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ABSTRACT

A description is given of the methodology and findings of an evaluation of learning packages (LAP's) developed for students in distributive education programs by representatives of the 11 state members of the Interstate Distributive Education Curriculum Consortium. A total of 445 packages was judged on characteristics relating to students, materials, administration, economics, and personnel. Analysis of the data revealed findings highly favorable to the LAP method of instruction when they were compared to criteria established by the consortium members. Results were important because they yielded information relevant to a major curricular endeavor in vocational education in the U.S. They represent findings about an initial attempt at using learning packages on a national basis. (Author)

THE EVALUATION OF LEARNING ACTIVITY PACKAGES DEVELOPED BY THE INTERSTATE DISTRIBUTIVE EDUCATION CURRICULUM **CONSORTIUM**

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In the mid 1960's an extensive research effort in distributive education (DE) was undertaken by Crawford. The U.S.O.E. sponsored study had as its main purpose the identification of technical and professional competencies needed by teachers of distributive education. In her methodology Crawford deemed it necessary to identify competencies needed by distributive workers as a first step. It was her contention that what was required in the marketplace should be the standard for a teacher of a subject. Accordingly, she identified 71* distributive occupations for an in-depth analysis. The occupations were selected based on those jobs which a secondary school DE students most frequently entered or those to which they advanced.



^{*}The number of jobs investigated in Crawford's study was actually reported as 76, however, through a combination of like jobs requiring the same competencies, the number that is reported by several sources will vary. We find it convenient to use the 71 jobs as they are reported later in this paper.

Thus, a base of entry-level jobs plus a two-step career continuum formed the context for Crawford's task analysis and competency identification for each of the 71 jobs.

The 71 jobs represented seven major categories of business: department stores; variety stores; food stores; service stations; wholesaling; hotels/motels; and restaurants. A total of 983 competencies were identified as the result of the _____ study of the 74 jcbs. A list of the 71 jobs is presented in Illustration 1 (see page 3).

After Crawford determined the list of distributive jobs to be studied in building the competency pattern for DE teachers, task analyses were performed for each of the jobs and competency statements were written to address the tasks identified. The 983 competencies were organized according to nine competency areas: advertising, communications, display, human relations, mathematics, merchandising, operations and management, product/service technology, and selling. For each of the seven categories of business previously mentioned, the nine competency areas and their attendant competencies appropriate for the several jobs in each particular category of business were portrayed. In turn, the competencies were categorized by knowledge, skill, and attitude. See Nijustration 2 for an excerpt of this overall arrangement (page 4).

The results of Crawford's study were disseminated at a national seminar held at Virginia Polytechnic Institute and State University in 1968. Enthusiasm for her work led to the eventual establishment of an eleven-state consortium, The Interstate Distributive Education Curriculum Consortium (IDECC). The Consortium's purpose was to make Crawford's curricular framework operational with respect to the technical competencies. The focus of the Consortium, Therefore, was to prepare curriculum materials to aid students in acquiring the necessary competencies needed to enter the several distributive occupations. The IDECC was conceived as a way to bring together a number of states for the purpose of producing a needed product that was not financially feasible for any one state to accomplish. The estimated total investment for the IDECC has been placed in excess of \$500,000.

ILLUSTRATION 1

. THE DISTRIBUTIVE OCCUPATIONS IN THE CONSORTIUM'S CURRICULUM

DEPARTMENT STORES

- 1. Advertising Manager
- 2. Buyer
- 3. Assistant Buyer
- 4. Credit Interviewer/Cashier, Receptionist, Credit Application Cashier, Cashier
- 5. Credit Manager
- 6. Assistant Credit Manager/Credit Authorizer
- 7. Department Manager/Sales Supervisor
- 8. Display Helper/Sign Printer
- 9. Display Manager
- 10. Assistant Display Manager/Supervisor
- 11. Professional Salesperson
- 12. Receiving Clerk/Marker
- 13. Receiving Manager/Supervisor
- 14. Assistant Receiving Manage /Checker
- 15. Salesperson
- 16. Stockperson

FOOD STORES

- 17. Checker
- 18. Head Cashier
- 19. Head Grocery Clerk/Head, Produce Clerk
- 20. Grocery Clerk/Produce Clerk
- 21. Store Manager
- 22. Assistant Store Manager.

HOTEL/MOTEL

- 23. Bell Captain
- 24. Bellman
- 25. Building Superintendent
- 26. Cashier
- 27. Catering Manager
- . 28. Chef
 - 29. Executive Housekeeper
- 30. Manager/Executive Assistant
 - 31. Assistant Manager
 - 32. Night Auditor (Night Manager)
- 33. Purchasing Agent
- 34. Recreation Director
- 35. Reservation Manager
- 36. Room Clerk
- 37. Sales Manager
- 38. Service Superintendent

RESTAURANTS

- 39. Busboy (girl) (Floor girl, cafeteria)
- 40. Cashier (checker, cafeteria)
- 41. Counter-girl
- 42. Head Waiter
- 43. Hostess
- 44. Manager
- 45. Assistant Manager
- 46. Waiter (Waitress)

SERVICE STATIONS

- 47. Attender:
- 48. Assistan Manager
- 49. Station No ager/Dealer

VARIETY STORES

- 50. Checkout Cashier
- 51. Commissioned Salesperson
- 52. Head Cashier/Bookkeeper/Office Manager or Head Cashier
- 53. Department Manager
- 54. Marker/Stockman
- 55. Office Clerk
- 56. Personnel Manager
- 57. Salesperson
- 58. Section Manager (Floor girl)
- 59. Service Desk
- 60. Stockroom Supervisor ·
- 61. Store Manager
- 62. Assistant Store Manager

WHOLESALING

- 63. Buyer
- 64. Head Buyer/Merchandise Manager
- 65. Merchandiser
- 66: Order Selector
- 67. Receiving/Shipping Supervisor
- 68. Route-Salesman and/or Vending Machine Specialist
- 69. Salesman
- 70. Sales Manager
- 71. Warehouse Maĥager
- * Certain occupations require the same competencies-----when this occurs, the occupations are given the same number.

Knowledges and Understandings:

MIOW	reades and onder standings.
11.	Knowledge of how to use backgrounds in display construction that enhance, not detract, from the merchandise.
,	8 9 10
12.	Knowledge of how to design and construct display fixtures.
	9 10
13.	Knowledge of how to plan and schedule displays and display themes in advance.
•	9 10 3 2 7
14.	Knowledge of the ways to use display-lighting techniques most effectively.
	8 9 10
15.	Knowledge of current fashion and merchandise information necessary for effective and timely display.
16.	Knowledge of the best locations within the store or department to place displays.
. •	3 2 7 8 9 10
17.	Knowledge of the uses which can be made of manufacturers' display aids.
•	15 3 2 7 8 9 10
18:.	Knowledge of the principles of mass display.
,	. 15 3 2 16 7 . 11 8 9. 10 · t
19.	Knowledge of the best arrangements for advertising merchandise on counters, tables or shelves.
•	15 3° 2 16 7 8 9 10 11
20:	Knowledge of the ways to develop displays that feature merchandise as nearly as possible to the way it will be used.
	15 . 3 2 7 8 9 10 11
2.1.	Knowledge of how to store and record the location of display fixtures or supplies so they are accessible for future use.
	8 9 10
	Knowledge of how to dress mannequins for displays:

* Numbers below each competency indicate the identification number of the particular job(s) which requires the competency. See page 3 for numbers.

An increased emphasis on individualized instruction and the nature of distributive education curricula, in which student careers are unique to each person,
made the Consortium's choice to develop learning activity packages (LAPs) for DE
students an appropriate one.

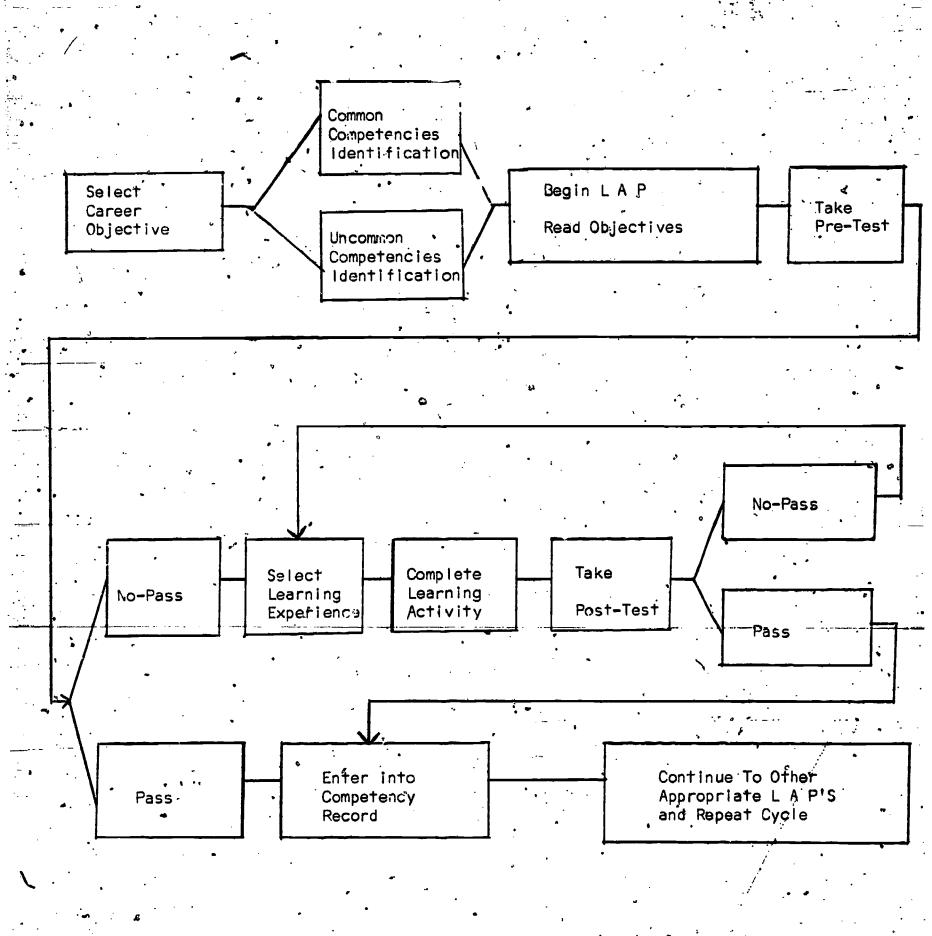
A LAP is a compilation of instructional materials designed to assist distriburive education students attain the competencies needed for a distributive occupation. The IDECC LAPs contain the following components:

- The key items appearing on the page are the LAP title, the competency numbers contained in the LAP, an illustration to convey an image of the nature of the competency area, and a statement which synthesizes the competencies contained in the LAP.
- 2. Pre-Test.
- 3. Learning Activities. This section privides the statement of the behavioral objective. The page also has a listing of at 15 two individual learning activities as a minimum of two group learning activities. At least one of the learning activities is self-contained so that it will not require the purchase of any additional material.
- A LAP may contain information sheets fer the student to read and complete questions as part of one of the learning activities. The handouts always follow the section describing the learning activities.
- is deemed necessary for the teacher to know in order for the particular learning activity to take place but which is not pertinent for the student to know.
- 6. Pre-Test Key.
- 7. Post-Test.
- 8. Post-Test Key

A schematic arrangement of the IDECC learning activity package cycle is shown in Illustration 3, (see page 6).

__LLUSTRATION 3

THE IDECC LAP CYCLE



Methodology

The 983 competencies for the nine competency areas were divided among the eleven states. The mandate for each state was to develop learning activity packages for each of their competencies. Preliminary work on packages was competenced by the end of Summer 1972, at which time a meeting of representatives from the 11 states was held to devise a strategy for field testing the LAPs and evaluating the IDECC system. The parameters for the field test were as follows:

- 1. Sites were selected to ensure product generalizability (e.g., rural and urban settings).
- 2. Subjects were selected to ensure that, there would be a minimum of twenty administrations of each LAP.
- 3. Packages developed in a given state were tested in a different state.
- 4. The pre-test was administered to all the students. Students who passed the pre-test were not administered that particular LAP.
- 5. Evaluative instruments were developed to measure the effectiveness of the LAPs. More information pertaining to the evaluative instruments is presented in a later section of the paper.
- A model for evaluating learning packages developed by Weber was adapted for the purpose of evaluating the system. Major elements of the model include the program components, which are elements of an educational program that are being evaluated, and decision components, which are elements of an evaluation cheme that it ustrate the format for evaluating program components (see illustration 4, page 8).

Program components that were selected for evaluation were those that related to students, LAP materials, administration, economics, and personnel. Major program goals for each component were developed which in turn were made operational by translating them into behavioral terminology. The operational goals provided clues for data collection methodology.

Three forms were devised to gather data. A brief description of each of the forms follows. Copies of the forms are contained in the Appendix.

ILLUSTRATION 4

EXCERPTS OF AN EVALUATION GUIDE

Program		DECIS	HON COMPONE	NTS		•
Components	Program Gdals	. Operationalized Outcomes	Data Collection . Format	·Criteria	Judgment Alternatives	Decision
Studenfs	Effectiveness	1) Percent of stu- dents achieving	1) Student/Class Analysis Chart:	1) 80% Com- etency level	a) Revise LAPs. b) Use tradi- tional ins-	Student Favorable Non-
•	•	i son struc	ο.	2) Statisti- cal sign- ificance	trucțion.	Favorable [2] Formative
		to traditional insfruction.		P y. 05.		Summative,
			tion using randomly selected classes.		c.	
, L	Favorable Attitude	1) Student's Btti- tude toward LAPs.	1) Student Question- naire: Nos. 3, 4, and 6.	i) >50% favorable on each question.		
Adminis- tration	Usability in Schools	1) Educational enfranchise-ment.	1) Teacher Question- naire: No. 12.	1) >75% NO.	Abando format iffstru	Administrations 17 Favorable
					codures.	2) Normative Summative 3) Comment:
•		•				

Student/Class Analysis Chart. This form was used for collecting information about the progress of students on LAP competencies. It is an onegoing record of the members of the class who attempted to achieve a specific competency. It was maintained for each student who did not pass the pre-test.

Teacher Questionnaire. This form was used for gathering information about individual LAPs. After students in the class had completed work on a competency, the teacher completed a copy for each LAP competency, that was field-fested.

Student Questionnaire. This form was used for gathering information about individual LAPs. A student completed a copy for each LAP competency that was attempted after he/she successfully passed the post-test.

Criterion of success for each of the elements of the LAP program were established.

Illustration 5 summarizes the components of the LAP program that were evaluated,

lists the data collection methodology, and presents criterion information, (see page 11).

Results

A total of 445 packages (designed to develop 983 competencies) were prepared by the Consortium members. Because of the extensive nature of the project, sampling techniques were used to facilitate the analysis of data. Teachers completed a questionnaire for each different competency during the two-month period of field testing. The 785 responses represented a 50% sampling from 200 schools in the various states. Each student completed a questionnaire for each competency that he/she mastered or attempted. The 6,875 student responses represented a 20% sampling from the same schools.

Two of the major purposes of the LAP project related to student progress.

The purposes were <u>effectiveness</u> and <u>efficiency</u> of the materials for teaching students in distributive education courses. Effectiveness was defined as the percent of students who attempted a given competency and passed the post-test. The question that the evaluation was attempting to answer was whether DE students could

acquire the necessary skills through the LAP mode of instruction. The criterion level set for effectiveness was 80%. Efficiency was defined as the average number of times a student needed to attempt the post-test. Specifically, it was the ratio of post-test attempts to post-test passes. It yielded information as to how many times a student had to attempt a LAP in order to master the criterion (post-test). A standard of 1.5/1 was established for all LAPs. That is, for every two students who attempted a competency, one should have passed the post-test the first time and the other should not have had to take the post-test more than two times (see illustration 5, elements 1 and 2, page 11).

Findings relevant to effectiveness indicate that the LAP method of instruction was a successful one. Of 4,403 students who attempted competencies using the LAP materials, 4,115 passed the post-test. This constituted 93.46% of the students and surpassed the criterion of 80%. In addition to the effectiveness data for the total LAP program, comparable information about each competency was available so that revisions could be made on individual LAPs that tell below the criterion. One data analyzed for 521 competencies it was found that the effectiveness criterion was not attained on only 35, or approximately 7%.

findings regarding the efficiency component were similarly favorable. On a total number of 5,763 post-test attempts, 4,115 students passed the criterion test for a ratio of attempts to passes of 1.4/1. The above figure was within the criterion established (1.5/1) by Consortium members. Data on individual packages that related to efficiency was also available. Of data analyzed on 507 competencies, the criterion was attained on 392 competencies of 78%. Packages containing competencies that did not meet the criterion level were identified so that they could be examined for revision.

Additional evaluative information regarding other elements of the LAPs is presented in Illustration 5, the Evaluation Summary. Much of the material given

ILLUSTRATION 5 ... EVALUATION SUMMARY

- <u>Evaluation</u>	Element Da	ata Collection Me	ethodology	Criterion	Results
who.attem	pted the Air to sy and pass- to to the state of the state	ata from <u>Student</u> , nalysis <u>Chart</u> . I otal passes on po o total number o ho attempted the	Ratio of ost-test f students	80%	93%
2. Ratio of attempts test pass	to post- A	ata from Student nalysis Chart. f,total post-tes asses and post-t res to total pos asses.	Ratio t est fail-	1.5/1°	1.4/1
3. Adequacy- ing Activ	of tearn- <u>T</u> vities. P	eacher Questionn art 1, Nos. 3,4, tudent Questionn o. 3	5,6.	Teacher Ques- tionnaire: Nos. 3.>75% Yes 4.>50% Yes 5.>75% Yes 6.>50% About	3. 74%* 4. 57% 5. 85% 6. 69%
				Right Student Questionnaire: No. 3.>75% Yes	334%*
4. Education Enfranchi	- I	eacher Questionn art 1, No. 12	aire:	> 75% No	88%
5. Congruence objective test item	es and I	eacher Questionn art 1, No. 7	aire:	>75% Yes	83%
6. Facility		eacher Questionn art 1, Nos. 5 an		5. > 75% Yes 10. > 75% Yes	5. 85% 10. 82%
7. Availabi		eacher Questionn eart 1, No. 8	aire:	8عــــــــــــــــــــــــــــــــــــ	76%
8. Compariso	on of LAP Ton with Phat ins-	eacher Questionn Part 1, Nos. 13 a Student Questionn los. 4 and 6.	ind 14.	Teacher Questionnaire: Nos. 13.>50% Yes 14>50% Yes	13. 50% 14. 65%
	•	, G		Student Ques- tionnaire: Nos. 4>50% Yes 6>50% Yes	4. 65% 6. 71%

^{*} Criterion level on these items would have been attained if the numbers in the "other" categories on the questionnaires were ignored.



Evaluation Element	Data Collection Methodology	Criterion	Results
9. Adequacy of Objectives.	Teacher Questionnaire: Part 1, No. 2 Student Questionnaire: No. 5	Teacher Ques- tionnaire: No. 2.>75% Yes	2. 82%
-	•	Student Questionnaire: No. 5.>75% Yes	5. 82%
10. Time Considera- tions.	Teacher Questionnaire: Part 1, No. 13 Student Questionnaire: No. 8 Student/Class Analysis	Teacher Ques- tionnaire: No. 13>50% Yes	13. 50% (Other data wère analy- zed, indic-
	Chart		ating 72% of competen- cies were completed
	•	A	_in 30-90 minutes.)
11. Overall Teacher Attitude	Teacher Questionnaire: Part 1, Nos. 11 and 14,	Teacher Ques- tionnaire: Nos.	11. 75%
		14.>50% Yes	14. 65%
12. Directions Clarity	Student Questionnaire:	Student Ques- tionnaire: No. 1.>75% Yes	80%
13. Interest Level	Student Questionnaire: No. 4	Student Ques- tionnaire: No. 4.>75% No	4.° 65%
14. Student Attitude	Student Questionnaire: Nos. 3,4, and 6.	Student Questionnaire: No. 3.>50% Yes 4.>50% Yes	3. 74% . 4. 65% 6. 71%



effectiveness and efficiency. The fact that such high success was obtained on these elements is supported by findings about other elements in the Illustration.

For example, 26 criteria were established for the evaluation elements listed in the illustration. The criteria were attained in 23 instances and in two of the remaining three instances, the criterion was deficient by only one percentage point. These findings were considered as evidence of success according to the standards established by the Consortium.

There are other data in the illustration which can be interpreted in a context apart from the first two elements. For example, evaluation element tour, educational enfranchisement, refers to whether a school's policy hampered the implementation of the LAP method of instruction. Such information was considered of major—importance for a curricular project which envisioned national distribution of its product. It was gratifying to note that in 88% of the 200 schools the response to this evaluation element was favorable.

Evaluation element seven refers to the availability of reading resources that were not contained within the LAP materials.' Findings regarding this element were better than the established standard. However, upon subsequent discussion among Consortium members it was decided that the packages should be constructed so that at least one learning activity would be "self-contained" within each package and would not rely solely on learning resources that were external to the LAPs.

Space or time consideration does not allow for a full discussion of all elements in litustration 5. The information contained within it is straight—forward and readily interpretable. For a more complete understanding of the nature of the data, refer to the Appendix which includes a tabulation of sampling data on the Teacher Questionnaire and the Student Questionnaire.

Summary and Conclusions

This research report is a description of the methodology and findings of an evaluation of learning activity packages (LAPs) developed for students in distributive education programs by representatives of the eleven states who comprised the Interstate Distributive Education Curriculum Consortium. A total of 445 packages were judged on characteristics relating to students, materials, administration, economics, and personnel. Analysis of the data revealed findings highly favorable to the LAP method of instruction when they were compared to criteria established by the Consortium. Results are important because they yielded information relevant to a major curricular endeavor in vocational education in the United States and represent findings about an initial attempt at using learning activity packages on a national basis.

APPENDIX

Data Collection

- Instruments

- And

Sampling Data

Results

MIDDLE

INTERSTATE DISTRIBUTIVE EDUCATION CURRICULUM CONSORTIUM STUDENT/CLASS ANALYSIS CHART

			·			
STATE NO.	STATE.NAME		SCHOO! (cc-4-5)	L No. SCHOOL NAME		
5 ·~						· .
STREET ADDI	RESS, P.O. BOX (C	RAWER) OR RU	RAL ROUTE CITY		2	IP CODE
	•					er e

TEACHER'S NAME TEACHER. tec 6 71 COMPETENCY NUMBER (cc-8-10) COMPETENCY NAME

FORM 5 (cc 1) (11-72)

INSTRUCTIONS: Place a (+) in the 1st trial block if the student met standards and passed all the post tests for all the supporting objectives for this competency. Place a (-) in the 1st trial block if the student did not meet standards and pass all the post tests for all the supporting objectives for this competency. Place a (+) - in the second trial block if he passed on 2nd test trial or a (-) if he did not pass. Follow the above procedure for all subsequent tests administered.

EIRST

Do not record students who passed the pre-test.

cc 11 14	THIS LINE FOR DATA	CODES	+-1	+=4	·= 0	+=1	0	+=1	+=1	MINUTES	1	26
	PROCESSING USE ONLY	CARD Cols.	15	16	17	18		م20	21	22.24	25	
STUDENT	STUDENT'S NAM	e P					TRIA			TIME SPENT ON LAP'S	D.E. ST	
NUMBER	STUDENTSNAM	16.	1st	2nd	3rd	4th	5th	6th	7th	UN LAPS	YES	NO
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	TOTAL NUMBER OF STUD	ENTS THAT					•			*		
:	PASSED POST-TESTS (TOT	AL +'s)		<u> </u>								
*	TOTAL NUMBER OF STUD									* * * * * * * * * * * * * * * * * * * *		
	DID NOT PASS POST-TESTS	(TOTAL -'s)									(8/08/2)	
	TOTAL NUMBER OF STUD	ENTS THAT		1	•			ļ. •		45		
	TOOK POST-TESTS (TOTA	L-449-E-49)	9 4 %			<u> </u>		`				
· /	THIS LINE FOR DATA	TOTAL (1)	27-8	29.30			35.6	37-8	39-40			
14 July 18 18	PROCESSING USE ONLY	TOTAL (-)	41-2			47-8	49.50		53-4			183
	PAUCESSING USE UNET	TOTAL	55-6	57-8	59-60	61.2	63-4	65-6	67-8	69-72	73-4	75-6

	TATE DISTRIBUTIVE EDUCATION CURRIC	CULUM CONSORT	IUM	•		
,	R QUESTIONNAIRE		•	•		•
FORM 3	(ce-1) (11-72)			· \	(· ·	
STATE NO.	STATE NAME	SCHOOL No	SCHOOL NAME			<u> </u>
STREET ADDA	 ESS, P.O. BOX (DRAWER) OR RURAL ROL	JTE CITY		•	ZIP COD	E :·
	and have the part which desired the second to	•	. •			
TEACHER NUMBER (cc-G-7)	TEACHER'S NAME		FIRST	· .		MIDDLE INITIAL
COMPETENCY NUMBER (cc-8-10)	COMPETENCY NAME	-			•	0
LAPTITLE			*:		,	
	•	•	4	•		
PART I. (IF TH	IERE IS NOT SUFFICIENT SPACE, ENCLOS	SE ADDITIONAL S	SHEETS OR CORRECT	ED'COPIES O	F LAP MA	TERIAL
1 KNON 2 SKILI 3 ATTI 4 DON'		7HIS 1 2 3	NUMBER OF LEARNIN COMPETENCY ARE: (TOO MANY TOO FEW ABOUT RIGHT CO	•		DED FOR
YES YES						
TO MEET'T OBJECTIVE	ATERIALS ARE SUFFICIENT FOR STUDE HE CRITERIA OF THE BEHAVIORAL S. 2 NO (cc-17) IF NO, WHAT IS THE NATURE OF THE DEFICIENT	7. THE OF T	TEST QUESTIONS ARE HE OBJECTIVES, (CHE YES 2 NO 1F	CK ONE) (c	c-21) S THE NA	-
			· · · · · · · · · · · · · · · · · · ·			
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COMPETEN NORMALEY	NING MATERIALS IN THE LAP FOR THIS CY ARE SUPERIOR TO THE ONES I (USE. (CHECK ONE) (cd:18) (2 NO IF NO, WHICH ONES ARE (INFERIOR?	SUGG	YO		IECK ONE IESOURCI CH DEVEL	(cc-22) ES DID ,
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			· · _ · _ ·			
MANNER W	NING MATERIALS ARE SEQUENCED IN A HICH FACILITATES LEARNING. (cc. 19) 2 NO IF NO, WHAT IS THE NATUF OF THE PROBLEM? (IDENT	FIEL 1	ETHESE READING RED D TESTING? (CHECK C YES 2 2 40			D FOR
10	WHICH OBJECTIVE BY ITS	10. THE (CHEC		MADE IT EA NO, WHAT S DU HAVE FO	UGGESTI	ONȘ DO
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	\		•			
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11. MY GENERAL ATTITUDE TO	ζ, ,	1	
FAVORABLE (CHECK ONE		ONE I CUSTOMARILY USE	DOOF INSTRUCTIONS TO THE . (CHECK ONE) (cc-28)
12. SCHOOL POLICY HAS HAM	BEREN THE MARK EMENTA	• ,	
TION OF THE LAP METHOD			
•		••	
SCHOOL. (CHECK ONE) (co			•
TLI YES 2LI NO IF	YES, WHAT IS THE PROBLEM?		
	· · · · · · · · · · · · · · · · · · ·		·
			
			*
		15. THE POST TEST KEYS WE	RE COMPLETE?
		(CHECK ONE) (cc-29)	•
		1 L YES 2 NO IF	NO, DESCRIBE DEFICIENCY.
3. THE TIME REQUIRED FOR	STUDENTS TO MASTER THE		
MATERIAL IS LESS WHEN I	USE THE LAP METHOD THAN		
WHEN I USE MY OWN METH	IOD.		
(CHECK ONE) (ce 27)	•		
	MMENTS:		
			* ;
	· · · · · · · · · · · · · · · · · · ·		

	<i>P</i>	P	
PART II.		•	
		•	
3.		,	
l.			
•			
		 	
CAN YOU SUGGEST OTHER	AUDIO VISUAL RESOURCES, I	MATERIALS, AND NON-READING	ACTIVITIES WHICH WOULD
BE OF VALUE IN HELPING S (CHECK ONE) (cc. 28) 1 YES 2 NO IF	TUDENTS ACHIEVE THE OBJE	MATERIALS, AND NON-READING ECTIVE FOR THE COMPETENCY.	- 4.
BE OF VALUE IN HELPING S (CHECK ONE) (cc 28) 1 YES 2 NO IF	TUDENTS ACHIEVE THE OBJE	ECTIVE FOR THE COMPETENCY.	- 4.
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BE OF VALUE IN HELPING S (CHECK ONE) (cc 28) 1 YES 2 NO IF	TUDENTS ACHIEVE THE OBJE	ECTIVE FOR THE COMPETENCY.	- 5.
BE OF VALUE IN HELPING S (CHECK ONE) (cc. 28) 1 YES 2 NO IF	YES, LIST THEM ACCORDING TEIR NATURE AND PURPOSE.	ECTIVE FOR THE COMPETENCY.	- 4.
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INTERSTATE DISTRIBUTIVE EDUCATION CURRICULUM CONSORTIUM STUDENT QUESTIONNAIRE

FORM 4 (cc-1) (11-72)

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STATE NO. (cc-2-3)	STATE NAME		SCHOOL No	SCHOOL NAME		4	
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TREET ADDR	ESS, P.O. BOX (DRAWER) OF	RURAL ROUTE	CITY	 '		ZIP COD	E
	*						-
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TEACHER NUMBER	TEACHER'S NAME LAST			FIRST	•	•	MIDDLE
cc-6-7} `	•		•.		·	•	
OMPETENCY NUMBER (cc-8-10)	COMPETENCY NAME				·	· · · · · · · · · · · · · · · · · · ·	•
TUDENT	STUDENT'S NAME			FIRST			MIDDL
NUMBER cc-11-14)	LAST	<i>:</i>	•				INITIAL
						•	<u> </u>
CLEAR AND	answer the following TIONS FOR PERFORMING T D.EASY TO FOLLOW. (cc. 15)	questions by cho	6. THE	-	and give the pa	ASY TO U	r teache
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TENCY WE	E LEARNING ACTIVITIES FOR E WORTHWHILE. (cc.20) 2 NO IF NO, WHAT V VALUE?	\	10 Mi 20 30 9. IS TH	MUCH TIME DID NUTES? (cc-27) 30-60 MINUTES 61-90 MINUTES 91-120 MINUTES IS COMPETENCY -? (cc-28) VES 2 NO	5 4 1 1 5 5 1 5 6 0 0	21-150 MIN 51-180 MIN THER —	NUTES
TIVE EDUC	IIS IS A BORING WAY TO LE ATION MATERIAL. (cc. 21) 2 NO IF YES; LIST SI	UGGESTIONS FOR	-	E LEARNING THER IDEAS OR COL	MPETENCIES? (d		LEARN
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UDENT QUESTIONNAIRE					*
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5/23/73 SAMPLING DATA

INTERSTATE DISTRIBUTIVE EDUCATION CURRICULUM CONSORTIUM TEACHER QUESTIONNAIRE

FORM 3	•	7				
STATE NO.	STATE NAME		L No SCHOOL	NAME		7
-(cc·2·3)		(cc. <u>4.5)</u>		•		
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STREET ADD	RESS, P.O. BOX (DRAWER) OR RURA	L ROUTE CITY			. 2	EIP CODE
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TEACHER	TEACHER'S NAME		FIRST			MIDD
NUMBER (cc 6-7)	The teacher compl	eted a quest	ionnaire	for each di	fferent	t comp ^{initi}
	petency taught du	iring the 2 m	onth test	period.		· ·
COMPETENCY					/	 6.1
NUMBER, (cc-8-10)	2. 785 responses rep	resent a 50%	sampling	of respons	es rece	eived from
- •	the 200 schools i	n the 10 rep	orting st	ates.		•
LAP TITLE		•		1	. · ·	
•	3. "Other" sindicates	a multiple	or nothin	g checkeid i	n the	question
	blank.	•				
	2				,	
PART I. (IF TI	KERE IS NOT SUFFICIENT SPACE, EI	NCLOSE ADDITION	AL SHEETS O	R CORRECTED C	OPIES OF	LAP MATERIA
1. THIS COMP	PETENCY IS A: (CHECK ONE) (cc-15	0ther 6. 1	HE NUMBER	OF LEARNING A	CTIVITIES	INCLUDED
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2 SKIL				•	3.79%	Other
3 ATT		15%	TOO FEW		.36%	. 24
	T KNOW 434 4.33%		ABOUT F	•	•	
	VIORAL OBJECTIVES ARE ADEQUA	'		~ .	3.79%	3.06%
	CHECK ONE) (cc-16)	Other				•
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3. THE LAP N	NATERIALS ARE SUFFICIENT FOR STATE CRITERIA OF THE BEHAVIORAL	TUDENTS	HE TEST QUE		PROPRIÁT	E MEASURES
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	PART II.		••		•	
						
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5/23/74 SAMPLING DATA

INTERSTATE DISTRIBUTIVE EDUCATION CURRICULUM CONSORTIUM STUDENT QUESTIONNAIRE

FORM 4 (cc 1) (11-72)

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LARGE GROUP 319 (cc.26) ALL OF THE LEARNING ACTIVITIES FOR THE COMPETENCY IN MINUTES 7 (cc.27) 366 1		•		-1 1.	INDIVIDUAL	1319			:
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QUESTIONS 11 AND 12 ARE OPTIONAL.

TO CHECK THE APPROPRIATENESS OF THE COMPÉTENCY FOR YOUR CAREER GOAL, COPY THE COMPETENCY AND BEHAVIORAL OBJECTIVES FROM THE LAP AND SHOW IT TO A PERSON OR BUSINESSMAN CONNECTED WITH THE JOB AND ASK HIM THE FOLLOWING QUESTIONS.

11. IS THE COMPETENCY APPROPRIATE FOR THE STUDENT'S CAREER GOAL? (cc. 30)

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12. WILL THE ACHIEVEMENT OF THE BEHAVIORAL OBJECTIVE DEVELOP THE COMPETENCY (KNOWLEDGE, SKILL OR ATTITUDE) IN THE STUDENT? (cc. 31)

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Bibliography

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