

1975

# A Study of the Career Education Program at Mountain View Intermediate School, Beaverton School District #48, Beaverton, Oregon

William Calvin Greene  
*Portland State University*

Follow this and additional works at: [https://pdxscholar.library.pdx.edu/open\\_access\\_etds](https://pdxscholar.library.pdx.edu/open_access_etds)



Part of the [Elementary and Middle and Secondary Education Administration Commons](#), and the [Social Work Commons](#)

Let us know how access to this document benefits you.

---

## Recommended Citation

Greene, William Calvin, "A Study of the Career Education Program at Mountain View Intermediate School, Beaverton School District #48, Beaverton, Oregon" (1975). *Dissertations and Theses*. Paper 2031.  
<https://doi.org/10.15760/etd.2030>

This Thesis is brought to you for free and open access. It has been accepted for inclusion in Dissertations and Theses by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: [pdxscholar@pdx.edu](mailto:pdxscholar@pdx.edu).

A STUDY OF THE CAREER EDUCATION  
PROGRAM AT MOUNTAIN VIEW INTERMEDIATE SCHOOL  
BEAVERTON SCHOOL DISTRICT #48  
BEAVERTON, OREGON

by

WILLIAM CALVIN GREENE

A thesis submitted in partial fulfillment of the  
requirements for the degree of

MASTER OF SOCIAL WORK

Portland State University

1975

## TABLE OF CONTENTS

I.	INTRODUCTION . . . . .	1
II.	DESIGN AND DATA COLLECTION . . . . .	5
	1. Faculty Questionnaire: Data Collection Procedure . . . . .	5
	2. Student Interview: Data Collection Procedure . . . . .	5
III.	FACULTY RESPONSES . . . . .	7
	1. Introduction . . . . .	7
	2. Breakdown and Analysis of Faculty Responses . . . . .	8
	3. Summary and Conclusions of Faculty Responses . . . . .	31
IV.	STUDENT RESPONSES . . . . .	32
	1. Introduction . . . . .	32
	2. Breakdown and Conclusions of Student Responses . . . . .	33
	3. Summary and Conclusions of Student Responses . . . . .	49
V.	COMPARISON OF FACULTY AND STUDENT RESPONSES . . . . .	50
	1. Similarities . . . . .	50
	2. Differences . . . . .	51
VI.	SUMMARY AND CONCLUSION . . . . .	52
VII.	APPENDICES . . . . .	53
	1. Faculty Instrument . . . . .	54
	2. Student Instrument . . . . .	58
	A. Seventh Grade . . . . .	58
	B. Eighth Grade . . . . .	62
	C. Ninth Grade . . . . .	66
	3. Teacher Evaluation Form . . . . .	70
	4. Student Evaluation Form . . . . .	72
	5. Verbal Responses to Student Questionnaire . . . . .	73

## I. INTRODUCTION

In February, 1972, George E. Russell, Assistant Superintendent for Instruction for School District #48, stated, "More than ever before, schools are called upon to provide educational programs which meet the needs of all students. No longer is it possible to meet the needs of only the college-bound student. Society asks that each youth be prepared for a productive life as citizen, worker, and family member. Career education, when conceived and developed in its broadest sense, will provide a strong base for the schools to fulfill the role society is asking them to perform."

It was with Dr. Russell's thoughts in mind that School District #48 set out to create a Master Plan for the implementation of a comprehensive career education program for all students under their jurisdiction.

The Master Plan, when completed, set out guidelines for the implementation of a comprehensive career education program, breaking down these guidelines as they related to the School Districts' and elementary, intermediate and high school's needs.

The Master Plan distinguished "the intermediate school as a transitional stage in the continuum of students," stating that "this is a period of time when each student is confronted with decisions concerning educational and career selections." The Master Plan noted that such "decisions require a great deal of information which the students frequently do not possess." It was also noted that "a further limiting factor to such decision making is that the maturity of intermediate students is such that to require the making of specific vocational choices at this stage of development is often premature."

Keeping the above limitations in mind, the developers of the Master Plan determined that "the intermediate school is a place where students should be involved in a variety of activities to become better acquainted with the world of work and their relevant interests and abilities." Such involvements, the developers felt, could best be facilitated through "experiences which foster a sequential approach to developmental tasks" and that "arouse awareness of the need to make preoccupational and occupational choices." The intent of these involvements being to "orient adolescents to the kinds and sequences of choices which they will be called upon to make, and the factors which they should consider in making these choices."

The developers of the Master Plan felt that counseling services should be provided as an "integral part of the educational experiences so that the student may be helped to explore his attitudes, interests, and abilities... both personal and work related. It was felt that "counselors and teachers should cooperate in this effort to incorporate career exploration in all courses and activities."

Timelines and procedures were established in the Master Plan that were to be common to all intermediate schools. Some of these timelines and procedures were as follows:

August, 1973, each school will: 1) provide a system whereby all students will have a logical sequence of classroom activities (grade 7, 8, and 9) designed to develop the student's understanding of his interests, aptitudes, and abilities as they relate to educational occupational opportunities, 2) develop a resource center in each school where students can readily receive accurate up-to-date information, 3) infuse into the entire curriculum appropriate career

exploration activities, and 4) establish procedures for utilization of community resources.

September, 1973, each school will provide students with explanatory experiences in a wide range of avocational and occupational groups.

June, 1974, each school will provide special resources for those students who are academically, socio-economically, or culturally disadvantaged and those who are handicapped to such a degree that they are not able to succeed in regular vocational educational programs.

The following report deals with the career education program at Mountain View, one of six intermediate schools in the Beaverton School District #48.

During the summer of 1974, four Mountain View faculty members developed what they titled the Mountain View Intermediate School Career Educational Resource Guide (CERG).

The faculty members developed this guide keeping in mind the requirements of the Master Plan but also adding specific references relating to what direction they felt the career education program at Mountain View should take.

The CERG was designed in such a way that career related activities for each grade level were broken down into specific curriculum areas, i.e., math, science, art, etc. It was hoped that each career related activity in the CERG would foster both teacher and student interest to a point where exploration of careers would be an ongoing and positive experience for both student and teacher alike.

At the beginning of school year 1974-75, each teacher received a copy of the CERG which related to his/her specific curriculum area. Along with these suggestions for career related activities were: 1) an example of a form for recording new activities, 2) an example of a teacher evaluation form, 3) an example of a student evaluation form called "What Do You Think?," and 4) an explanation of the state, district and school goals for career education.

It was recognized by the Mountain View faculty that the CERG was to be the primary guide used when developing and evaluating career related activities but that if a faculty member wanted to explore a new area relating to career education he/she had the freedom to do so.

This report attempts, through the use of faculty and student questionnaires, to determine how closely the guidelines set forth in CERG are being utilized. The specific purpose of the study is to gather information which the Mountain View faculty can use to better facilitate the implementation of the career education program at their school.

It should be noted that the timelines set forth in the Master Plan were general dates for implementation of the specific guideline and that it was implied in the Master Plan that the guidelines were to be ongoing facilitative instruments for the implementation of the career education goals.

The findings of this report represent the career education program at Mountain View School and should not be assumed to be the standard for all schools within the district.

## II. DESIGN AND DATA COLLECTION

### Faculty Instrument (Questionnaire)

The faculty instrument (see appendix) was designed as a questionnaire. The purpose of the questionnaire was to show how the faculty, as a whole, were utilizing the Career Education Resources Guide. The questions were designed to determine a number of things which can basically be placed under the headings of: attitudes toward; interest in; time spent working on; and knowledge of career related activities at Mountain View.

### Data Collection

The questionnaire was administered during one of Mountain View's regularly scheduled staff meetings. It was administered to all staff in attendance at that meeting and out of a total possible response of eighty, seventy questionnaires were returned. This gives a response rate of 87.5%. Of the seventy respondents returning questionnaires, 38 were from teachers, 8 were from student teachers, interns and counselors, 7 were early entry, 12 were from instructional assistants, and 5 were administrators and others (others being respondents who did not indicate to which level of staff they belonged).

### Student Instrument (Interview)

It was felt that the students would best respond to an interview type of instrument rather than a questionnaire (see appendix). The instrument was designed using an interview format and was administered to the students over a two-day period using four interviewers. The interviewers had been used by the School District before and were also briefed on the purpose of this interview and what type of responses to look for.



The questions were basically designed to assess the student's knowledge of career education as it related to him/her at Mountain View School. More specifically, the questions were trying to get at the student's attitude toward, knowledge of, and interest in career education. Along with this we wanted to know what faculty members the students felt were most helpful in the area of career education at Mountain View, what classes they felt helped promote career concepts the most and how this promotion was best achieved.

### Data Collection

Slightly over 1,000 students attend Mountain View School. These students are nearly equally divided among the seventh, eighth, and ninth grades. A random sample was drawn, by hand, from the school records which gave us 30 students from each grade level.

Three separate instruments were made; one for each grade level. The seventh grade instrument dealt primarily with the students attitudes toward career education. The eighth and ninth grade instruments adding to the attitude questions, ones which would also get at the students career interests.

Responses were obtained from all 90 students interviewed. For most of the questions, response categories were pre-established. Many of the questions with pre-established categories elicited responses from the students which did not fit into any of the categories. When this occurred the interviewer noted the responses and when the responses became more than two or three of the same type, they were added as a new response category.

### III. FACULTY RESPONSES

#### Introduction

Each faculty questionnaire had, on the cover sheet, a place for the respondent to indicate his/her particular faculty title. These included teachers, student teachers, interns, counselors, early entry, instructional assistants, and administrators.

A breakdown of the respondents is shown on Table 1.

TABLE 1

Breakdown of faculty respondents by work assignment

Work Assignment	Number of Respondents	Percentage
Teachers	38	55%
Student Teachers	3	4%
Interns	3	4%
Counselors	2	3%
Early Entry	7	10%
Instructional Assistant	12	17%
Administrators	2	3%
Other*	3	4%
Total	70	100%

\*"Other" refers to those questionnaires returned with no indication of work assignment.

### Breakdown and Analysis of Responses

The first question on the faculty survey was, "How much of your class time is related to teaching career concepts?" The responses to this question are shown in Table 2.

TABLE 2

#### Class time related to teaching career concepts

Respondents	Responses (Percentages in parenthesis)					
	None	<10%	11-25%	26-50%	>50%	Did Not Answer
Teachers	2 (5%)	18 (47%)	10 (26%)	4 (11%)	3 (8%)	1 (3%)
Student Teachers, Interns & Counselors	0	3 (38)	3 (38)	0	0	2 (24)
Early Entry	0	3 (43)	4 (57)	0	0	---
Instructional Assistants	2 (17)	3 (25)	5 (42)	0	2 (17)	---
Administrators and Others	1 (20)	2 (40)	1 (20)	0	0	1 (20)
Total	5 (7)	29 (42)	23 (32)	4 (6)	5 (7)	4 (6)

It is interesting to note that the largest percentage in the "less than 10%" range belongs to teachers (47%) while the smallest percentage in that range belongs to the instructional assistants (25%).

Question number two asked, "How much do you feel career concepts benefit the students in your classroom?" The responses to this question are shown in Table 3.

TABLE 3  
Benefits of career concepts

Respondents	Responses (Percentages in parenthesis)			
	A Great Deal	Somewhat	Slightly	Not At All
Teachers	11 (29%)	22 (58%)	4 (11%)	1 (3%)
Student Teachers, Interns & Counselors	1 (13)	5 (62)	0	0
Early Entry	0	6 (86)	1 (14)	0
Instructional Assistants	5 (42)	3 (25)	3 (25)	1 (8)
Administrators and Others	0	4 (80)	0	0
Total	17 (24)	40 (57)	8 (11)	2 (3)

A total of three faculty members did not respond to this question, two in the student teacher, interns and counselor category, and one in the administrator and other category.

It is interesting to note here that the instructional assistant category had the largest percentage response in the "A Great Deal" category (42%) and also the largest percentage response in the "Not At All" category (8%). The teachers, on the other hand, had their largest response (58%) in the "Somewhat" category and their second largest response in the "A Great Deal" category (29%). The largest percentage (57%) of the total responses fell within the "Somewhat" range.

The third question asked if "the concept of values clarification" should be introduced in the classroom. The results are shown in Table 4.

TABLE 4  
Values clarification in the classroom

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	33 (87%)	3 (8%)	2 (5%)
Student Teachers Interns, and Counselors	6 (75)	2 (25)	0
Early Entry	6 (86)	1 (14)	0
Instructional Assistants	11 (92)	0	1 (8)
Administrators and Others	5 (100)	0	0
Total	61 (87)	6 (9)	3 (4)

As can be seen from the table, an overwhelming majority (87%) responded positively to the above question.

The fourth question asked, "How much of your class time is spent on the concept of values clarification? The results are shown in Table 5.

TABLE 5

## Class time spent on the concept of values clarification

Respondents	Responses (Percentages in parenthesis)					
	Note	<10%	11-25%	26-50%	>50%	Did Not Answer
Teachers	1 (3%)	14 (37%)	13 (34%)	5 (13%)	4 (11%)	0
Student Teachers, Interns, & Counselors	1 (13)	1 (13)	2 (24)	2 (24)	0	2 (24)
Early Entry	0	3 (43)	3 (43)	0	1 (14)	0
Instructional Assistants	3 (25)	3 (25)	1 (8)	2 (17)	2 (17)	1 (8)
Administrators and Others	1 (20)	0	3 (60)	0	0	1 (20)
Total	6 (9)	21 (30)	22 (31)	9 (13)	7 (10)	5 (7)

The largest number of total responses (70%) are shown in the categories of "None," "<10%," and "11-25%."

The fifth question asked if, "In the classroom, do you feel there should be any emphasis placed on the decision-making process as they relate to career decisions?" The results are shown in Table 6.

TABLE 6

Emphasis in classroom on decision-making  
process relating to career decision

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	35 (92%)	2 (5%)	1 (3%)
Student Teachers Interns, and Counselors	7 (87)	1 (13)	0
Early Entry	5 (71)	2 (29)	0
Instructional Assistants	10 (83)	2 (17)	0
Administrators and Others	5 (100)	0	0
Total	62 (89)	7 (10)	1 (1)

The largest percentage of total responses (89%) fell within the "Yes" category.

The sixth question asked, "How much time do you spend teaching the decision-making process as it relates to career education?" The responses are shown in Table 7.

TABLE 7

Time spent teaching the decision-making process as  
it relates to career education

Respondents	Responses (Percentages in parenthesis)					
	None	<10%	11-25%	26-50%	>50%	Did Not Answer
Teachers	7 (18%)	16 (42%)	8 (21%)	6 (16%)	1 (3%)	---
Student Teachers, Interns, & Counselors	0	5 (61)	1 (13)	1 (13)	0	1 (13)
Early Entry	1 (14)	4 (57)	0	2 (29)	0	---
Instructional Assistants	5 (42)	3 (25)	2 (17)	0	2 (17)	---
Administrators and Others	1 (20)	1 (20)	1 (20)	0	1 (20)	1 (20)
Total	14 (20)	29 (41)	12 (17)	9 (13)	4 (6)	2 (3)

The largest percentage (78%) fell within the "None," "<10%" and "10-25%" ranges.

The seventh question asked if the faculty referred "to the concept of career clusters in your class?" The responses are to be found in Table 8.



TABLE 8

## Faculty referred to the concept of career clusters

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	9 (24%)	29 (76%)	0
Student Teachers Interns, & Counselors	2 (24)	3 (38)	3 (38)
Early Entry	2 (29)	3 (43)	2 (29)
Instructional Assistants	5 (42)	6 (50)	1 (8)
Administrators and Others	1 (20)	3 (60)	1 (20)
Total	19 (27)	44 (63)	7 (10)

The largest percentage of total faculty responses fall within the "No" category (63%).

Question number 8 on the Career Education Teacher Survey asked, "How much do you work with counselors in developing individual experiences for students that relate to exploring their career goals?" The responses are shown in Table 9.

TABLE 9

Teachers work with counselors in developing individual experiences relating to exploring career goals.

Respondents	Responses (Percentages in parenthesis)				
	A Great Deal	Somewhat	Slightly	Not At All	No Response
Teachers	1 (3%)	7 (18%)	15 (39%)	15 (39%)	0
Student Teachers, Interns, & Counselors	0	0	1 (13)	5 (62)	2 (25)
Early Entry	1 (14)	0	3 (43)	3 (43)	0
Instructional Assistants	0	2 (17)	3 (25)	7 (58)	---
Administrators and Others	1 (20)	0	0	3 (60)	1 (20)
Total	3 (4)	9 (13)	22 (31)	33 (47)	3 (4)

Slightly less than half of the total respondents (47%) were in the "Not At All" category with the next largest percentage (31%) in the "slightly" category.

The ninth question asked, "Do you help students become aware of information concerning various careers?" The responses are shown in Table 10.

TABLE 10

Do teachers help students become aware  
of information concerning various careers?

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	33 (87%)	5 (13%)	0
Student Teachers, Interns, & Counselors	6 (75)	2 (25)	0
Early Entry	4 (57)	3 (43)	0
Instructional Assistants	6 (50)	4 (33)	2 (17)
Administrators and Others	2 (40)	2 (40)	1 (20)
Total	51 (73)	16 (23)	3 (4)

Slightly under 3/4 of the total faculty respondents (73%) answered "Yes" to the above question, the largest percentage belonging to the teacher category (87%).

We asked if the faculty knew "the person responsible for the coordination of the career education program" at Mountain View (question #10). The resultant answers are shown in Table 11.

TABLE 11

Does the faculty know the person responsible for the coordination of the career education program?

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	23 (61%)	13 (34%)	2 (5%)
Student Teachers, Interns & Counselors	4 (50)	4 (50)	0
Early Entry	3 (43)	4 (57)	0
Instructional Assistants	4 (33)	7 (58)	1 (8)
Administrators and Others	4 (80)	1 (20)	0
Total	38 (54)	29 (41)	3 (4)

As can be seen from the table, the largest percentage (80%) responding in the "Yes" category were the administrators and others, with the smallest percentage (33%) belonging to the instructional assistants. The instructional assistants also had the largest percentage (57%) in the "No" response category.

We asked the faculty if they knew what "others in your school are doing in the area of career education," (question #11) and the responses are shown in Table 12.

TABLE 12

Do the faculty members know what others in their school are doing in career education?

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	11 (29%)	20 (53%)	7 (18%)
Student Teachers, Interns, & Counselors	4 (50)	4 (50)	0
Early Entry	2 (29)	4 (57)	1 (14)
Instructional Assistants	3 (25)	6 (50)	3 (25)
Administrators and Others	3 (60)	2 (40)	0
Total	23 (33)	36 (51)	11 (16)

Question number 12 on the faculty survey asked, "Do you use the Career Education Resource Guide when developing career related activities for the students?" The responses are shown in Table 13.

TABLE 13

Do the faculty members use the Career Education Resource Guide when developing career related activities?

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	10 (26%)	26 (68%)	2 (5%)
Student Teachers, Interns, & Counselors	1 (13)	6 (74)	1 (13)
Early Entry	2 (29)	5 (71)	0
Instructional Assistants	3 (25)	9 (75)	0
Administrators and Others	0	4 (80)	1 (20)
Total	16 (23)	50 (71)	4 (6)

We see from the above table that slightly less than 3/4 of the total responses (71%) fall into the "No" category.

The next question (number 13) was tied in with question 12, and asked if the faculty used the Career Education Resource Guide, how often they utilized it when teaching career concepts. See Table 14 for the resultant responses.

TABLE 14

How often the faculty used the Career Education Resource Guide

Respondents	Responses (Percentages in parenthesis)				
	A Great Deal	Often	Seldom	Never	No Response
Teachers	0	2 (5%)	9 (24%)	5 (13%)	22 (58%)
Student Teachers, Interns, & Counselors	0	0	1 (13)	0	7 (87)
Early Entry	0	1 (14)	1 (14)	0	5 (71)
Instructional Assistants	0	0	3 (25)	1 (8)	8 (67)
Administrators and Others	0	0	0	0	5 (100)
Total	0	3 (4)	14 (20)	6 (9)	47 (67)

The above table shows the largest percentage of total respondents who indicated they utilized the CERG to fall within the "Seldom" category (20%).

Question 14 was also tied to question 12 and asked if they "find the guide helpful when developing career related activities." The results are shown in Table 15.

TABLE 15

Is the Career Education Resource Guide helpful when developing career related activities?

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	8 (21%)	4 (11%)	26 (68%)
Student Teachers, Interns, & Counselors	1 (13)	0	7 (87)
Early Entry	1 (14)	1 (14)	5 (71)
Instructional Assistants	3 (25)	0	9 (75)
Administrators and Others	0	0	5 (100)
Total	13 (19)	5 (7)	52 (74)

We see that of those who use the CERG, almost three times as many faculty (19%) find the guide useful as those who do not (7%).

Question 15 asked, "Which basic focus in the Career Education Resource Guide do you feel is most important?" The results are displayed in Table 16 (next page).

Of the faculty members who responded, the largest percentage of total faculty responses (23%) felt that "preparation for the role of individual" was the most important focus of the CERG.



TABLE 16

Which basic focus in the Career Education Resource Guide do you feel is most important?

Respondents	Responses (Percentages in parenthesis)						
	Preparation for role of learner	Preparation for role of individual	Preparation for role of producer	Preparation for role of citizen	Preparation for role of consumer	Preparation for role of family member	No Response
Teachers	1 (3%)	7 (18%)	1 (3%)	8 (21%)	1 (3%)	1 (3%)	19 (50%)
Student Teachers, Interns, & Counselors	0	3 (38)	0	0	0	0	5 (62)
Early Entry	0	0	0	4 (57)	0	0	3 (43)
Instructional Assistants	1 (8)	6 (50)	0	0	0	0	5 (42)
Administrators and Others	2 (40)	0	0	1 (20)	0	0	2 (40)
Total	4 (6)	16 (23)	1 (1)	13 (19)	1 (1)	1 (1)	34 (49)

Question 16 asked if the faculty were "aware of the student related career ed goals (SRCEG) that have been developed for your school." The results are shown in Table 17.

TABLE 17

## Awareness of student related career ed goals

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	24 (63%)	14 (37%)	0
Student Teachers, Interns, & Counselors	4 (50)	4 (50)	0
Early Entry	1 (14)	6 (86)	0
Instructional Assistants	9 (75)	3 (25)	0
Administrators and Others	2 (40)	3 (60)	0
Total	40 (57)	30 (43)	0

Slightly over 1/2 of the total respondents (57%) were aware of the SRCEG.

Questions 17 and 18 were tied to number 16 and asked, "Which major section of the "Goals" do you feel is most important?" (see Table 18 for responses), and "Which major section of the goals do you use most often?" (Table 19)

TABLE 18

## Most important major section of goals

Respondents	Responses (Percentages in parenthesis)				
	Learning to live	Learning to learn	Learning to earn	None of These	No Response
Teachers	22 (58%)	1 (3%)	0	1 (3%)	14 (37%)
Student Teachers, Interns, & Counselors	3 (38)	0	0	0	5 (62)
Early Entry	0	1 (14)	0	0	6 (86)
Instructional Assistants	4 (33)	1 (8)	0	1 (8)	6 (50)
Administrators and Others	1 (20)	2 (40)	0	0	2 (40)
Total	30 (43)	5 (7)	0	2 (3)	33 (47)

TABLE 19

Major section of goals used most often

Respondents	Responses (Percentages in parenthesis)				
	Learning to live	Learning to learn	Learning to earn	None of These	No Response
Teachers	5 (13%)	2 (5%)	13 (34%)	3 (8%)	15 (39%)
Student Teachers, Interns, & Counselors	1 (13)	0	1 (13)	1 (13)	5 (61)
Early Entry	1 (14)	0	0	0	6 (86)
Instructional Assistants	2 (17)	0	3 (25)	1 (8)	6 (50)
Administrators and Others	1 (20)	0	1 (20)	0	3 (60)
Total	10 (14)	2 (3)	18 (26)	5 (2)	35 (50)

Of those faculty members who responded, we find that 43% feel "learning to live" is most important (Table 18) while the largest percentage (26%) use the "learning to earn" concept over the others.

The next two questions dealt with the Career Related Activities Teacher Evaluation Form (CRATEF). Question number 19 asked if they were familiar with the form (see Table 20 for responses), and question number 20 asked if they used the form (see Table 21 for responses).

TABLE 20

Were the teachers familiar with the form?

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	7 (18%)	30 (79%)	1 (3%)
Student Teachers, Interns, & Counselors	0	8 (100)	0
Early Entry	0	7 (100)	0
Instructional Assistants	1 (8)	11 (92)	0
Administrators and Others	0	5 (100)	0
Total	8 (11)	61 (87)	1 (1)

TABLE 21

Did the teachers use the CRATEF form?

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	1 (3%)	11 (29%)	26 (68%)
Student Teachers, Interns, & Counselors	0	1 (13)	7 (87)
Early Entry	0	7 (100)	---
Instructional Assistants	0	3 (25)	9 (75)
Administrators and Others	0	0	5 (100)
Total	1 (1)	15 (21)	54 (77)

Table 20 shows that 87% of all faculty members were not aware of the CRATEF while Table 21 shows that, of those familiar with the CRATEF, only 1% use the form.

The next two questions dealt with the Student Evaluation Form (SEF) called "What Do You Think." Question 21 asked if they were familiar with the form (see Table 22 for responses) and the question 22 asked if they found the SEF useful (see Table 23 for responses).

TABLE 22

Were students familiar with form SEF?

Respondents	Responses (Percentage in parenthesis)		
	Yes	No	No Response
Teachers	7 (18%)	27 (71%)	4 (11%)
Student Teachers, Interns, & Counselors	0	7 (87)	1 (13)
Early Entry	1 (14)	6 (86)	0
Instructional Assistants	2 (17)	10 (83)	0
Administrators and Others	0	3 (60)	2 (40)
Total	10 (14)	53 (76)	7 (10)

Table 22 shows that the majority of respondents (76%) were not familiar with the form.

TABLE 23  
Faculty members familiar with form SEF

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	No Response
Teachers	2 (5%)	5 (13%)	31 (82%)
Student Teachers, Interns, & Counselors	0	0	8 (100)
Early Entry	1 (14)	0	6 (86)
Instructional Assistants	1 (8)	0	11 (92)
Administrators and Others	0	1 (20)	4 (80)
Total	4 (6)	6 (9)	60 (86)

Table 22 shows that the majority of the faculty (76%) are not familiar with the form while in Table 23 we see that of those familiar with the form, only a small amount (6%) use it.

The final question in the faculty questionnaire asked, "What is your general opinion of teaching career concepts in the classroom?" The responses to this question are shown in Table 24.



TABLE 24

## General opinion of teaching career concepts in the classroom

Respondents	Responses (Percentages in parenthesis)				
	Extremely Important	Somewhat Important	Of Little Importance	Completely Inappropriate	No Response
Teachers	17 (45%)	15 (39%)	2 (5%)	0	4 (11%)
Student Teachers, Interns, & Counselors	1 (13)	6 (74)	1 (13)	0	0
Early Entry	0	6 (86)	0	0	1 (14)
Instructional Assistants	6 (50)	5 (42)	1 (8)	0	0
Administrators and Other	1 (20)	4 (80)	0	0	0
Total	25 (36)	36 (51)	4 (6)	0	5 (7)

We see from Table 24 that all faculty members, with the exception of teachers and instructional assistants, had the largest percentage of their responses in the "Somewhat Important" category. Teachers and instructional assistants felt more strongly that the teaching of career concepts in the classroom was "Extremely Important." Of the entire faculty responses, 51% fell into the "Somewhat Important" category while 36% fell into the "Extremely Important" category and 6% in the "Of Little Importance" category.

### Summary and Conclusions of Faculty Responses

The faculty questionnaire was designed to assess attitudes toward areas of interest and amount of utilization of career concepts and career related materials. As we look through the previous 23 tables we see a trend develop which indicates positive attitudes and interest in the area of career education. But, we also see a trend which indicates a definite lack in the usage of career education concepts in the classroom as well as a lack of knowledge of what materials have been made available to the Mountain View faculty in the area of career education.

Questions 2, 3, 5, 9, and 23 were designed to assess the attitudes of the faculty toward various career education concepts and/or ideas. Total faculty responses to each question reflect positive attitudes and/or interests to each concept or idea dealt with in these questions and indicate that the faculty, as a whole, feel career education should be used in the classroom.

When we look at the questions designed to assess the amount of knowledge and/or utilization of career education concepts and/or materials, we find that the faculty, as a whole, do not rate themselves as positively as in the attitude and interest area.

As an example, when we look at question number 5 we find 89% of the total faculty feeling career related decision-making processes should be taught in the classroom. When we look at question number 6, which asks how much time is spent teaching decision-making processes in the classroom, we find that 78% of the total faculty spend less than 25% of their time teaching this concept. This shows a broad discrepancy between what the faculty feels and does in this particular area.

Questions 12, 16, 19, and 21 deal with the faculty's awareness of various career education resources which have been developed for their use. With the exception of question 16, the majority of the faculty shows that they are not aware of, or use, such things as the Career Education Resource Guide, Career Related Activities Teacher Evaluation Form, or the Student Evaluation Form.

#### IV. STUDENT RESPONSES

##### Introduction

The student responses were obtained through the use of interviews held at the school. A total of four interviewers were used over a two-day period. Each interview took an average of one-half an hour.

As stated earlier, the interviewers were highly skilled in the art of interviewing and were able to elicit responses from the student which might normally not have been obtained through a simple questionnaire process.

Various categories of responses were shown on the interview form which we felt would be indicative of how the student would most likely respond. In such cases where students didn't respond to any of the pre-chosen categories, or verbalized to a greater degree than could be construed to fit into one of the categories, the interviewer wrote the response in an area on the form titled "Comments."

Many of the questions asked of the seventh, eighth, and ninth graders were similar. Where this occurs we show each grade's responses together. Where the questions fit only one grade level we will note the grade of the response.

A total of thirty students were interviewed from each grade level. Selected responses of the interviews will be listed with each question analyzed, while all verbal responses will be placed in the appendices

#### Breakdown and Analysis of Responses

The first question asked of all three grade levels was, "What do you think of the 'Career Ed' program here at Mountain View?" The responses are shown in Table 25.

TABLE 25

What students think of the career ed program at Mountain View School

Respondents	Responses (Percentages in parenthesis)			
	Don't Know What 'Career Ed' is	Like the 'Career Ed' Program	Don't Like the 'Career Ed' Program	Other
Seventh Grade	5 (16.6%)	23 (76.6%)	1 (3.3%)	1 (3.3%)
Eighth Grade	10 (33.3)	17 (56.7)	0	3 (10)
Ninth Grade	4 (13.3)	16 (53.3)	2 (6.7)	8 (26.6)
Total	19 (21.1)	56 (62.2)	3 (3.3)	12 (13.4)

We can see that the majority of all students (62.2%) like the career education program at Mountain View. The ninth grade survey showed four students (13.3%) were unaware that there was a 'Career Ed' program at Mountain View.

Other comments ranged from, "It's pretty neat", to "They ask us what we want to be and sometimes we don't know. They always make you come up with something and then you have to study it and it gets boring."

The second question on the seventh grade survey asked, "What did you think of the 'Career Ed' program in your grade school?" Responses are shown in Table 26.

TABLE 26

What students think of the career ed program  
in their grade school

Respondents	Responses (Percentages in parenthesis)				
	Didn't Have a 'Career Ed' Program	Liked The 'Career Ed' Program	Didn't Like 'Career Ed' Program	Other	No Response
Seventh Grade	9 (30%)	12 (40%)	2 (6.6%)	4 (13.3%)	3 (10%)

Most of the students (40%) liked the 'Career Ed' program in their grade school. It should be noted that a significant number of students (30%) didn't have a 'Career Ed' program in their grade school or were, at least, not aware of any programs at their schools.

Of those who had previous 'Career Ed' experience, comments ranged from "It was too easy to do," to, "It was okay but I didn't learn much," to, "They encouraged you in some fields if they thought you would be good at it."

The next question was asked of all students and stated, "What have you started thinking about doing after high school?" The resultant responses are shown in Table 27.

TABLE 27

What have you started thinking about doing after high school?

Respondents	Responses					
	Haven't Started Thinking Yet	Vocational Business School	College or Junior College	Military Service	Work	Other
Seventh Grade	8	1	17	0	4	1
Eighth Grade	1	3	12	3	11	2
Ninth Grade	2	1	20	1	10	0
Total	11	5	49	4	25	3

(Percentages excluded because of multiple responses.)

As we can see, most respondents (49) indicated they planned to attend some type of college. The next highest area was that of "Work" (25).

The verbal responses ranged from "I don't know---maybe go to Hollywood and be an actress, or France and be an artist, or stay here and get married," to, "Probably go to college, but I don't know what I want to be," to, "Teach the deaf."

We asked all respondents, "What do your parents want you to do after high school?" The responses are shown in Table 28.

TABLE 28

What parents want students to do after high school

Respondents	Responses					
	They Haven't Said Yet	Vocational Business School	College or Junior College	Military Service	Work	Other
Seventh Grade	7	1	19	0	2	2
Eighth Grade	10	0	11	0	2	7
Ninth Grade	5	0	18	0	1	6
Total	22	1	48	0	5	15

(Percentages excluded because of multiple responses)

Here again we see the largest amount of responses (48) falling into the College or Junior College range. But, unlike the students, whose second choice to college was work, the parents second highest response area (24.4%) was no response at all. That is to say, they haven't yet discussed with their children what they would like them to do after high school. Six of the verbal responses indicated that the parents were leaving the decision up to the student.

Other comments ranged from, "Not sure, but I know they don't want me to do anything I want to do," to, "Do what I will be happy with."

We asked the seventh graders, "How has this school helped you in thinking about what you will do after high school?" The responses are in Table 29.

TABLE 29

How the school has helped students in thinking about what they will do after high school

Respondents	Responses						
	Hasn't Helped	Interesting Classes	Teachers Ideas	Counselors Ideas	Career Days	Speakers	Other
Seventh Grade	9	4	9	0	3	5	2

(Percentages excluded because of multiple responses.)

We can see that the two largest categories (nine students each) are in the "Hasn't Helped" and "Teachers Ideas" areas. It is interesting to note that "Counselors Ideas" did not receive any recognition as to what the students felt helped them think about what they will do after high school.

The next question on the Seventh Grade Survey asked, "Have your teachers been helping you learn about interesting careers?" The responses are shown in Table 30.

TABLE 30

Have teachers been helping you learn about interesting careers?

Respondents	Responses (Percentages in parenthesis)		
	Yes	No	Other
Seventh Grade	23 (76.6%)	7 (23.3%)	0



Over three-fourths of the seventh graders interviewed (76.6%) thought the teachers were giving them what they felt they needed in order to learn about interesting careers.

Some of the verbal responses were "Nothing, other than career days," and, "Math teacher said how good it was to be a teacher."

The next question on the seventh grade interview asked, "What kinds of class activities have helped you think of various careers?" (See Table 31 for responses.)

TABLE 31

What kinds of class activities have helped you think of various careers?

Respondents		Responses				
	Field Trips	Speakers	Films	Haven't Been Any	Can't Remember	Other
Seventh Grade	4	16	9	2	2	2

(Percentages excluded because of multiple responses.)

The students felt, by far, that speakers were most important in helping them think of various careers (16 students). The next highest ranked item was the use of films (9 students), with field trips ranking third with four students responding.

Most of the verbal responses indicated that "Career Days" played an important part in helping students think of various careers.

The next seventh grade question asked, "What classes helped you most in learning about careers?" Responses are shown in Table 32.

TABLE 32

## Classes helped most in learning about careers

Respondents	Responses										
	P.E.	Health	Home Ec	Industrial Ed	Music	Art	Social Studies	Science	Math	Language	Other
Seventh Grade	2	0	1	2	1	2	15	5	17	6	4

(Percentages excluded due to multiple responses)

The two largest response areas for this question, math (17 students) and social studies (15 students), by far out distance any of the other categories. The closest being language with six and science with five students responding.

The verbal responses indicated that math and social studies offered more interesting information on "Career Days" than did any of the other classes.

The next seventh grade question asked, "What kind of schooling do your present career interests require?" See Table 33 for the responses.

TABLE 33

## Schooling required for present career interests

Respondents	Responses (Percentages in parenthesis)					
	Less Than High School	High School	Vocational/ Business	College	Don't Know	Other
Seventh Grade	0	4 (13.3%)	1 (3.3%)	18 (60%)	6 (20%)	2 (6.7%)

College far outweighs any of the other categories with 60% of the respondents indicating this is what their present career interests require. The next largest percentage (20%) falls into the "Don't Know" category with the third largest (13.3%) going into the "High School" range.

The next question was asked of all three grade levels and said, "Would you like more career education in the following school years?" The responses are in Table 34.

TABLE 34

## Would you like more career education in the following school years?

Respondents	Responses (Percentages in parenthesis)			
	Yes	No	Don't Care	Other
Seventh Grade	29 (96.7%)	0	1 (3.3%)	0
Eighth Grade	27 (90)	2 (6.7)	0	1 (3.3)
Ninth Grade	27 (90)	1 (3.3)	1 (3.3)	1 (3.3)
Total	83 (92.2)	3 (3.3)	2 (2.2)	2 (2.2)

As we can see, all three grade levels reach or exceed 90% in the "Yes" category. This would have to be construed as an overwhelming affirmation that students want career education in the classroom.

We asked the eighth and ninth grade students, "What special career related classes will you be taking...next year?" Responses are shown in Table 35.

TABLE 35

What special career related classes will you be taking next year?

Respondents	Responses (Percentages in parenthesis)		
	No Special Classes (Skip next question)	Special Classes (Note under comments)	Other
Eighth Grade	11 (36.7%)	18 (60%)	1 (3.3%)
Ninth Grade	3 (10)	27 (90)	0
Total	14 (23.3)	45 (75)	1 (1.7)

We see from the table that the majority of total students (75%) will be taking special career related classes next year.

In the next question we asked the eighth and ninth graders, "What, or who, helped you choose these classes?" The responses are shown in Table 36.

TABLE 36

What, or who, helped you choose these classes?

Respondents	Responses							
	Career Interests	Parents	Teachers	Counselors	Aptitude Tests	Self	Not Applicable Due To Previous Question	Other
Eighth Grade	1	8	2	-	-	5	11	4
Ninth Grade	16	11	4	5	-	3	3	3
Total	17	19	6	5	-	8	14	7

(Percentages not included due to multiple responses)

Of the students who answered the above question, we see that parents have the biggest overall influence on most students (19) while career interests are a close second with 17 students choosing this category.

We next asked the eighth and ninth grade students, "What, or who, have you found most helpful when you want to locate information about careers?" The responses to this question are shown in Table 37.

TABLE 37

What, or who, have you found most helpful when you want to locate information about careers?

Respondents	Responses								
	Counselors	Teachers	Speakers	Parents	Field Trips	Films	Friends	Haven't Looked Yet	Other
Eighth Grade	1	8	-	7	-	1	3	7	5
Ninth Grade	3	11	2	13	1	2	3	4	3
Total	4	19	2	20	1	3	6	11	8

(Percentages excluded due to multiple responses)

The highest total of students here, as in the above question, placed their parents at the top of the list as most informative when wanting help with their career questions (20) with teachers a close second with 19 students responding in this category.

In the next question we asked the eighth and ninth graders if they had "discovered any new educational (new courses, subjects) interests" this year. The responses are in Table 38.

TABLE 38

Students discovered new educational interests

Respondents	Responses (Percentages in parenthesis)		
	Yes	No (Skip next question)	Other
Eighth Grade	20 (66.7%)	10 (33.3%)	---
Ninth Grade	16 (53.3)	14 (46.7)	---
Total	36 (60.0)	24 (40)	---

Sixty percent of the total students questioned responded in the "Yes" category. Of these 60% we asked in the next question, "Did these new courses stimulate your interests in a career?" The responses to this question are found in Table 39.

TABLE 39

New courses stimulated interests in a career

Respondents	Responses (Percentages in parenthesis)			
	Yes	No	Not Applicable due to Previous Response	Other
Eighth Grade	12 (40%)	7 (23.3%)	10 (33.3%)	1 (3.3%)
Ninth Grade	12 (40)	4 (13.3)	14 (46.7)	---
Total	24 (40)	11 (18)	24 (40)	1 (2)

Of the thirty-six students who responded to this question, twenty-four said that the new courses did stimulate their interests in a career while eleven indicated they had no new career interests as a result of their new courses.

We asked the eighth and ninth graders, "Which school personnel have been most helpful when you want to discuss a career's requirements?"

The responses are shown in Table 40.

TABLE 40

## Most helpful school personnel

Respondents	Responses			
	None of the Personnel	Teachers	Counselors	Other
Eighth Grade	15	12	2	2
Ninth Grade	13	11	5	2
Total	28	23	7	4

(Percentages excluded due to multiple responses)

The majority of the respondents felt that "None of the Personnel" had been helpful when they wanted to discuss career requirements (28) while a large number (23) singled out teachers as being the most helpful faculty members at school. Some of the comments ranged from "speakers," to "friends," to "the librarian at school."

The next two questions asked of the eighth and ninth graders related to special career related classes at Mountain View, the first asking,



"How have these classes helped you learn about the skills your career requires?"

TABLE 41

How have these classes helped you learn about the skills your career requires?

Respondents	Responses (Percentages in parenthesis)	
	Haven't taken any special classes (skip next question)	I have taken...(note specific classes under comments)
Eighth Grade	12 (40%)	18 (60%)
Ninth Grade	7 (23.3)	23 (76.7)
Total	19 (32)	41 (68)

We see from Table 41 that over two-thirds of all students interviewed (68%) have taken some special career related class this year. Of the special classes listed, typing was mentioned most often by both the eighth and ninth grade students while science came in second with the eighth graders and math second with the ninth.

All responses to the question of "How have these classes helped you learn about the skills your career requires?" were taken verbatim and are listed in the appendices under question number 13 of both the eighth and ninth grade verbal response sections.

We asked the seventh graders three questions concerning the school counselors. The first question asked, "Has your school counselor helped

you explore possible careers?" The second asked, "Did the counselor suggest any special classes?" The third asked, "How have these classes helped you understand your career interests?" Obviously, a negative response to any of the first two questions would negate any of the following questions. The responses to the first and second questions are shown in Tables 42 and 43, respectively.

TABLE 42

Has your school counselor helped you explore possible careers?

Respondent		Responses (Percentages in parenthesis)		
		Haven't Talked to Counselor	Talked to Counselor	Other
Seventh Grade		27 (90%)	3 (10%)	---

TABLE 43

How have these classes helped you understand your career interests?

Respondent		Responses (Percentages in parenthesis)		
		Yes	No	Not Applicable Due to Previous Answer
Seventh Grade		---	3 (10%)	27 (90%)

We can easily see from Table 42 that the vast majority of students interviewed (27 out of 30) had not talked to the school counselor about careers. In Table 43 we see that, of the three students who did speak with counselors, none of the three were given any suggestions about special career classes to take. This, of course, negates any response for the question, "How have these classes helped you understand your career interests?"

The last two questions were asked of all three grades and dealt with the student evaluation form called "What Do You Think?" The first of the two questions asked, "Have you ever filled out the student evaluation form called 'What Do You Think'?" (responses shown in Table 44) and the second asked, "What was your opinion of the form?" (Responses in Table 45) We asked the interviewers to show each student a copy of the evaluation form, anticipating the possibility a student had filled out the form but didn't know what it was called.

TABLE 44

Students filled out "What Do You Think" form

Respondents	Responses (Percentages in parenthesis)	
	Yes	No
Seventh Grade	---	30 (100%)
Eighth Grade	6 (20%)	24 (80)
Ninth Grade	2 (6.7)	28 (93.3)
Total	8 (9)	82 (91)

TABLE 45  
Opinion of form "What Do You Think"

Respondents	Responses (Percentages in parenthesis)			
	Liked the Form	Didn't Like the Form	Never Filled Out the Form	Other
Seventh Grade	---	---	30	---
Eighth Grade	5 (16.7%)	1 (3.3%)	24 (80%)	---
Ninth Grade	2 (6.7)	---	28 (93.3)	---
Total	7 (8)	1 (1)	82 (91)	---

As we can see in Table 44, the majority of total students questioned (91%) had "Never Filled Out" the student evaluation form. Of those who did fill out the form, only one out of the eight students responding, "Didn't Like" the form.

#### Summary and Conclusions of Student Responses

We can see, from the majority of the questions asked, that most of the students seem to know what career education is and, also, that they want to have more of it in future school years (Tables 25 and 34).

The majority of the students felt their future career or educational plans were closely related to the expectations of their parents (Table 27).

Most of the eighth and ninth grade students questioned will be taking special career related classes next year and their parents played a significant role in helping choose these classes. We could see from Table 37

that the eighth and ninth grade students felt parents were most helpful when they wanted to find information about careers.

It was found, in Table 40, that most of the eighth and ninth grade students felt that none of the school personnel were helpful when they wanted to discuss career requirements.

Table 42 indicated that the large majority of seventh graders had not yet talked to a school counselor about possible careers. Table 43 showed that, of those students who spoke with counselors, none were given any advice about special classes in which to enroll.

Finally, in Tables 44 and 45 we see that a very large majority of all students (91%) interviewed had not ever filled out the Student Evaluation Form, but of those who did, the largest percentage indicated they liked the form.

#### V. COMPARISON OF FACULTY AND STUDENT RESPONSES

We will compare the student and faculty responses in the areas of their attitudes toward, and interest in, career education and, also, their knowledge and usage of career education concepts and materials.

The questions on the faculty and student questionnaire were designed to assess these areas and, in doing so, we find both similarities and differences in student and faculty responses.

##### Similarities

The most outstanding similarity between faculty and student responses was in their attitude toward, and interest in, the concept of career education in the classroom (Table 3, Table 24, and Table 25). From these tables we see that the total faculty response to the question of, "How much do you feel career education benefits the students in your classroom?"

to include a total of 81% in the "A Great Deal" and "Somewhat" categories (Table 3). When we asked the students, "What do you think of the 'career education' program here at Mountain View?", sixty-two percent of the total students interviewed stated they "liked the program" (Table 25). We asked the faculty, "What is your general opinion of teaching career education concepts in the classroom?" and a total response rate of 87% felt it was "Somewhat" to "Extremely" important (Table 24).

There were also similarities between student and teacher responses related to the knowledge and usage of career education concepts. Approximately twenty percent of the students were not aware of any career education program at Mountain View (Table 25). This lack of awareness is reflected in the faculty responses by their lack of knowledge of who the building coordinator is (Table 11), what others are doing in career education (Table 12), and limited usage of resource guides, and other aides (Tables 13, 14, 18, 20 and 21).

Another area where similarities arose was in the involvement of counselors in the program. Teachers indicated little involvement on the part of counselors in helping them develop experiences for students related to exploring career goals (Table 9). Very few students indicated that counselors helped them choose career related classes or locate information about careers (Tables 36 and 37).

### Differences

There were very few differences between the perceptions of students and faculty in regards to career education at Mountain View. One that does stand out relates to the impact of the teaching staff in helping students explore careers. Teachers generally regarded themselves as helping students

become aware of information concerning various careers (Table 10). However, only about one-half of the students felt teachers had helped them in locating information concerning careers (Table 37). Also, students generally indicated that school personnel were not helpful in discussing the requirements of careers (Table 40). The most helpful group to students in determining career interests appears to be parents (Tables 36 and 37).

## VI. SUMMARY AND CONCLUSION

A summary was presented following the faculty and student response sections. We will simply re-emphasize some of those points here. Generally, the faculty supports the concepts behind career education; however, there appears to be some problems with teachers being able to use the materials developed to help them incorporate these concepts in their teaching. Some of these problems appear to relate to their lack of knowledge of what is available and how to use it. There also does not appear to be any plan for involvement of counselors in the program.

Students also regard career education as being important and would like to see more of it. Some also feel that school personnel have not been very helpful in helping them learn about careers.

VII. APPENDICES



## CAREER EDUCATION TEACHER SURVEY

1. How much of your class time is related to teaching career concepts?
 

<input type="checkbox"/> a) None	<input type="checkbox"/> c) 11-25 percent
<input type="checkbox"/> b) Less than 10 percent	<input type="checkbox"/> d) 26-50 percent
	<input type="checkbox"/> e) Greater than 50 percent
  
2. How much do you feel Career Education benefits the students in your classroom?
 

<input type="checkbox"/> a) A great deal	<input type="checkbox"/> c) Slightly
<input type="checkbox"/> b) Somewhat	<input type="checkbox"/> d) Not at all
  
3. Do you feel the concept of values clarification should be introduced in the classroom?
 

<input type="checkbox"/> a) Yes	<input type="checkbox"/> b) No
---------------------------------	--------------------------------
  
4. How much of your class time is spent on the concept of values clarification?
 

<input type="checkbox"/> a) None	<input type="checkbox"/> c) 11-25 percent
<input type="checkbox"/> b) Less than 10 percent	<input type="checkbox"/> d) 26-50 percent
	<input type="checkbox"/> e) Greater than 50 percent
  
5. In the classroom, do you feel there should be any emphasis placed on the decision-making processes as they relate to career decisions?
 

<input type="checkbox"/> a) Yes	<input type="checkbox"/> b) No
---------------------------------	--------------------------------
  
6. How much time do you spend teaching the decision-making process as it relates to career decisions?
 

<input type="checkbox"/> a) None	<input type="checkbox"/> c) 11-25 percent
<input type="checkbox"/> b) Less than 10 percent	<input type="checkbox"/> d) 26-50 percent
	<input type="checkbox"/> e) Greater than 50 percent
  
7. Do you refer to the concept of career clusters in your class?
 

<input type="checkbox"/> a) Yes	<input type="checkbox"/> b) No
---------------------------------	--------------------------------
  
8. How much do you work with counselors in developing individual experiences for students that relate to exploring their career goals?
 

<input type="checkbox"/> a) A great deal	<input type="checkbox"/> c) Slightly
<input type="checkbox"/> b) Somewhat	<input type="checkbox"/> d) Not at all

9. Do you help students become aware of information concerning various careers?

a) Yes

b) No

10. Do you know the person responsible for the coordination of the Career Education program in your building?

a) Yes

b) No

NAME \_\_\_\_\_

11. Are you aware of what others in your school are doing in the area of Career Education?

a) Yes

b) No

12. Do you use the Career Education Resources Guide when developing career related activities for your students?

a) Yes

b) No

13. If the answer to #12 is yes, how often do you use this guide to relate your teaching to career concepts?

a) A great deal

c) Seldom

b) Often

d) Never

14. If the answer to #12 is yes, do you find the guide helpful when developing career related activities for students?

a) Yes

b) No

15. Which basic focus in the Career Education Resource Guide do you feel is most important?

a) Preparation for the role of learner

b) Preparation for the role of individual

c) Preparation for the role of producer

d) Preparation for the role of citizen

e) Preparation for the role of consumer

f) Preparation for the role of family member

16. Are you aware of the Student Related Career Ed Goals that have been developed for your school?

- a) Yes  b) No

17. If answer to #16 is yes, which major section of the "Goals" do you feel is most important?

- a) Learning to live  c) Learning to earn  
 b) Learning to learn  d) None of these

18. If the answer to #16 is yes, which major section of the "Goals" do you use most often?

- a) Learning to learn  c) Learning to live  
 b) Learning to earn  d) None of these

19. Are you familiar with the Career Related Activities Teacher Evaluation Form (CRATEF)?

- a) Yes  b) No

20. If the answer to #19 is yes, do you use the Career Related Activities Teacher Evaluation Form (CRATEF)?

- a) Yes  b) No

21. Are you familiar with the Student Evaluation Form (SEF) "What Do You Think"?

- a) Yes  b) No

22. If the answer to #21 is yes, do you find the SEF useful?

- a) Yes  b) No

23. What is your general opinion of teaching career education concepts in the classroom?

- a) Extremely important  c) Of little importance  
 b) Somewhat important  d) Completely inappropriate

24. What would you like to see changed in the way Career Education is being implemented at Mountain View?

25. Other Comments:

## SEVENTH GRADE SURVEY

1. What do you think of the "Career Ed" program here at Mountain View?

- 1. Don't know what "Career Ed" is (GO to #3)
- 2. Like the "Career Ed" program
- 3. Don't like the "Career Ed" program
- 4. Other

Comments:

2. What did you think of the "Career Ed" program in your grade school?

- 1. Didn't have a "Career Ed" program
- 2. Liked the "Career Ed" program
- 3. Didn't like the "Career Ed" program
- 4. Other

Comments:

3. What have you started thinking about doing after high school?

- 1. Haven't started thinking yet
- 2. Go to vocational/business school
- 3. Go to college (junior or four years)
- 4. Enter military service
- 5. Work
- 6. Other

Comments:

4. What do your parents want you to do after high school?

- 1. They haven't said
- 2. Go to vocational/business school
- 3. Go to college (junior or four year)
- 4. Enter military service
- 5. Work
- 6. Other

Comments:

5. How has this school helped you in thinking about what you will do after high school?

- 1. Hasn't helped
- 2. Classes that were interesting
- 3. Teacher's ideas
- 4. Counselor's ideas
- 5. Other

Comments:

6. Have your teachers been helping you learn about interesting careers?

- 1. Yes
- 2. No
- 3. Other

Comments:

7. What kinds of class activities have helped you think about various careers?

- 1. Field trips
- 2. Speakers
- 3. Films
- 4. Other

Comments:

8. What classes helped you the most in learning about careers?

- |                                            |                                            |
|--------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> 1. P. E.          | <input type="checkbox"/> 6. Art            |
| <input type="checkbox"/> 2. Health         | <input type="checkbox"/> 7. Social Studies |
| <input type="checkbox"/> 3. Home Ec.       | <input type="checkbox"/> 8. Science        |
| <input type="checkbox"/> 4. Industrial Ed. | <input type="checkbox"/> 9. Math           |
| <input type="checkbox"/> 5. Music          | <input type="checkbox"/> 10. Language      |
|                                            | <input type="checkbox"/> 11. Other         |
- Comments:

9. What kind of schooling do your present career interests require?

1. Less than high school  
 2. High school  
 3. Vocational/business  
 4. College  
 5. Other
- Comments:

10. Would you like more career information given out in the following school years?

1. Yes  
 2. No  
 3. Don't care  
 4. Other
- Comments:

11. Has your school counselor helped you explore possible careers? (PROBE)

1. Haven't talked to counselor about careers (Go to #13)  
 2. Talked to counselor  
 3. Other
- Comments:

12. Did the counselor suggest any special classes?

1. Yes  
 2. No (Skip to #13)

Comments:

12a. How have these classes helped you understand your career interests? (PROBE)

Comments:

13. Have you ever filled out the student evaluation form called "What Do You Think?" (Show form)

1. Yes  
 2. No

Comments:

14. What was your opinion of the student evaluation form?

1. Liked the form  
 2. Didn't like the form  
 3. Other

Comments:



## EIGHTH GRADE SURVEY

1. What do you think of the "Career Ed" program here at Mountain View?

- 1. Don't know what "Career Ed" is
- 2. Like the "Career Ed" program
- 3. Don't like the "Career Ed" program
- 4. Other

Comments:

2. What have you been thinking about doing after high school?

- 1. Haven't been thinking about this
- 2. Go to vocational/business school
- 3. Go to college (junior or four year)
- 4. Enter military service
- 5. Work
- 6. Other

Comments:

3. What do your parents want you to do after high school?

- 1. They haven't said
- 2. Go to vocational/business school
- 3. Go to college (junior or four year)
- 4. Enter military service
- 5. Work
- 6. Other

Comments:

4. What special career-related classes will you be taking in the ninth grade?

- \_\_\_\_\_ 1. No special classes (Go to #6)  
 \_\_\_\_\_ 2. Special classes (Please note them under comments)

Comments:

5. What, or who, helped you choose these classes? (Mark more than one if appropriate)

- \_\_\_\_\_ 1. Career interests  
 \_\_\_\_\_ 2. Parents  
 \_\_\_\_\_ 3. Teachers  
 \_\_\_\_\_ 4. Counselors  
 \_\_\_\_\_ 5. Aptitude tests  
 \_\_\_\_\_ 6. Other

Comments:

6. What, or who, have you found most helpful when you want to locate information about careers?

- |                     |                      |
|---------------------|----------------------|
| _____ 1. Counselors | _____ 5. Field trips |
| _____ 2. Teachers   | _____ 6. Films       |
| _____ 3. Speakers   | _____ 7. Friends     |
| _____ 4. Parents    | _____ 8. Other       |

Comments:

7. Have you discovered any new educational (new courses, subjects) interests since entering the eighth grade?

- \_\_\_\_\_ 1. Yes  
 \_\_\_\_\_ 2. No (Go to #9)

Comments:

8. Did these new courses stimulate your interests in a career?

- 1. Yes
- 2. No
- 3. Don't know
- 4. Other

Comments:

9. Which school personnel do you find most supportive of your career interests?

- 1. Teachers (Specify under comments)
- 2. Counselors
- 3. None of the personnel
- 4. Other

Comments:

10. Which school personnel have been most helpful when you want to discuss a career's requirements?

- 1. None of the personnel
- 2. Teachers
- 3. Counselors
- 4. Other

Comments:

11. Would you like more career information given out in the following school years?

- 1. Yes
- 2. No
- 3. Don't care
- 4. Other

Comments:

12. What special career-related classes have you taken this year?

1. Haven't taken any special classes (Go to #14)  
 2. I have taken.....(Note specific classes under comments)

Comments:

13. How have these classes helped you learn about the skills your career requires? (Probe)

Comments:

14. Have you ever filled out the student evaluation form called "What Do You Think"? (Show form)

1. Yes  
 2. No

Comments:

15. What was your opinion of the student evaluation form?

1. Liked the form  
 2. Didn't like the form  
 3. Other

Comments:

## NINTH GRADE SURVEY

1. What do you think of the "Career Ed" program here at Mountain View?

- 1. Don't know what "Career Ed" is
- 2. Like the "Career Ed" program
- 3. Don't like the "Career Ed" program
- 4. Other

Comments:

2. What have you been thinking about doing after high school?

- 1. Haven't been thinking about this
- 2. Go to vocational/business school
- 3. Go to college (junior or four year)
- 4. Enter military service
- 5. Work
- 6. Other

Comments:

3. What do your parents want you to do after high school?

- 1. They haven't said
- 2. Go to vocational/business school
- 3. Go to college (junior or four year)
- 4. Enter military service
- 5. Work
- 6. Other

Comments:

4. What special career related classes will you be taking in high school?

- \_\_\_\_\_ 1. No special classes (Go to #6)  
 \_\_\_\_\_ 2. Special classes (Please note them under comments)

Comments:

5. What, or who, helped you choose these classes? (Mark more than one if appropriate)

- \_\_\_\_\_ 1. Career interests  
 \_\_\_\_\_ 2. Parents  
 \_\_\_\_\_ 3. Teachers  
 \_\_\_\_\_ 4. Counselors  
 \_\_\_\_\_ 5. Aptitude tests  
 \_\_\_\_\_ 6. Other

Comments:

6. What, or who, have you found most helpful when you want to locate information about careers?

- |                     |                      |
|---------------------|----------------------|
| _____ 1. Counselors | _____ 5. Field Trips |
| _____ 2. Teachers   | _____ 6. Films       |
| _____ 3. Speakers   | _____ 7. Friends     |
| _____ 4. Parents    | _____ 8. Other       |

Comments:

7. Have you discovered any new educational (new courses, subjects) interests since entering the ninth grade?

- \_\_\_\_\_ 1. Yes  
 \_\_\_\_\_ 2. No (Go to #9)

Comments:

8. Did these new courses stimulate your interests in a career?

- 1. Yes
- 2. No
- 3. Don't know
- 4. Other

Comments:

9. Which school personnel do you find most supportive of your career interests?

- 1. Teachers (Specify under comments)
- 2. Counselors
- 3. None of the personnel
- 4. Other

Comments:

10. Which school personnel have been most helpful when you want to discuss a career's requirements?

- 1. None of the personnel
- 2. Teachers (Specify under comments)
- 3. Counselors
- 4. Other

Comments:

11. Would you like more career information given out in the following school years?

- 1. Yes
- 2. No
- 3. Don't care
- 4. Other

Comments:

12. What special career related classes have you taken this year?

1. Haven't taken any special classes (Go to #14)  
 2. I have taken.....(Note specific classes under comments)

Comments:

13. How have these classes helped you learn about the skills your career requires? (Probe)

Comments:

14. Have you ever filled out the student evaluation form called "What Do You Think"? (Show form)

1. Yes  
 2. No

Comments:

15. What was your opinion of the student evaluation form?

1. Liked the form  
 2. Didn't like the form  
 3. Other

Comments:



Career Related ActivitiesTeacher Evaluation Form

- Purpose: 1. Identify those objectives and activities that the staff feel are worthwhile from the Career Education Resource Guide.
2. Provide a cumulative curriculum evaluation over a period of time for future revisions.

In addition to evaluating those objectives used in the Career Education curriculum, there will be periodic meetings of the staff to discuss evaluation procedure and the Career Education curriculum.

Teacher's Name: \_\_\_\_\_

Area: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Activity Title: \_\_\_\_\_

For each of the following criteria, circle the number corresponding to the correct rating.

Criteria A: Is the objective applicable for instructional use?

- 1 = very applicable
- 2 = applicable but difficult to use
- 3 = not applicable

Criteria B: Were adequate materials available for the activity?

- 1 = very adequate
- 2 = adequate but more are needed
- 3 = not adequate or appropriate

Criteria C: Were the activities effective in achieving the objectives?

- 1 = very effective
- 2 = effective but difficult to use
- 3 = not affective

C.R.A. Teacher Evaluation  
Form Continued

Criteria D: Were the objectives and activities suitable for the specific grade level?

- 1 = well suited for grade level
- 2 = could easily be modified to be suitable
- 3 = not suitable for grade level taught

Criteria E: Does this activity relate to the specified school goal?

- 1 = school goal is appropriate for the activity
- 2 = school goal is appropriate for the activity, but other goals should be added  
List the goals to be added \_\_\_\_\_
- 3 = school goal is not appropriate for the activity  
List appropriate school goal(s). \_\_\_\_\_

Criteria F: Based on the student evaluation forms, the attitudes expressed were:

- 1 = generally positive toward this activity
- 2 = inconsistent toward this activity
- 3 = generally negative toward this activity

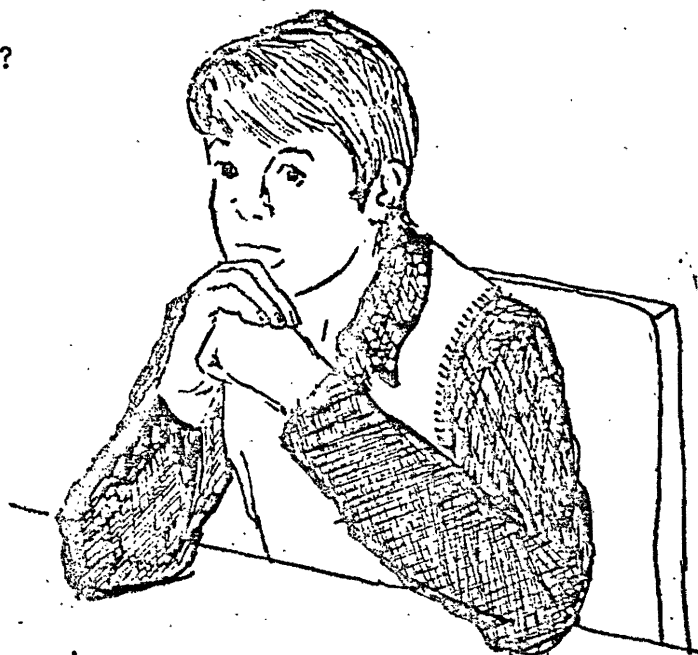
Criteria G: Would you recommend this activity to be retained?

- 1 = retain the activity in the Career Education Resource Guide
- 2 = revise the activity
- 3 = replace the activity

-----  
Additional Comments on the Activity (include modifications)

## What Do You Think?

Directions: We'd like your honest opinion to the questions on this page. Draw a circle around the answer that comes closest to what you think.



1. Have you done this activity before?

Yes      No      I've done one like it

2. How did you like the activity?

It was fantastic      Pretty interesting      Just so-so      Lousy

3. How was the length of this activity?

Too long      Too short      Just right

4. Would you like more activities like this?

Yes      No      Don't care

Directions: We'd appreciate a sentence or two now.

5. What is one thing you learned from this activity?

---



---

6. Give us one or more reasons why you liked or disliked this activity?

1. 

---

2. 

---

3. 

---

4. 

---

5. 

---

## SEVENTH GRADE STUDENT COMMENTS

Question 1--What do you think of the "Career Ed" program here at Mountain View?

Liked

1. It's pretty neat.
2. It's pretty good.
3. It's okay I guess.
4. I think it is good.
5. I think it is a good idea. I think they are doing a good job here with Career Ed.
6. It's okay.
7. I think it is fine.
8. They talk a little about Career Ed.
9. They talk about different careers and get the kids interested.
10. Math teachers talked some about careers.
11. It teaches a lot about careers, like cooking, drafting, metal and wood, sewing, and office skills.
12. We have a lot of special equipment to use.
13. Teachers have talked about careers in Math Career Days.
14. I think it is pretty good.
15. They are pretty nice, you can learn a lot.
16. It's okay I guess.
17. It's okay what little I had. In Language Arts they were asking us what we would like to be.
18. I think it is pretty good.
19. Fun kind of--interesting too, it told you stuff.
20. It's pretty good.
21. I think it is pretty good.

Don't Like

1. They ask us what we want to be and sometimes we don't know. They always make you come up with something and then you have to study it and it gets boring.

Other

1. I think it could be better than it is now. I don't think I have had anything on careers this year.

Question 2--What did you think of the "Career Ed" program in your grade school?

Liked

1. We all got a job, worked in the class, managed our money--it was fun.
2. It was more organized than the one here.
3. It's really good--we acted out different jobs and did a lot of things.
4. It was okay.
5. I had more of it there. A speaker came in and talked to us. We read about careers in books and films. Had more in sixth grade.
6. Read books, studied what you wanted to be and reported to the class. Field trips or speakers came.
7. Taught art skills and one week of work in cafe. Had an ice cream sale and this taught me how to make change. I worked in the office. Taught how to use the library correctly.
8. Through field trips, films, and speakers.
9. They encouraged you in some fields if they thought you would be good at it.
10. Almost the same as here--had a few days where people would come in and tell us about their jobs--I liked it.
11. Career Days--it was good to learn about different jobs.

Other

1. It was too easy to do.

Neutral

1. It was average but it wasn't that good because we didn't do that much--not enough anyway.
2. It was okay, but I didn't learn very much.
3. It really wasn't much--didn't think about it one way or the other.

Question 3--What have you started thinking about doing after high school?

College

1. A historian because I like history
2. Nurse
3. P. E. teacher
4. An artist or a student teacher
5. P. E. teacher or a designer (one that decorates houses)
6. Engineer
7. Mechanical engineer
8. Building engineer
9. Dentist
10. Doctor
11. Work with animals
12. Probably go to college but I don't know what I want to be

Vocational

1. Acting school--whatever I need to do when I choose what I want to be.

Work

1. At a restaurant
2. At a restaurant or being an airline stewardess
3. I would like to be a craftsman in metals.

Other

1. I don't know--maybe go to Hollywood and be an actress, or France and be an artist, or stay here and get married.

Question 4--What do your parents want you to do after high school?

Work

1. Model
2. Stewardess
3. Serviceman

College

1. Doctor
2. History
3. P. E. teacher
4. Dentist

Other

1. Don't have me leading in any one direction--we haven't talked about what I would do after high school.
2. They want me to do whatever I want to do.

Question 5--How has this school helped you in thinking about what you will do after high school?

Classes

1. Childcare helped me in thinking about being a nurse.
2. Social Studies and Language Arts

Speakers

1. A special program was set up where people came in and we went and talked to the ones we were interested in.
2. Assemblies, bring in other people with different backgrounds.
3. People came in during Math and talked about their jobs.

- 4. Neat to figure out what everyone does. You learn from people that come in and talk.
- 5. Had a program where people came in and talked about their jobs and education needed.

Teachers

- 1. P. E. (2)
- 2. Math
- 3. Reading teacher

Question 6--Have your teachers been helping you learn about interesting careers?

- 1. Nothing other than Career Days (3)

Yes

- 1. Social Studies
- 2. Math teacher said how good it was to be a teacher--also my block teacher.
- 3. Watched some movies about careers, filled out a paper about careers.
- 4. Math (2)
- 5. History
- 6. P. E.
- 7. Drama

Question 7--What kinds of class activities have helped you think about various careers?

- 1. Field trip--went to KGW and talked with the people there about what they do.

Speakers

- 1. Teacher from the office who talked with us.
- 2. In math--talked about careers using math (elective classes like woods and metals).



3. One time they had different people come in and talk about their jobs.
4. Career Days were very helpful.
5. Career Days--IACP class--block class--woods, metals, and drafting have helped.
6. In math--how they use math in their jobs.
7. In math they used speakers.
8. We had speakers come in.

#### Other

1. My guitar class helps--teachers explain what the world would be like when we are old enough to get a job in Social Studies class.
2. When we had a party in child care, we had the little kids in our classroom. This made me think about being a nurse.
3. Career Days were very helpful. I visited a few stores when I was in grade school.
4. Speakers came in and talked to us.
5. Speakers on Career Days. Films "Being an Archaeologist" and "Being an Oceanographer." In science we are talking about lawyers and judges--things that have to do with the law.
6. We wrote out what we wanted to do and what kind of math and science we wanted to do.
7. Writing a report on a career.
8. In discussion groups sometimes we talk about what we want to be. (Social Studies teacher)
9. Films showed various kinds of jobs.
10. Saw a film on what people do.
11. Drama had a film on careers.
12. Science field trips.
13. I feel I got the most out of the speakers.

Question 8--What classes helped you the most in learning about careers?

1. Math did the best.
2. Science--reading and field trip  
Math--Career Days  
Art--Films and talking about different kinds (of careers)
3. I can't remember what it was I learned about careers in social studies.
4. Choir class in an indirect way
5. Band class--to learn how to play an instrument
6. Career Days in math. Social Studies because we study the different parts of the work. We also study their careers.
7. Social Studies has been the most helpful. We talked about the different careers. We filled out a sheet about what kind of a career we would like.
8. Study skills class
9. Student council

Question 9--What kind of schooling do your present career interests require?

1. Police officer training
2. Wants to become a doctor
3. Wants to become a nurse
4. College would be necessary for my interest in history.
5. I might like to be a teacher or a nurse.
6. Art school, drama school
7. Stewardess school run by airlines--for restaurant work you just need high school.

Question 10--Would you like more career information given out in the following school years?

1. It would help me when I go to high school.
2. To help me see what I want to be to get a job.

3. Because I don't know now what I would like to be.

Question 11--Has your school counselor helped you explore possible careers? (PROBE)

1. Haven't talked to a counselor because I don't even know if I have one.
2. The counselor has talked to us, as a class, about possible careers but not by myself or about what I want to be.

## EIGHTH GRADE STUDENT COMMENTS

Question 1--What do you think of the "Career Ed" program here at Mountain View?

Other

1. Boring--look up in books--rather have someone come and talk to him.
2. Doesn't know very much about it.
3. Hasn't had any except in science. They are to make a report on what you would do after graduation.

Liked

1. Thinks you should know what you want to do so you can choose the right high school classes.
2. Lots of books if interested in looking.
3. Fair
4. Cooking class is good.
5. In science we are writing a paper on what we would like to be and what it would involve both good and bad. (2)
6. Think they could do more.

Question 2--What have you been thinking about doing after high school?

Other

1. Bike racer
2. Thinking about it but haven't decided on what he wants to do.

Vocational/Business School

1. Secretary (3)
2. Model

College

1. Nurse
2. Teacher (2)

3. Something in medical field
4. Airline stewardess (2)
5. Music (2)
6. P. E.
7. Data processing
8. Doctor
9. Nursery business

#### Military

1. Navy
2. Coast guard
3. Cook in the navy--go to France and study to be a cook

#### Work

1. Work to get money to go to school
2. Singer
3. Waitress
4. Sell real estate
5. Summer stock
6. Airlines
7. Model
8. Mailman
9. Teach ice skating
10. Own a poultry ranch
11. Maintenance

Question 3--What do you parents want you to do after high school?

#### College

1. Law

Work

1. Ice skater
2. Plumber--maintenance

Other

1. Taken him to post office
2. Not sure but knows they don't want her to do everything she wants to do.
3. Wants him to sing.

Question 4--What special career related classes will you be taking in the ninth grade?

No Special Classes

1. Has taken music but doesn't know if he will major in it or not.
2. Foods class and typing
3. Won't be here--moving.
4. Goes to meetings with his dad
5. Hasn't signed up for anything
6. Hasn't done her scheduling yet so she doesn't know

Special Classes

1. Typing (3)
2. Choir
3. Drama
4. Auto Shop
5. Drafting
6. High Math
7. Math (4)
8. Science (4)
9. Band

10. Teenager and the Law
11. Social Studies
12. Music
13. Football
14. Mechanics
15. Arts
16. French
17. Shorthand (if they have it)
18. Spanish
19. Cooking
20. Language Arts

Question 5--What, or who, helped you choose these classes?

Other

1. Aunt
2. Last year's drama teacher and herself
3. Other students
4. Sister helped most--she is in the eleventh grade--told him what to take.
5. Brother helped her

Parents

1. Father
2. Mom (2)

Career Interests

1. Myself

Question 6--What, or who, have you found most helpful when you want to locate information about careers?

1. Mom brought some books for me to read.
2. Films, typing, answering phones, etc., field trip--visited a bank.
3. Friends in service or people who have had cooking experience.
4. Friends of mother who used to act. People at the Nut Loft.
5. My mom
6. Father
7. Language Arts teacher

Other

1. USDA Department
2. Books
3. Librarian
4. Himself
5. In office skills--looked up in books but hasn't really talked to anyone yet.

Question 7--Have you discovered any new educational (new courses, subjects) interests since entering the eighth grade?

Yes

1. Being an assistant--learned how to get along with seventh graders.
2. Typing (2)
3. Woods Class (4)
4. Foods
5. Metal Class (2)
6. Jazz Band
7. Singing



8. Drafting (2)
9. Pottery
10. Language Arts
11. Music
12. Social Studies--important to know what has already happened so you know why everything fits together. (2)
13. Plastics
14. Personal growth and development
15. Teenager and the Law
16. Arts--I like to paint and mix paints
17. All good--nice to be in

Question 8--Did these new courses stimulate your interests in a career?

Yes

1. Math--computer
2. French because I will need a language in my career.
3. Not directly but it did give her more self-reliance.
4. If he could become good enough in pottery he would like to sell it.
5. Somewhat
6. Teaches me how to play better
7. How to use the machines
8. Helps her get along with others

Other

1. Some

Question 10--Which school personnel have been most helpful when you want to discuss a career's requirements?

None of Personnel

1. Doesn't talk about it--haven't talked to anyone. (4)

Teachers

1. Language Arts teacher (5)
2. Office Skills teacher (2)
3. Science teacher (3)
4. Typing teacher
5. Social Studies teacher

Other

1. Friends
2. Librarian

Question 11--Would you like more career information given out in the following school years?

Yes

1. To help me know what I want to do. (2)
2. To learn more about my career. (2)
3. Would like to know what kind of education you have to have for the job.

No

1. Not this early

Other

1. Stay the same

Question 12--What special career-related classes have you taken this year?

Haven't Taken Any Special Classes

1. Haven't had any electives this year.
2. Just learning and reading in general--no classes.
3. There were no electronics classes.
4. No special ones--they all help--"all around education."

I Have Taken...

1. P. E.
2. Typing (7)
3. Office Skills (3)
4. Language Arts (four weeks related to careers) (2)
5. Foods
6. Singing
7. Jazz Band
8. Music (2)
9. Drafting
10. Science (3)
11. Art (2)
12. Math (2)
13. English
14. Child Care
15. Home Decorating
16. French
17. Metals
18. Woods

Question 13--How have these classes helped you learn about the skills your career requires?

1. Teaches us how to act in an office and what is the proper thing to wear.
2. Yes, in Language Arts. I had to do a report on the requirements of my career.
3. Taught me things I didn't know before about it (child care, typing, home decorating).
4. Math is necessary when you're a doctor. So far science is just basic.
5. Knows what kind of things she will have to do in a secretary's job.
6. Hasn't this year. Science is too general.
7. Teaches you how to use your hands and brain (music and art).
8. Yes, books tell jobs, outlooks, and what you have to do. Teacher told what it would be like.
9. Showed him how to do them (music/drafting).
10. It is something she will have to do in being a secretary. (Typing)
11. Helps me learn more about music and how to play with others. (Jazz Band)
12. Yes. How to read music. Helps build up his voice. (Singing)
13. Typing--learn how to write reports--how to be a secretary. Foods--basic class Measurements in Foods--learn how to follow a recipe.
14. Will help if she finds office work. (Typing)
15. Did reports to find out what was required of you in different jobs. (Language Arts)
16. Haven't had any. Not sure.
17. Helps her keep active. Mountain View doesn't really have anything to help.
18. Learned to do arc welding. Welding will help in repairs. (Metal Class)

Answers to question 13 even though 12 was checked "Haven't taken any special classes."

19. Feels with his four point, he needs all types of classes to give him a general background for later.
20. Doesn't know--doesn't have a career in mind so he doesn't know which classes will help him. I don't think he has had much contact with the Career Ed program.

Question 15--What was your opinion of the student evaluation form?

Liked the Form

1. It got me to find out things.
2. Pretty good idea if they are using all kinds of students.
3. Helped him understand

Didn't Like the Form

1. Doesn't say much

## NINTH GRADE STUDENT COMMENTS

Question 1--What do you think of the "Career Ed" program here at Mountain View?

### Other

1. Neutral feelings
2. Not much of a program. Things that are done are done well.
3. Student feels program could be made better. Could do more.
4. Didn't know we had Career Ed program here--very informal--individual talks with teachers.
5. Student knows what Career Ed is--just wasn't aware that Mountain View had one.
6. Same as #5
7. I'm not aware of any Career Ed. program.

### Like

1. Better than I've been in before, more equipment (in crafts classes).
2. Had speakers in the year to talk about their jobs.
3. Best that could be expected for a junior high.

### Don't Know About

1. I'm not sure what you mean.
2. I'm not aware of any Career Ed program.

Question 2--What have you been thinking about doing after high school?

### Go to College

1. Teaching the deaf
2. Radio broadcasting
3. Junior college--draftsman, carpenter, mechanic
4. Vet

Question 3--What do your parents want you to do after high school?

Go to College #3

1. To do what I will be happy with
2. Like him to go to college but not pressuring him.
3. Parents want student to work during summer, and go to college during the rest of the year.

Question 6--What, or who, have you found most helpful when you want to locate information about careers?

Other

1. Parents want child to do whatever he wants to do--either work or go to college.
2. Whatever he wants
3. Whatever he wants
4. Don't care (4)
5. Student make his own decision
6. Whatever he wants is fine

Question 4--What special career related classes will you be taking in high school?

Special Classes

1. Power mechanics (3)
2. Electronics (6)
3. Metals (welding) (3)
4. Woods
5. Animal Studies--Vet (3)
6. Biology (2)
7. Exploring Teaching
8. Forestry

9. Plant Study (2)
10. Shorthand
11. Typing (4)
12. Typing Careers
13. Math (7)
14. Law (2)
15. Sewing
16. Accounting
17. Bookkeeping
18. Drafting (6)
19. Interior Design
20. Architecture
21. Engineering
22. Auto Shop
23. Data Processing (2)
24. Journalism
25. Effective Writing
26. Business Machines (3)
27. Computers (2)
28. Personal Finance
29. Workshop
30. Science (5)
31. Pattern Making



Question 5--What, or who, helped you choose these classes?

Other

1. Marine Biologist--work for OMSI
2. Scheduled to talk to counselor next week (2)
3. Student's boss in sports store
4. Sister
5. Other students
6. Chose them himself (3)

Question 6--What, or who, have you found most helpful when you want to locate information about careers?

Teachers

1. English
2. Drafting
3. Science

Speaker

1. One said most helpful

Other

1. Career book in library (4)
2. Visited work with father
3. Written to Marine Biology Center
4. Relatives other than parents (4)
5. Pamphlets
6. Haven't wanted to find information (2)

Question 7--Have you discovered any new educational (new courses, subjects) interests since entering the ninth grade?

Yes

1. Wood Class (2)
2. Creative Writing
3. A lot of classes, even math teachers really want us to learn.
4. Drafting (2)
5. Leather Working
6. Crafts

Question 8--Did these new courses stimulate your interests in a career?

Yes

1. Designed own house--stimulated interests in architecture.
2. Because of classes, he feels more comfortable with what he wants to do.
3. Kind of

Question 10--Which school personnel have been most helpful when you want to discuss a career's requirements?

Teachers

1. Language Arts (3)
2. Health
3. English
4. Social Studies (2)
5. Science (2)
6. Office Skills
7. Metal Shop

Other

1. Speakers
2. Vice-Principal

None

1. Student has not talked to anyone at Mountain View because he will be going to Aloha High.
2. No private conversation with anyone.
3. Hasn't talked with anyone.
4. Haven't wanted to discuss it.
5. Have not talked to anyone.
6. Haven't talked to school personnel.
7. I've never wanted to discuss it with any of them.
8. Student has not discussed it with school personnel.

Question 11--Would you like more career information given out in the following school years?

Yes

1. A little bit more
2. Need to know a lot more about it before I go right into it.
3. Because I need more information on my career so I can better prepare myself for it during high school.
4. I would like to know what is required for the job and what I will have to know to get started.
5. It would be nice to know a little bit more.

No

1. Not really, if you need to know it, you can find out on your own.

Other

1. Student feels they are "pushing" Career Ed to much.

Question 12--What special career related classes have you taken this year?

1. Science (3)
2. AV Assistant
3. Typing (7)
4. Math (5)
5. Teen Law (2)
6. Environmental Science
7. Office Skills (2)
8. Metals I, II (2)
9. Woods (3)
10. Drafting (3)
11. Crafts--Leather, Pottery, Jewelry (2)
12. Personal Growth
13. Journalism
14. Language Arts

Question 13--How have these classes helped you learn about the skills your career requires?

1. It taught student basic things she needs to know as a secretary: using phone, typing, adding machine, filing.
2. Wood Shop--you learn how to use equipment safely and how to measure. (Would like to become an electrician.)
3. Learning different techniques and what an architect does.
4. I don't know because I'm not definite on my career but they have helped me a lot for my own personal needs.
5. How to type, fill out forms, write letters. No classes have really helped me to learn what skills are required.
6. Student has learned how to type (as a skill) and has learned how to type up interview sheets, tables, business letters.

7. Woods Class is related to teaching skills a woods craftsman would need. Drafting--discussion with teacher. Math--teacher has not related math to skills required by career.
8. Field trips, class discussion, speakers
9. If you are going to do a job, you should do it well.
10. Student has learned skills needed for career such as doing income tax, writing checks, measuring, decimals.
11. Math teacher has not done anything specific that has helped student learn about the skills his (teachers) career requires.
12. Taught him how to measure board feet, how to name different woods, how to run certain machines.
13. Student has learned how to weld, do lath and machinest work, measure in thousandths of inches, cut with torch, foundry work.
14. Discussions, speakers, field trips, films; student has learned and practiced skills a secretary needs: typing, filing.
15. Picking up on environmental needs, endangered animals, etc.
16. Student learned the skill of typing and feels it could be a useful tool in whatever career he chooses.
17. Typing---how to type correct letters  
Math--how math is needed in business transactions, working with money figures, figuring out taxes.
18. Typing is a skill student might use as a veterinarian, but the typing class has not helped her in learning about the skills her career requires.
19. Science--movies help--student has learned about equipment marine biologists (and related fields) use.
20. Teen Law--mock trials (students held) teacher gave student pamphlets to read on court procedure  
Guest speaker: judge  
Field Trip: to jail
21. Typing--skills are setting things up in graphs and tables, writing letters, envelopes--high school students talked to Mountain View students on classes and job requirements  
Math--just discussion
22. Student was shown how accurate and knowledgeable you have to be when running machines. How to run audio-visual machines

23. Student has read books in science class about his career

Question 14--Have you ever filled out the student evaluation form called "What Do You Think"? (Show form)

Yes

1. Filled out form in St. Louis in 7th grade.

Question 15--What was your opinion of the student evaluation form?

Other

1. Pretty helpful, good way to have kids express their opinion.