtT (Kentucky, Nevada, Ohio, and Texas Transition to Teaching) participants to take the Praxis Learning and Teaching test. Participants received preparation from Belinda Gimbert, KNOTtT project director; Patty Hanna, doctoral student, College of Education and Human Ecology; Melissa Dudley, PLT (Principles of Learning and Teaching) E-Coach; Michelle Reed, Wright State University; and Theda Sampson, Thomas B. Fordham Foundation.

“E-Coaching to Accelerate Authentic Web-based Professional Learning for Beginning Teachers” will be presented at the 20th Annual Conference of the National Association for Alternative Certification, to be held January 26-29, 2010, in Summerlin, Nevada. Lead presenter will be Belinda Gimbert, Ph.D., Project KNOTtT director. Other presenters will include Anika Ball Anthony, Ph.D., Rebecca A. Parker, and Brad Henry, doctoral student, from Ohio State; and KNOTtT partners from Kansas, Nevada, Dallas (Texas) Independent School District, and Ohio. Also attending the conference will be teacher interns from Ohio and partner states. The purpose of the session is to share how Project KNOTtT prepares alternative route teachers for state licensure exams and supports them as new teachers.

The Year 2 evaluation report on Project KNOTtT, *Kansas, Nevada, Ohio, and Texas (KNOTtT) Transition to Teaching Program: Year 2 Evaluation Report* (Youth Policy Institute, October 2009) has been submitted to the U.S. Department of Education, Office of Innovation and Improvement. The evaluators cited the following achievements as noteworthy (p. 27):

- The successful recruitment of 136 teachers for Cohort 1 from the four KNOTtT states, exceeding the target recruitment number, and effective shared recruitment strategies
- The hiring and placement of 100% of the KNOTtT Cohort 1 teachers in high-need public or community schools in high-need districts
- The unveiling of the new project website, www.knottt.org, and the successful launching of the e-Coaching component
- The development and release of three comprehensive sets of content preparation modules and the establishment of well-articulated links between e-modules and the e-Coaching components
- The continuation from Year 1 of a responsive and effective project management and governance structure that is inclusive and respected by key partners
- The sustained, rapid progress of the Quality Indicators Task Force toward developing a comprehensive framework of research-based indicators for alternative certification programs

Events

DACUM/SCID

DACUM (Developing a Curriculum) Institute, January 25-29, March 15-19, or May 3-7, 2010, 8am-5pm, hosted by CETE, Columbus, OH; \$1,495

SCID (Systematic Curriculum and Instructional Development), February 1-5, March 22-26, or May 10-14, 2010, 8am-5pm, hosted by CETE, Columbus, OH; \$1,395

For information, contact Robert Norton, norton.1@osu.edu; John Moser, moser.120@osu.edu; Debbie Weaver, weaver.22@osu.edu; www.dacumohio.state.com.

Test Development Workshop

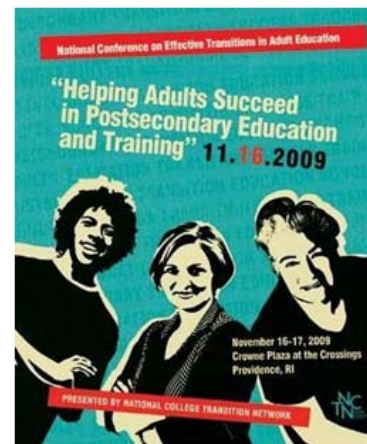
March 9-11, 2010, 8:30am-4:30pm, hosted by CETE, Columbus, OH; \$1,100

Constructing valid, reliable assessments of job-specific knowledge and skills is critical to effective human resource practice. This workshop provides participants with practical knowledge and skills to understand the creation of valid, reliable, and legally defensible assessments. For information, contact Kathy Summerfield, summerfield.1@osu.edu or 614/688-4000, or Jim Austin, austin.38@osu.edu or 614/292-9897.

National College Transition Network Conference, November 16-17, 2009

Staff member Adrienne Glandon of CETE's Adult Basic and Literacy Education (ABLE) Evaluation and Design Project recently attended and presented at the National College Transition Network Conference in Providence, Rhode Island (<http://www.collegetransition.org/index.html>). The purpose of the annual conference is to explore research and best practices as they relate to transitioning adult students to postsecondary education. Five adult education professionals from Ohio attended the conference this year. As in the past, participants will share their conference reflections and materials with other practitioners in the state.

Sharon Reynolds of Ohio University Central/Southeast ABLE Resource Center co-presented with Adrienne Glandon. The focus of the presentation was Ohio's Stackable Certificate initiative and the impact on Ohio's ABLE programs. Based on session evaluations, the presentation was well received and has opened the door to other speaking engagements.



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