

## *What's New at the Center?*

### Retirements

#### *Joy Barcus Retires after 20 Years at Temple University*



Joy Barcus

Everyone knows Joy's smiling face. Joy was born in Niagara Falls, NY and is a graduate of Westminster College and Michigan State University. She married, Bob, a Presbyterian Minister in 1963 and has three children and seven grandchildren. Joy came to Temple in 1988 as a Field Resource Associate.

Joy assumed the role of certification advisor in 1999 and became well-known all over the eastern region of Pennsylvania for serving the CTE community in helping hundreds of VITAL/Mastery interns to achieve Vocational I and II teaching certification

Joy's most recent efforts were directed toward the establishment of an advisory system for certified, non-degreed CTE teachers to complete requirements for the Bachelor of Science in Education degree. She is looking forward to long leisurely days spent at the family camper.



#### *Lee Miller Retires after 27 Years at Temple University*



Dr. Lee Miller

Dr. Lee Miller was born in New Holland, Lancaster County and attended the New Holland public school system. He was valedictorian of his high school class and received a Senatorial Scholarship to the University of Pennsylvania, where he received his Bachelor of Science degree in Psychology. Dr. Miller received his Master's Degree in Educational Media in 1986 and his Doctorate in Adult Education from Temple in 1994.

Dr. Miller also studied at Goethe Institute in Munich, Germany where he learned the German Language. Later, he studied Chinese at Columbia University. He also traveled to Haiti, Canada, and was co-leader of an educational excursion to the Soviet Union.

Lee is a long time member of Omicron Tau Theta. He has a lifetime membership in PA-ACTE, and ACTE and has served on many PVEC/PACTEC planning committees as chair and other offices. He is an avid photographer and reader. He lives in Philadelphia with his wife of 44 years, Delores (Dee) Miller.



## **New Faces/New Roles**

### *New Field Resource Associate Joins Temple Center Faculty*



**John Evans**

Mr. John Evans joined the Center staff as a Field Resource Associate in Fall 2007. Mr. Evans is a retired teacher from the Luzerne County, Hazelton Area School District. His responsibilities as an FRA will cover the Carbon, Luzerne, and Schuylkill County areas.



### *Center Hires Administrative Assistant*



**Vivyaine Palmer**

Vivyaine Palmer assumed responsibilities as the Center's new Administrative Assistant, beginning January, 2008. She replaces long-time Center office assistant, Carla Thomas, who will be taking on a new role as Office Manager for the CITE Department. Ms. Palmer has been a professional office assistant for the Center since 2004. She is a graduate of Olney High School and the Liberty Academy of Business.



### *New FCS Academy Coordinator*

Peggy Lehnen, a Family and Consumer Sciences teacher at Pennsbury West High School, will be taking over the responsibilities of the Temple FCS Academy Coordinator. She has taught at Pennsbury for seven years and has served as president for the Pennsylvania Association of Family and Consumer Sciences.



### *Graduate Extern Completes his Externship*

Mr. Zaheer Asif, Graduate Extern for Technology and Research, recently left the Center to concentrate on completing his doctoral studies. Mr. Asif worked for the Center from Fall 2005 until Summer 2007.



## **Faculty Accomplishments**

### *Publications and Presentations*

Walker, T. J. and Walters, R. A. (August, 2007). Preparing the workforce that prepares the workforce. *PSBA Bulletin*, 71(4), 22 – 31.



Gloria Heberley and Chet Wichowski presented a session at the Conference on Integrated Learning (Penn State, Nov. 6) on the Temple University Reading Project emphasizing documented student gains in career & technical education schools that implemented the strategies. The reading project was the basis of Governor's Institutes Integrating PA Standards for Reading, Writing, Speaking and Listening into Career & Technical Education Programs that were offered from 2004 to 2007. Documented student gains with the reading project include a 12% gain on 11<sup>th</sup> grade PSSA Reading Test scores and an 8% to 20% increase in scores on teacher-made tests.



Dr. Gloria Heberley



Dr. Chet Wichowski

Chet Wichowski chaired the PA statewide Program of Studies Committee which developed a template to structure the articulation of secondary and post-secondary career and technical education in Pennsylvania. This template combines elements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and Pennsylvania Education Statutes, Chapters 4 and 339. The Perkins Legislation will provide approximately \$55 million in federal funds to PA to supplement career and technical education programs on an annual basis for the next five years.

Since the development of the PA Programs of Studies Template, Dr. Wichowski has served on several panel presentations and one teleconference broadcast between Pennsylvania Training and Technical Assistance Network (PaTTAN) sites in Harrisburg, King of Prussia, and Pittsburgh to introduce the newly developed Program of Studies Template and discuss its implications with PA educators. He now serves as a member of the Program of Studies Template Implementation Team and continues to serve on the PA Carl D. Perkins Career and Technical Education Improvement Act of 2006 5-Year Planning Committee.



## *Administrative News*

### Temple Center Celebrates Three Decades of Service



### Frank DiNatale presents the plaque to Dr. Walker

The Temple Center for Professional Development in Career & Technical Education celebrated its 30<sup>th</sup> Anniversary with a festive luncheon on the Temple Main Campus in the Great Court, Mitten Hall, on April 3. Guests included Dean Kent McGuire and CITE Chair Catherine Schifter, both of whom congratulated the Center on its many achievements. PDE representative Frank DiNatale presented a congratulatory plaque on behalf of the Bureau of Career & Technical Education in Harrisburg. The event, coordinated by Gloria Heberley, featured displays that provided attendees with the opportunity to review historical and current information about Center events and activities.

The theme, Three Decades of Service, was detailed in a presentation by Tom Walker, Center director and provided an overview of a comprehensive briefing document that graphically depicts the contributions of the Center to Temple University, CTE teachers, and students in the eastern region of Pennsylvania. The following is an excerpt from the introduction to that briefing document:

The State Board of Education created centers for the preparation and development of vocational education professional personnel in January 1978. In so doing, the Board acted on the recommendation of the PA Vocational Teacher Education Advisory Committee to consolidate funding resources regionally and thereby enhance services to public secondary vocational education. At that time, state and federal vocational education funds were being awarded to numerous higher education providers in the Commonwealth. This practice of “spreading out” the resources drew criticism from the field as being too diffuse and not producing a lasting impact. The PA Department of Education’s (PDE’s) original documents defined centers as follows:

A center will be an institution [that] has and uses a ‘critical mass’ of appropriate resources in a manner that is flexible and responsive to the priority staff development needs of vocational educators. It will be created in response to

documented needs and will have a geographic location that will promote efficient and effective use of funds. (Swatt, 1978, p. 4).

Following a call for proposals, three institutions prevailed and were named Centers for Vocational Education Professional Personnel Development: The Pennsylvania State University, Temple University, and the University of Pittsburgh. Each university was given responsibility for providing services to roughly one-third of the state (Temple, the eastern region; PSU, the central region; and Pitt, the western region). Pitt was subsequently replaced by Indiana University of Pennsylvania (IUP) as the Center for western PA in the early 1980s. The term *vocational education* in the title for Centers was officially changed to *career and technical education* in 2001.

Centers are guided in fulfilling PDE's definition for them by a set of clearly defined objectives/activities, which currently include (a) occupational competency assessment; (b) outreach: traditional undergraduate courses; (c) outreach: field-based, competency-based teacher education; (d) outreach: traditional graduate courses; (e) outreach: field-based, competency-based leadership training; (f) continuing technical and professional development (regional and school-by-school); (g) pre-induction for new teachers; (h) placement; (i) recruitment; (j) occupational experience; (k) curriculum dissemination; (l) disadvantaged/disabled learners; and (m) research. A unique feature and pre-condition for being a Center is that activities and services must *supplement, not supplant*, existing university services. Consequently, as suggested by the use of the term "outreach" within several center objectives, most of a Center's activities take place off-campus throughout the region it serves, at local schools or off-campus university centers. For Temple, this means services throughout the 17-county eastern region of PA, an area that stretches from the Maryland border in the south to the New York state border in the north, and from the New Jersey border in the east to an imaginary line running north and south through Reading, PA in the west.

This year, 2008, marks Temple's 30<sup>th</sup> year as a Center, providing systematic career and technical professional education outreach services to the eastern region. Since the Center's inception, our programs have played a vital role in the professional development of teachers, specialists, guidance counselors, and administrators who prepare students for the workplace and for continuing their education, and have impacted the field of vocational teacher education in general. We are genuinely proud of these programs and take immense pride in improving them and keeping them viable and at the cusp of professional practice as they were when we inherited them. We are hopeful too that our current work and the next 30 years will be as far reaching.

SSSS

Dr. Walker gratefully acknowledges the efforts of the current differentiated staff toward the pedagogical training and certification of CTE teachers in the eastern region of PA.

### **Temple University Center for Professional Development in Career & Technical Education Faculty and Staff**

Chester P. Wichowski, DEd, Associate Center Director

Nancy B. Erwin, PhD, Director, Continuing Technical and Professional Education

Joy Barcus, MS, Certification and Degree Advisor

Victor Gbomita, EdD, Program Administrator, Field-Based Teacher Education

Gloria Heberley, EdD, Program Administrator, Support Services

**Field Resource Associates**

Janet Azzara  
Joseph DeFranco  
John Evans  
Art Hunkins  
Art Lucarelli  
Will Nause  
Jean Pryzbylkowski  
Joe Stankus  
Bea Williams

**Center Office Staff**

Viviyaine Palmer  
Joyce Howard  
Joane Majors

**Regional Resource Persons**

Nadine Artis-Small  
Al Choman  
Toni Damon  
Mark Delese  
Tom Dietrich  
Dominic Garritano  
Grace Guldin  
Ed Moffit  
Donna Pavlovic  
Priscilla Riskin  
Lori Salley

**Consultants**

Edward S. Lyba, EdD  
Rae D. Lees  
Jill S. Tafoya

**Program of Studies**

*by Chester P. Wichowski, Associate Center Director*



The Carl D. Perkins Career and Technical Education Improvement Act of 2006 was unanimously approved by the Senate on July 26, 2006, and by the House with a vote of 399 for and 1 in absence on July 29, 2006. The passage of this legislation by such an extraordinarily high level of bipartisan support is truly a testament to the importance our legislators have placed on this legislation. This Perkins Act is the fourth in a series that began in the early 1960s. This further illustrates the continued interest that the congress has maintained in supporting, as well as identifying, new pathways for the career and technical education community to follow in order to meet the workforce education and economic development needs of the country. Clearly, this has proven to be a wise and productive piece of legislation over the last four decades and is likely to be productive in the decades to come.

The concept of a Program of Studies, known as POS, is conspicuously present in six key areas of the Perkins IV Legislation. The POS has been identified by the Association of Career and Technical Education (ACTE) as one of the most significant elements of this legislation. Further, the POS concepts as mandated by Perkins IV are likely to be the pivotal element of this legislation that will influence the improvement of career and technical education, enhance the quality of the workforce, and ultimately contribute to economic development. Although the term ‘program of studies’ may be common in educational circles, it has a very specialized meaning in Perkins IV.

In response to Perkins IV, Pennsylvania, like all states, was required to develop a plan for implementing the Program of Study concept. The PA POS Template was developed by representatives from the Governor’s Office; PA Department of Education, Bureau of Higher Education and Bureau of Career and Technical Education; PA Department of

Labor and Industry; CTE professional development centers; curriculum specialists; and tech prep coordinators. The PA POS Template, developed to comply with Perkins IV as well as appropriate elements of PA School Code, provides guidance and support for the alignment of CTE curriculum between secondary and post-secondary programs. Although this may seem similar to existing tech prep programs that have been in place for more than 15 years, the primary difference is that the POS places greater emphasis on the articulation of CTE content and, for the first time in federal CTE legislation, a recognition of industry-based certificates.

A listing of 64 high priority occupations has been identified by the PA Department of Labor and Industry to be used for the implementation of the PA POS Template. The initial application of the PA POS Template will involve 7 of the high priority occupations by June 30, 2008. An additional 24 will be developed during the 2008-2009 academic year. The first step in the implementation of the PA POS Template identifies occupational content to serve as core for articulation between secondary and post-secondary programs on a statewide basis. To achieve this, a statewide occupational advisory committee for each high priority occupational area has been formed. Each committee will include statewide representatives of occupational advisory members from local CTCs and CTE faculty from secondary and post-secondary settings. Details on the implementation of the PA POS Template are continually updated and can be accessed in the Program of Studies section of the PDE website.

Dr. Wichowski served as the chair of the committee to develop the PA Program of Studies Template for the PA Department of Education, Bureau of Career and Technical Education. A copy of the PA POS Template and the companion list of definitions are included for your reference.

## **Template for Programs of Study**

Pennsylvania Department of Education  
Bureau of Career and Technical Education

Each Program of Study (POS) shall be developed in compliance with all of the following template elements:

1. Incorporate and align secondary and post-secondary programs: (a) using Pennsylvania approved SOC Codes and CIP Codes; (b) by developing a competency list based on an occupational analysis using resources such as O\*NET, VTECS, and MAVCC; (c) by aligning with PA recognized industry-based credentials or certifications; and (d) by securing validation of the Occupational Advisory Committee.
2. Include coherent and rigorous academic content aligned with PA Academic Standards and relevant career and technical education content integrated in a coordinated, non-duplicative progression of courses that align secondary and post-secondary education to adequately prepare students to succeed in careers.

3. Include the opportunity for secondary education students to earn post-secondary education credits through dual or concurrent enrollment, articulated credit, or other ways which lead to a PA-recognized, industry-based credential, credit-bearing certificate, or associate or baccalaureate degree.
4. Establish all new career and technical education programs based upon the current PA Department of Labor and Industry's High Priority Occupations list.
5. Develop articulation agreements between secondary and post-secondary institutions which shall include:
  - a. Content specified in courses offered by the secondary institution that aligns with course content at the post-secondary institution. Syllabi and/or competency lists of courses from the institutions involved must be maintained in the appropriate offices.
  - b. The operational procedures and responsibilities of each party involved in the implementation of the articulation agreement.
  - c. A student evaluation plan and process including descriptions of required proficiency levels and criteria for measurement.
  - d. An evaluation plan that includes an annual review and a renewal date not to exceed three years.
  - e. A description of student admission requirements.
  - f. Signatures of authorized representatives of participating institutions.
  - g. On a case-by-case basis, provide options for out-of-county students to articulate without sanction if equivalent articulation elements are satisfied.

*(NOTE: Underlined words are defined in the glossary below.)*

## **Click here for Program of Study Definitions**

**CIP Codes** – Classification of Instructional Programs – CIP 2000

**BCTE CIP Codes** –

[http://www.pde.state.pa.us/career\\_edu/cwp/view.asp?a=122&q=102644](http://www.pde.state.pa.us/career_edu/cwp/view.asp?a=122&q=102644)

**Federal CIP Codes** – <http://www.nces.ed.gov>

The purpose of the Classification of Instructional Programs (CIP) is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completion activity. CIP Codes were originally developed by the US Dept of Education's National Center for Education Statistics in 1980, with revisions occurring in 1985 and 1990. The 2000 edition (CIP 2000) is the third revision of the taxonomy and presents an updated taxonomy of instructional program classifications and descriptions.

**Dual or Concurrent Enrollment** – <http://www.project720.org/content/view/36/117/>

This articulated program allows students to earn college credit and attend high school at the same time. Dual enrollment is a locally administered program that allows a secondary student to concurrently enroll in post-secondary courses and to receive **both** secondary and post-secondary credit for the coursework. Local programs are run through partnerships between school entities and eligible post-secondary institutions.

**High Priority Occupations** -

[http://www.able.state.pa.us/career\\_edu/lib/career\\_edu/2007\\_WIA\\_HPOs.pdf](http://www.able.state.pa.us/career_edu/lib/career_edu/2007_WIA_HPOs.pdf)

These occupations include job categories that are in demand by employers, have higher skill needs, and are most likely to provide family sustaining wages. Category is used as a strategic process to identify training programs and dollars spent. A High Priority Occupations SOC/CIP Crosswalk search is located on the PDE website.

**MAVCC** – <http://www.mavcc.org>

The Multi-state Academic and Vocational Education Curriculum Consortium provides career and technical instructional materials.

**Occupational Advisory Committee** -

[http://www.pde.state.pa.us/career\\_edu/cwp/view.asp?A=122&Q=89932](http://www.pde.state.pa.us/career_edu/cwp/view.asp?A=122&Q=89932)

This committee comprises representatives from local business and industry who are actively involved in the occupation for which training is being provided. Representation should also include management and labor personnel, homemakers, career and technical education students, recent graduates, post-secondary faculty, home school and CTC Counselors, and members of the community. This committee shall provide advice on program content and performance objectives to the classroom teacher. The classroom teacher will set performance objectives.

**O\*NET** – <http://www.onetcodeconnector.org>

Developed by the US Dept of Labor, O\*NET provides information pertaining to SOC Codes. O\*NET lists job descriptions, tasks, and information on related occupations, occupations with similar codes, and detailed work activities.

**PA Academic Standards** –

[http://www.pde.state.pa.us/stateboard\\_ed/cwp/view.asp?a=3&Q=76716](http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&Q=76716)

Approved educational standards, which include the literary, artistic, career education and work, conventional, and/or theoretical knowledge, but not including technical or professional studies.

**SOC Codes** – **Standard Occupational Classifications System** –

<http://www.bls.gov/soc>

The 2000 Standard Occupational Classification System (SOC) is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of over 820 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 23 major groups, 96 minor groups, and 449 broad occupations. Each broad occupation includes detailed occupations requiring similar job duties, skills, education, or experience. General questions concerning the SOC may be sent by fax to 202-691-6444.

Crosswalk searches are available comparing the following: Standard Occupational Classifications (SOC), Military Occupational Classifications (MOC), Classification of Instructional Programs (CIP), Registered Apprenticeship System (RAIS), and the Dictionary of Occupational Titles (DOT).

**VTECS** – <http://www.vtecs.org>

A consortium of states whose members pool resources to develop competency-based career and technical education products that are validated by business, industry, and labor. These industry-based resources and services are used for the improvement of career and technical education and workforce development instructions, assessment, certification, and delivery.

**PA Recognized Industry-Based Credentials or Certifications –**  
[http://www.pde.state.pa.us/career\\_edu/cwp/view.asp?A=117&Q=80692](http://www.pde.state.pa.us/career_edu/cwp/view.asp?A=117&Q=80692)

The Pennsylvania Department of Education, Bureau of Career and Technical Education, has compiled this resource guide which lists industry-recognized certifications for career and technical programs in Pennsylvania's career clusters. The goal of the resource guide is to assist schools with identifying organizations that provide industry-recognized certifications that relate to Pennsylvania CIP Codes for program approval.



**Fall 2007/Spring 2008 e-Bulletin Board Newsletter  
Volume 18**

## ***Professional Education News***

### *BS Degree Tailored for CTE Teacher Cohorts*



Joy Barcus

Since August 2006, the Center has been engaged in an effort to encourage certified Career & Technical Education teachers to continue their education and earn a Bachelor of Science degree in Education. In fall, 2007, Gloria Heberley and Joy Barcus held



Dr. Gloria Heberley

information sessions about the program throughout the eastern region of Pennsylvania. Sessions were held at Montgomery County Community College, Lehigh Carbon Community College and Johnson College in Scranton. The concept of being able to complete the BS degree in off-campus locations throughout the eastern region has caught on--over 25 applicants have been accepted and matriculated to date.

Student cohorts are beginning to form in Montgomery, Lehigh and Luzerne Counties. The first off-campus course made available to the cohort groups was ED 1255 - Inclusive Education for a Diverse Society taught in fall, 2007. This spring, ED 2255 Effective Us of Technology in the Classroom was taught at Lehigh Carbon Community College and Montgomery County Community College – Pottstown campus. ED 2306 was also offered at MCCC. Negotiations are underway to bring a Luzerne County site on as the third location where Temple courses will be taught.

CTE teachers who pursue the bachelor's degree may build in professional certifications such as the Vocational II and Cooperative Education certificates, become a highly qualified teacher, complete the degree in a timely and convenient manner, learn advanced teaching skills, fulfill Act 48 requirements, perhaps increase retirement benefits, and advance on the salary schedule. The following courses and locations are being offered for fall 2008.

<b>Montgomery County Community College</b> <i>(Classes start Wednesday, September 3, 2008)</i>	<b>Pottstown campus</b>
ED 1322 Developing Individuals across the Lifespan Instructor: TBA	Time: 4:00-6:30 pm

**Lehigh Carbon Community College****Schnecksville campus**

(Classes start Monday, September 8, 2008)

ED 2306 Assessment and Evaluation

Time: 4:30-7:00 pm

Instructor: Dr. William Ziegler

**Northeast PA (TBA)**

(Classes start Wednesday, September 3, 2008)

ED 1255 Inclusive Education for a Diverse Society

Time: 4:00-6:30 pm

Instructor: Dr. Michael Erwin

If you are interested in taking one of these off-campus courses, call or e-mail Vivyaine Palmer at 215-204-6678 or [vpalmer@temple.edu](mailto:vpalmer@temple.edu) If you hold a master's or doctoral degree and are interested in teaching courses at these off-campus locations, contact Dr. Gloria Heberley at 215-204-6205 or [gloriah@temple.edu](mailto:gloriah@temple.edu)

Dr. Nancy Erwin assumed the overall responsibility for leading the Center's effort to make the BS degree available in January 2008.



*Pre-Induction Workshop for CTE Teacher Interns*



Will Nause

The Temple Center conducted the semi-annual Pre-Induction Workshops in August, 2007 and January, 2008 at Immaculata University. Teachers representing at least twenty-five schools in eastern Pennsylvania attended the five-day session that serves as the initial course for these new teacher interns. During this activity, CTE teachers, Temple FRAs, and other teacher education professionals provide information to the new teachers focused on teaching standards,

classroom management, instructional planning and delivery, and professionalism.

An additional day in the workshop provided the new Temple students an opportunity to spend a day at Temple University touring the campus. Members of the Temple Field Staff and CTE practitioners from the eastern region provided a total of 22 presentations for the new teachers. The workshop is a coordinated effort among the Temple FRAs, led by Will Nause. Logistics are coordinated by Joe DeFranco.

All new teacher interns enrolled in ED 2205/5203 (formerly ED 205/ED 403), the initial courses in Program VITAL, attend this Pre-Induction Workshop. The Workshop serves as the opening session of these courses, therefore attendance is required. This transitional experience focuses on the crucial information and skills that every beginning teacher needs to be effective in the classroom. Many beginning teachers came to the Workshop with expectations "to build on the things I know," to learn about "teaching methods," or with little or no expectations at all. However, upon completion of the five days of intensive training, participants reported that they had "a very enjoyable experience" and "a realization of how much I still need to learn." (*Quoted comments were excerpted from the evaluation conducted at the conclusion of the fall, 2007 Workshop.*)

The next opportunity for beginning teachers to attend a Pre-Induction Workshop will be August 4-8, 2008 at Immaculata. To receive information about the Workshop, contact Ms. Vivyaine Palmer at 215-204-8374 or [vpalmer@temple.edu](mailto:vpalmer@temple.edu) WN



## OCA & Certification Update



Jill Tafoya

Dr. Wichowski, assisted by Jill Tafoya, has coordinated the effort to develop a standardized written and performance examination for Heavy Equipment Operation. The project was completed this spring with the establishment of a dual set of cut scores (one for student achievement and one for teacher selection). The Heavy Equipment Operation test pilot scores for participating students were recalculated and score report certificates from NOCTI were sent to Lancaster Career & Technology Center, Lehigh Career & Technical Institute, and the Central Pennsylvania Institute for Science and Technology for distribution to the students who participated in the pilot testing of the instrument. *CPW*



## Cooperative Education News

The validation survey for the 2007 revision of the DACUM Research Chart on the Role of the Workplace Learning Teacher Coordinator was recently completed. The new chart and validation data were presented at the PA Cooperative Education Association Conference on October 18-19 2007. The original DACUM Chart on the Role of the Workplace Learning Teacher Coordinator was developed in 1997. Dr. Wichowski coordinated this effort; Ms. Jill Tafoya assisted in this activity. *CPW*



## *Continuing Technical and Professional Development News*

### *Curriculum Workshop*

A Curriculum and Program Planning Workshop on integrating the Academic Standards for Career Education and Work was delivered on May 25, 2007 at the Lehigh Carbon Community College. There were 56 in attendance.

The first morning session included an introduction to the standards and the implementation tool kit by Jay Cannon, PDE Career Guidance Specialist. The second morning session was on the use of community resources to support the implementation of the standards by Betty Holmboe, Executive Director, Capital Region Partnership for Career Education and Mike Thompson, Director of Counseling and Career Development, Middletown School District.

The afternoon session featured a presentation on the electronic career exploration materials developed by the Lancaster Career & Technology Center. Included in this presentation was an interactive demonstration exploring non-traditional occupation gender roles designed for an audience of middle school students. The presentation was delivered by Ms. Beth Ann Haas, Project Coordinator, Lancaster Career & Technology Center - Willow Street Campus. Dr. Wichowski coordinated this workshop.

On Friday, May 30, 2008 the Curriculum and Program Planning Workshop focused on an update on PA Program of Studies, an overview of V-TECS and an overview of O\*Net. Among attendees were Program Planners, Curriculum Coordinators, Tech Prep Coordinators, Guidance Counselors, Community College Administrators, and Workforce Investment Board Members. Once again the workshop was held at Lehigh Carbon Community College. The agenda included an update on PA Program of Studies presented by Ms. Sue Will, Tech Prep Coordinator, PA Department of Education, Bureau of Career and Technical Education. Following this an overview of the V-TECS occupational information system was presented by Ms. Brenda Hattaway, Assistant Director, V-TECS, Decatur, GA. The day concluded with an overview of the O\*NET occupational information system presented by Ms. Sandra Himes, Assistant Director, Lehigh County Technical Institute and Ms. Elsie Bell, Curriculum Coordinator, Lehigh County Technical Institute.



### *TU Reading Project*

The Temple Center, in co-operation with the School District of Philadelphia, planned and delivered a summer reading workshop, fashioned after another similar project conducted

the previous year. Forty-two CTE teachers from the SDP took part in the activity, based on the original research from the Temple Reading Project, on June 21, 22, 25, 2007. Mr. David C. Garnes was the principle presenter for this workshop. Dr Gloria Heberley coordinated the logistical support for this workshop. Dr. Wichowski developed the proposal for this activity.

CPW



### *FCS Academy*



Dr. Nancy Erwin

Family and Consumer Sciences educators in eastern PA celebrated twenty years of coming together for their annual Temple Academy. This past summer, the academy was conducted in two segments; Part 1 was held June 21 and 22, 2007 at Lehigh Carbon Community College. The focus of the academy was on relationship education training based on curriculum developed by the Dibble Foundation. Funding for this portion of the Academy was from a special grant from the Bureau of Career and Technical Education. Lydia Hess, was instrumental in the planning and delivery of this event. The curriculum training session was also hosted by the IUP Center.

Part 2 of the Temple Academy was held August 6 and 7, 2007. Monday's sessions were held at the new Temple Ambler campus Learning Center. Roger Collins, Executive Director of the Bucks County Opportunity Council, began the day by talking about "Creating Opportunities for Women and Families in Distress." Dr. Jeannette Fraser Carter, from the PA College of Technology, addressed "Integrating the PA Career Education and Work Standards into FCS." Lydia Hess, FCS Program Specialist from PDE/BCTE, gave an update of information from PDE. Dr. Olguta Vilceanu, from the Teaching and Learning Center at Temple University, spoke about "Genetically Modified Food: Individual and Societal Issues" and "Food Science and Communication: Strategies to Teach Biotechnology." On Tuesday, the group visited Henry Mercer's home, Fonhill; his Tile and Pottery Works; and the Henry Mercer Museum in Doylestown. Over 60 educators participated in both segments of the academy.

Nancy Erwin, who has coordinated this annual event the last two years, thanked previous FCS Academy coordinators. Anne Kozik began conducting the annual summer workshop in 1988 on the Ambler campus and later moved the event to Penn State Great Valley to accommodate the growing population of attendees. Dr. Kozik retired as coordinator in 1997. Mary Kaye Rhude-Faust followed as the coordinator from 1998-2003 and successfully moved the academy again, this time to North Montco Technical Career Center. Julie Clapp took over as coordinator from 2004 -05. During her term, Julie moved the group to Temple Fort Washington and added the popular one-day educational excursion to the agenda. As interim coordinator, Nancy Erwin added one day of curriculum training funded in a supplemental PDE grant that has been conducted at Lehigh Carbon Community College. Peggy Lehnen has been designated as the new FCS Academy coordinator for the 2008 academy.

The 21<sup>st</sup> Annual FCS Academy will be held Monday, August 4 – Thursday, August 7, 2008. Check the Center Website under Calendar for more details.

NBE



## *Governor's Institute*



Dr. G. Heberley

The Temple Center for Professional Development in Career and Technical Education hosted another well-received Governor's Institute, "Integrating PA Standards for Reading, Writing, Speaking and Listening into CTE Programs." The event was held July 23 to 27, 2007 at the Holiday Inn Conference Center in the Lehigh Valley. Gloria Heberley was site director for the activity attended by over 80 educators, presenters, staff and guests. Nancy Erwin, along with a group of experienced facilitators, guided participants in developing data-based action and training plans to implement the reading strategies they had learned from the Institute's key presenter, Dave Garnes. The program of strategy training and implementation was derived from the Temple Center Reading Project, conducted under the direction of Chet Wichowski.

In addition, participants learned how to motivate students with special needs, how to integrate math and reading, and how to train their colleagues when they returned to their schools. US Constitution Center personnel presented a session based on PA First Lady Judge Marjorie Rendell's initiative to embed information about the US Constitution into curricula. A variety of these and other presentations were conducted by the Institute facilitators, Barbara Dowdall, Bob Lacivita, Gloria Lowell, Dolores Mason, and Cathleen Plesnarski. Attendees also participated in business round table discussions and off-site visits to Lehigh Valley Hospital and Nestle Waters. The entire business day program, coordinated and delivered by Ed Lyba, in cooperation with Nancy Dischinat, Executive Director of the Lehigh Valley WIB, was recorded for future broadcast by LVTV in Allentown. You can view this video by clicking on this link: <http://www.temple.edu/cte/about/Events/GI2007/GI2007.html>

Onsite and follow-up evaluations, conducted by Dr. Mary Ann Heverly, were overwhelmingly positive. The PDE Institute facilitator was Sue Will from the Bureau of Career and Technical Education.



**Concetta Stewart**

On April 3, 2008 the Center for Professional Development in Career & Technical Education held its third annual "Women in Educational Leadership" conference. Concetta Stewart, Dean of the Temple School of Communications and Theater opened the session by sharing highlights of her pathway to and experience in educational leadership roles. Round table follow-up discussions were hosted by Valerie Gay of the Temple College of Education; Karen Cherwony, Associate Vice President of Temple's Human Resources Department; and Kathy Strouse, Principal at Middle Bucks Institute of Technology. Nancy Erwin coordinated the activity.



Following the Center's 30<sup>th</sup> anniversary celebratory luncheon, a panel of local, regional, and national experts opened the Seventh Annual Director's Academy with a presentation on Workforce Development Issues & Challenges for CTE. Another panel brought together Regional Site Coordinators for the Pennsylvania Inspired Leadership program. The new requirements for system leaders in PA schools and IUs were explained. Friday sessions were led by the directors, who shared best practices in their schools including integration experiences, learning community configurations, utilization of math and reading coaches, salary scale issues, and the use of data to improve student performance. Ed Lyba and Nancy Erwin coordinated the activity.



**Fall 2007/Spring 2008 e-Bulletin Board Newsletter  
Volume 18**

***Professional/Technical Support News***

**V-TECS Return to Pennsylvania**

Pennsylvania has once again become a V-TECS state. The V-TECS curricula provide occupational analysis resource information to support curriculum work in the area of Perkins IV Programs of Study, as well as meeting the occupational analysis related needs of the CTE community. V-TECS, the Vocational-Technical Education Consortium of States, serves as a forum for member states to pool resources and develop competency-based career and technical education products that are validated by business, industry, and labor. These industry-based resources and services are used for the improvement of career and technical education and workforce development instruction, assessment, and certification. Some of the V-TECS product areas follow:

**V-TECS Connect 2.2** is a software package designed to facilitate the management of work-based learning experiences. It should be noted that the training agreement in this software is based on the agreement in the PA Administrative Guidelines for Cooperative Education Programs.

**V-TECS Direct 5** is a system for management of Career Clusters Information in addition to traditional occupational analysis data. This is the only software available that contains all of the States 16 Career Clusters information. This means all of the knowledge and skills which include performance elements, and measurement criteria especially designed for both Foundations and Pathways.

**V-TECS e-reports** are based on an occupational analysis available through V-TECS Direct. These are available in more than 80 occupational titles. Each report has the following elements:

- Duty/Task List
- Tool, Equipment, and Work Aids List

Performance Objective including Conditions for Performance of the Task  
Performance and Standard  
Performance Steps  
Enabling Competencies  
Related Academic Skills  
Instructional Activities, Resources and Worksheets  
Criterion-Referenced Test Item Banks

PA educators can access V-TECS on the web through [www.v-tecs.org](http://www.v-tecs.org) - the PA state password for V-TECS DIRECT is HARR218. The PA state password for V-TECS Connect is HARR117.

For more information on V-TECS at the Center, contact Dr. Wichowski at 215-204-6249 or [chet.w@temple.edu](mailto:chet.w@temple.edu) CPW



## **MAVCC Curriculum & Instructional Materials Report**

The following listing represents the MAVCC print and non-print instructional materials currently under development or revision. Since PA is a MAVCC member state, all MAVCC produced products are available to PA educators at a 50% discount. The MAVCC online catalog can be reviewed at [www.mavcc.org](http://www.mavcc.org)

### **Print Publications and Teacher CDs**

- Auto Collision Repair Series
  - ACR Residential & Light Commercial*  
Projected Availability: TBA
  - ACR Electrical Systems*  
Projected Availability: December '07
- Anatomy and Physiology for Cosmetologists
  - Projected Availability: February '07
- Culinary Arts Series
  - Advanced Pastry Arts*  
Projected Availability: TBA
  - Beverage Management*  
Projected Availability: Available Now

*Culinary Techniques*  
Projected Availability: August '07

- Diesel Technology Series

*Diesel Drive Trains*  
Projected Availability: Available April 08

*Diesel Technology: Steering & Suspension*  
Projected Availability: February 08

*Diesel Technology: Heating, Ventilation & AC*  
Projected Availability: TBA

*Diesel Technology: Hydraulics (Fluid Power)*  
Projected Availability: TBA

- Electrical Wiring Series (code update)

*Basic Wiring: TBD*  
*Residential Wiring: TBD*  
*Commercial & Industrial Wiring: TBD*

- Graphic Communications Series

*Digital File Preparation and Output*  
Projected Availability: February '08

- Reading Comprehension DVD

Projected Availability: February '08

### **Interactive Test CD's**

- Anatomy and Physiology for Cosmetologists

Projected Availability: February '08

- Auto Collision Repair Series

*ACR Electrical Systems*  
Projected Availability: January '08

- Culinary Arts Series

*Advanced Pastry Arts*  
Projected Availability: TBD

*Culinary Techniques*  
Projected Availability: TBD

- Diesel Technology Series

*Diesel Technology: Steering and Suspension*  
Projected Availability: April 08

*Diesel Technology: Drive Train*  
Projected Availability: February 08

- Electrical Wiring Series

*Basic Wiring: TBD*  
*Residential Wiring: TBD*  
*Commercial & Industrial Wiring: TBD*

- Graphic Communications Series

*Digital File Preparation and Output*  
Projected Availability: February '08



## **Research**

The initial meeting for the revision of the Lehigh County Careers Pathways Self-Assessment Instrument took place on September 12, 2007 with members of the Lehigh County Career Pathways Assessment Sub-Committee. Draft copies of the revised instrument will be developed and presented to the Lehigh County Career Pathways Steering Committee at a later date. A survey of all 64 schools in the 9 school districts of Lehigh County is projected to also take place. This survey activity will be the second in 5 years. Dr. Wichowski is coordinating this activity along with Ms. Sandra Himes, Academic Principal, Lehigh Career & Technical Institute. CPW

