

Summer 2011

DACUM International Training Center at CETE/OSU

by Robert E. Norton

The Center on Education and Training for Employment (CETE) at The Ohio State University (OSU) has become recognized as the most prominent DACUM International Training Center in the world. This reputation and record comes as the result of conducting DACUM (Developing A Curriculum) two-day workshops and five-day facilitator training institutes, both domestically and internationally. The Center's extensive work with DACUM began in January 1976 when the first DACUM workshop was conducted at the Center, and in July 1984 when the Center conducted its first DACUM facilitator training institute.

DACUM workshops and facilitator training began at the Center because of the strong belief that the DACUM process was an effective, high-quality, quick and low-cost approach to job and occupational analysis that could be of great value to career and technical educators, workforce development educators, industry trainers, government agencies and various others.

The two-day DACUM workshop involving five to 12 expert workers and a trained facilitator results in a comprehensive, high-quality analysis of the duties and tasks required for a worker to be successful in the job being analyzed. The duties and tasks, once verified, become a solid foundation for the development or update of competency-based curriculum and instructional materials for education and industry training programs. The process works equally well for skilled, technical, supervisory, managerial and professional jobs.

The Center has used the DACUM process primarily for **job analysis**, where a single job is the focus of concern, and for **occupational analysis**, where several related jobs are analyzed usually for a community or technical college. Three other types of analysis have also proven to be valuable for special purposes. A **process analysis** can be conducted to



Prince Edward Island, June 2010 — A DACUM facilitator works with a panel of experts to capture the duties and tasks they perform on the job.

identify all the tasks involved in the production of a specific product by workers with different job titles. A **functional analysis** can be conducted to identify the tasks common to a part-time responsibility that many persons with different job titles have. The fifth type of analysis is called a **conceptual analysis** which is used to define the work (tasks) expected of persons who will be employed in new positions where there may be no or very few workers currently performing those tasks. This process is particularly suited to identifying **WHAT should be taught** in some of the new and emerging occupations.

The Center has achieved several milestones in its DACUM professional facilitator training since 1984. The Center has recently received the distinction of having trained persons from 50 countries. It also achieved the record of conducting week-long institutes in 26 countries, most recently in Tajikistan. It has conducted over 350 institutes while training over 5000 persons to be expert DACUM facilitators at Certification Level I. A considerable number of persons have also gone on to achieve Level II and Level III CETE/OSU Certification based on their actual performance.

While working with over 450 colleges and universities and 350 companies, over 2000 two-day workshops have been successfully conducted. A reliable measure of the effectiveness of the Center's training is the fact that many countries such as Singapore, the Philippines and Hungary have re-

Contents

- 2 Ohio Career Field Initiative: 2011 Update
- 2 News from Project KNOTtT
- 3 Curriculum Development for Long-Term Healthcare Workers
- 3 Save the Date for Upcoming Workshops
- 4 DACUM Events
- 4 CETE Contacts

continued on p. 4

Ohio Career Field Initiative: 2011 Update

By James T. Austin

Career Field: Education and Training
 Pathway: Teaching Professions
 Innovation: WebXam Online Portfolio Assessment System

The use of alternative assessment systems is growing, which places a premium on data collection to support innovation in accountability. CETE staff from the Assessment Services unit, in collaboration with staff of the ODE Office of Career-Technical Education, recently created an online portfolio assessment tool to support accountability for the Teaching Professions pathway of the Education and Training career field. This pathway supports secondary students interested in exploring teaching professions as a career (which requires additional coursework for occupational entry).

In Ohio, the Teaching Professions pathway is a one- or two-year program delivered to secondary learners (1000+) that includes a requirement that students prepare a culminating portfolio organized in five sections. The five sections of the portfolio with their associated competencies are:

- I. Preparation for a Career in Education (five competencies)
- II. Organizing Content Knowledge for Student Learning (five competencies)
- III. Creating an Environment for Student Learning (five competencies)
- IV. Teaching for Student Learning (five competencies)
- V. Teacher Professionalism (four competencies)

Presently the portfolio is submitted as a paper document, but future electronic submissions would be valuable. Then, a rubric created collaboratively by the field and ODE is used by two assessors to evaluate the portfolio. First, raters are activated by the teacher, then they receive log-in credentials by email from CETE staff. Next, they log in and finish providing information about themselves. Finally, they use the online rating tool to provide their ratings on the rubric elements.

A small field test of the system (three to four teachers) was carried out during 2008-09 and the system was rolled out during a meeting in October 2009 for a group of nearly 80 teachers assembled in Columbus for Professional Development. A total of 64 teachers signed up and used the system during the 2009 and 2010 school cycle and a total of 829 (out of 842) valid portfolio assessments were obtained from two assessors, A and B.

Class sizes ranged from two to 147, but when those two extreme values were eliminated the average number of students was 13. The average across the two assessors was 81.65 out of a possible 100 points with a standard deviation

of 16.023. A set of 91 portfolios were evaluated by a third assessor (Assessor C) given that there was a discrepancy of 15 or more points in the total scores provided by Assessor A and B or that the teacher decided to select a third assessor (which will be disabled for the 2010 and 2011 cycle). If Assessor C scores were present, the score was averaged across all three assessors — for this set the average was 81.70 with a standard deviation of 15.960. The third assessors as a group rated just about five points lower (AVG=76.69, SD=16.140).

During June 2010, users were sent survey hyperlinks (23 teachers and 99 assessors completed separate user surveys). The short online survey (17 questions) requested feedback on the system. One of the questions asked about the size of discrepancy required to call a third assessor (set at 15 points for the first year of operation). The observed responses to this question varied by teacher or assessor status, with 55% of assessors (n=58) but only 29.6% of the teachers (n=8) comfortable with the 15-point discrepancy. The number of teachers who responded was less than 35% of the total statewide count, however, so additional efforts will be made to acquire teacher responses following the 2010-11 cycle.

During 2010-11, 768 students were rated and six students received only one score. The average total score (averaged across both raters) was 86.8%. This high average, which is five points higher than the total for 2009-10, might require some investigation. Given the judgmental nature of scoring portfolios, one solution for the future is to use an audit panel that would be given randomly selected portfolios (maybe 10% of the total) and asked to re-assess them.

News from Project KNOTtT

by Paula Kurth

Belinda Gimbert, Project Director, and **Rebecca Parker**, Senior Project Manager, presented “Integrating Technology for Professional Learning in Urban Schools” at the 4th Annual National Summit on Great Teachers for Our City Schools held in Denver April 27-29, 2011. The conference theme was Increasing Student Achievement through Effective Teaching.

Belinda Gimbert, Project Director; **Patty Hanna**, Graduate Research Associate; and **Melissa Dudley** and **Leslie Scott**, E-Coaches, provided training to 50 teachers in the Clark County School District, Nevada, on June 16 and 17. The training focused on Principles of Learning and Teaching and was hosted by KNOTtT partner University of Nevada, Las Vegas. They also met with KNOTtT’s Nevada partners.

Curriculum Development for Long-Term Healthcare Workers

by Traci Lepicki

The Center on Education and Training for Employment (CETE) and The Ohio Colleges of Medicine Government Resource Center are partnering with a consortium of university and community college faculty to develop a unified health and human services strategy to improve the long-term healthcare direct service workforce in Ohio. Through the support of numerous state agencies (Job and Family Services, Aging, Education, Health, Mental Health, Developmental Disabilities, Alcohol and Drug Addiction), CETE is leading a multi-year curriculum development process aimed at competency and assessment development for the *Ohio's Long-Term Direct Service Workforce Initiative*.

The first year of the initiative ended in June 2011 and gathered information from various state and national stakeholders as well as from published research about issues, challenges, needs and resources for the direct service workforce. The resulting synthesis report and recommendations are being used to inform the second year of the initiative.

In year two as necessary inputs to instructional materials alignment and assessment development, CETE is facilitating competency identification through a modified DACUM approach. This approach to job analysis is being used to

determine specialty competencies and competencies that are core to the direct service workforce—competencies that exist across client-patient categories and service settings. Following job analysis, task analysis helps to further define the direct service work through the identification of features such as associated knowledge, skills and abilities, safety concerns, and necessary tools and equipment. The final year two activity is the development of a test specification to guide the distribution of items written per competency.

In year three of the initiative, CETE plans to move forward with assessment and professional development activities. Based on the test specification CETE will create a modular test including, for example, multiple choice and performance items to assess both core and specialty competencies. In addition, CETE will conduct workshops and create materials to help training providers understand test development, competency alignment and curriculum evaluation.

As the *Ohio's Long-Term Direct Service Workforce Initiative* progresses over the next few years, watch for updates in the Centergram. Or, contact Traci Lepicki (lepicki.1@osu.edu; 614-292-7033) or David Mullins (mullins.129@osu.edu; 614-292-5475) for information.

Save the Date for Upcoming Workshops

Test Development: Aug. 8–10, 2011

Developing valid, reliable assessments (tests) of job-specific knowledge and skills is critical for effective and defensible practice in workforce development certification and human resources management.

A carefully designed, systematic approach to test development maximizes return on investment and contributes to candidate satisfaction and motivation. Poorly-designed assessments may yield erroneous and damaging results, leading to employee or candidate dissatisfaction, ineffective credentialing decisions and possible exposure to litigation.

Presenter

James T. Austin, Senior Research Specialist, PhD in Industrial-Organizational Psychology (Virginia Tech, 1987) with postdoctoral training in Quantitative Psychology

Registration

The registration fee is \$1,100. Contact Kathy Summerfield (summerfield.1@osu.edu; 614-688-4000) to register. Questions about the workshop should be directed to Jim Austin (austin.38@osu.edu).

Needs Assessment: Sept. 29–30, 2011

Following the *Needs Assessment Kit* (SAGE Publishers 2010), this two-day workshop begins with an overview of key concepts and a three-phase model of how to assess needs. Then, through practical, hands-on exercises and real world exemplars, participants gain a richer understanding of the three phases. Participants will benefit from:

- An understanding of a comprehensive needs assessment process
- Ways to plan for local needs assessment
- Familiarity and hands-on experience with key methods used in identifying needs
- Understanding of how to link the needs assessment process into organizational decision making for improvement

Presenter

James W. Altschuld, emeritus professor with long involvement in CETE projects, is the editor of the *Needs Assessment Kit* and authored or coauthored four of its books.

Contact Traci Lepicki (lepicki.1@osu.edu; 614-292-7033) to be placed on the invitation list.

DACUM International Training Center

continued from p. 1

requested multiple workshops and institutes. The same repeat requests have come from many community colleges and from companies such as Honda, Marathon Oil, Ericsson, Motorola and many others.

For over 10 years, the Center has made the outcomes of its many DACUM workshops available to others through its DACUM Research Chart Bank. All charts that are not proprietary are available to others for a minimal fee. Currently over 350 charts in the bank, developed for a wide range of occupations, are available that are less than eight years old.

To support its facilitator training efforts, the Center has conducted two DACUM analyses of the DACUM Facilitator's job. To enhance the quality of its training, three DACUM Handbooks have been developed using the duties and tasks

identified and verified nationally as a basis for their structure and content.

Lastly, the Center has made a major effort to provide an annual professional advancement opportunity for DACUM facilitators by sponsoring a DACUM International Seminar for 19 years. The 20th annual seminar is scheduled for November 14-15, 2011 in St. Louis.

Given this record of performance, the Center is proud to be recognized as the world's most prominent DACUM International Training Center. For more information, see www.dacumohiostate.com or contact Dr. Robert E. Norton, DACUM Program Director, at norton.1@osu.edu or John Moser, Associate DACUM Program Director, at moser.120@osu.edu.

DACUM Events

20th DACUM International Seminar

November 14-15, 2011

St. Louis Community College; St. Louis, MO; \$350

DACUM (Developing a Curriculum) Institute

August 8-12, 2011

September 19-23, 2011

October 30-November 4, 2011

8 a.m.-5 p.m., hosted by CETE, Columbus, OH; \$1,495

SCID (Systematic Curriculum and Instructional Development)

August 15-19, 2011

September 26-30, 2011

November 7-11, 2011

8 a.m.-5 p.m., hosted by CETE, Columbus, OH; \$1,395

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

Centergram is published quarterly by the Center on Education and Training for Employment, College of Education and Human Ecology, The Ohio State University; 1900 Kenny Road; Columbus OH 43210-1016; 800-848-4815; fax: 614-292-1260; <http://www.cete.org>. Editor: Rene White.

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