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# Implementing Competency-based Vocational Education in the Area of Clerk-typist I at Arcadia High School

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**IMPLEMENTING COMPETENCY-BASED VOCATIONAL EDUCATION  
IN THE AREA OF CLERK-TYPIST I AT ARCADIA HIGH SCHOOL**

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**A Research Paper  
Presented to  
The Faculty of the School of Education  
Old Dominion University**

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**In Partial Fulfillment  
of the Requirement for the Degree  
Master of Science in Education**

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**by  
Ann White Handy  
April 27, 1982**

This research paper was prepared by Ann White Handy under the direction of Dr. Mildred A. Mason in Vocational and Technical Education 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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IMPLEMENTING COMPETENCY-BASED VOCATIONAL EDUCATION  
IN THE AREA OF CLERK-TYPIST I AT ARCADIA HIGH SCHOOL

INTRODUCTION

In the next decade there will be opportunities for the worker with skills and knowledge in businesses and industries. Vocational education at secondary levels will be responsible for preparing these individuals for a variety of occupations and roles.

Through the business and office occupations programs at Arcadia High School, students will be prepared to assume roles in the work force. In addition, preparing students through programs that are competency-based and articulated from high school to post-secondary levels will enhance their chances of success in an increasing complex society.

Vocational educators in Virginia are working toward a common goal: to provide role-relevant education in our public schools. Full implementation of competency-based vocational education is expected in September, 1984.

The primary goal of vocational education in Virginia is to ensure that our youth possess the appropriate skills, knowledge, and attitudes required for success in education and employment. The development and implementation of competency-based education (CBE) is one method of reaching vocational education's primary goal.

Competency-based is defined in Virginia Vocational and Adult Education CBE Standards: Requirements and Criteria (1980) which provides a framework

for developing and implementing CBE in all secondary programs. Therefore, competency-based education in Virginia is defined as:

Educational programs in which required knowledge, skills, and attitudes are based on role-relevant competencies.

The Virginia CBE Standards (1976) are as follows:

1. Role-relevant competencies that include standards are identified and stated.
2. Competencies are specified to students prior to instruction.
3. Criterion-referenced measures are used to measure achievement of competencies.
4. A system exists for documenting the competencies achieved by each student. (Virginia CBE Standards: May 1976)

Competency-based educational programs may be described by certain characteristics common to most competency-based programs. The following characteristics are based on the Virginia CBE Standards:

1. Course content is based upon required task/competencies.
2. Performance objectives are developed for the program.
3. The required competencies are specified to the student prior to instruction.
4. Student achievement is based upon demonstrated competency.
5. Criterion-referenced testing procedures are used to evaluate student performance.
6. Student achievement is recorded for purposes of articulation, preemployment and permanent records. (Virginia CBE Standards: May 1976)

#### STATEMENT OF THE PROBLEM

The problem of this study was to show how competency-based vocational education can be implemented in Clerk-Typist I at Arcadia High School.

## RESEARCH GOALS

The basic objectives of this study were:

1. To determine methods for implementing competency-based vocational education in Clerk-Typist I.
2. To identify the competencies recommended from V-TECS catalogs.
3. To create performance objectives that will clearly identify the task.
4. To determine the applicability of identified competencies to students at Arcadia High School.

## BACKGROUND AND SIGNIFICANCE

Vocational education has been in the forefront in developing modular, individualized, mastery-learning systems. Indeed, competency-based instruction has always been a part of vocational training. Students must learn and master one level of instruction before they can progress to the next.

In the next decade, there will be opportunities for the worker with skills and knowledge in businesses and industries. Vocational business education at the secondary level will be responsible for preparing these individuals for a variety of occupations.

Melvin H. Garner, Administrative Director of Vocational and Adult Education stated that through vocational business education, students

will be prepared to assume roles in the work force. He emphasized that preparing students through programs that are competency-based will enhance their chances of success in an ever increasing complex society.

The development and implementation of competency-based vocational education is one method of reaching vocational education's primary goal to ensure that graduates possess the appropriate skills, knowledge, and attitude required for success in education and employment. In vocational business and office education programs that prepare students for employment, the competencies are based upon actual worker roles and responsibilities.

Cilley, Elson, and Oliver (1, p.9) discussed CBVE approach saying, "What is new is the insistence on the use of validated competencies, thoroughly systematic procedures for delivering instruction, and more objective student assessment devices."

A competency-based vocational program can be implemented by a thorough understanding of CBE definitions, terminology, standards, requirements and state criteria developed to assist teachers and administrators in interpreting Virginia's CBE standards and providing direction for the development and implementation of CBE. A number of successful methods have been developed for implementing competency-based education in the business and office occupations program.



### LIMITATIONS

This study was limited to the following:

1. Competencies developed by the V-TECS catalog
2. Clerk-Typist I course.

### ASSUMPTIONS

It was assumed in this study that:

1. The identification of the tasks performed in occupations is the initial step in developing efficient vocational education curricula.
2. Occupational tasks can be identified.
3. Competencies included in V-TECS were applicable to this study.

### PROCEDURES

The procedures used to implement competency-based vocational education in Clerk-Typist I at Arcadia High School were:

1. Identifying the occupational domain,
2. Identifying and selecting competencies for Clerk-Typist I by task analysis methods,
3. Developing performance objectives for competencies,
4. Developing criterion-referenced measures for each valid competency in the course, and
5. Developing a system for documenting the competencies achieved by each student.

## DEFINITION OF TERMS

The following terms were used in this study and are defined here for clarification: (State Department of Education: May 1979).

1. **ARTICULATION:** A planned process within an educational system that coordinates instructional programs which will enable students to move from one instructional level to another, or from one institution to another at the same instructional level, without unnecessary duplication or gaps in the instructional program.
2. **COMPETENCY:** Demonstrated ability (including knowledges, skills, or attitudes) to perform a specific task successfully to meet a specified standard.
3. **COMPETENCY-BASED EDUCATION (CBE):** Educational programs in which required knowledge, skills and attitudes are based on role-relevant competencies.
4. **COMPETENCY-BASED EDUCATION STANDARDS:** Standards for CBE in Virginia are as follows: (1) role-relevant competencies that include standards are identified and stated; (2) competencies are specified to students prior to instruction; (3) criterion-referenced measures are used to measure achievement of competencies; and (4) a system exists for documenting the competencies achieved by each student.
5. **COMPETENCY-BASED VOCATIONAL EDUCATION:** Educational programs in which required knowledge, skills, and attitudes are based on role-relevant competencies with specific standards.
6. **CRITERION (Criteria):** The standard required for a student to reach mastery of an objective.
7. **CRITERION-REFERENCED MEASURE (CRM):** A test, test item, or a statement which describes how a student will be tested and/or evaluated. The CRM is based on the task/competency standard or criterion. Criterion-referenced measures may include the standard.
8. **CURRICULUM:** All of the objectives, content, and learning activities arranged in a learning sequence for a particular instructional area. An orderly arrangement of integrated topics, activities, and experiences which students pursue for the attainment of a specified educational goal.
9. **INSTRUCTIONAL RESOURCE GUIDE:** A document that includes detailed information for developing competency-based courses and programs. The guide includes information concerning the occupational or program domain, task list, performance and enabling objectives, criterion-referenced measures, learning activities, tools/materials, references, program and course descriptions, course content outlines, classroom management systems, student recording systems and additional resources.

## SUMMARY

In Chapter I the problem of this study was to show how competency-based vocational education can be implemented in Clerk-Typist I at Arcadia High School, using the CBE Standards as a framework for developing and implementing the program. The reader was also given a background and significance for the study describing briefly the value of the study by presenting statements of other researchers, limitations, assumptions and definition of terms are available which helps reduce the confusion over language used in implementing CBE in Clerk-Typist I.

In the following chapters the literature related to this study will be reviewed, the methods and procedures used to implement the competencies in Clerk-Typist I and an analysis of the findings of the study along with recommendations and conclusions will be presented.

## CHAPTER I BIBLIOGRAPHY

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CHAPTER II  
REVIEW OF LITERATURE

INTRODUCTION

In reviewing the literature on how to implement competency-based vocational education in the area of Clerk-Typist I. Bunda (1, p.9) stated that a number of states are involved in the competency movement. Competencies, performance objectives, criterion-referenced measures, and performance guides have come into widespread use as more than 38 states have mandated competencies programs. The use of competence to measure achievement is not new in education, and emphasis on accountability that began in the 1960's has put the spotlight on competency-based education.

Neill (6, p. 5) predicted that the competency movement will be the outstanding change in the educational program during this century. Krajewski (3, p. 39) believed no program can be successful without systematic implementation. The need for such an approach has been noted in many publications; significantly, the April 1979 issue of The American School Board Journal directed school board members to prepare for minimum competencies in their school districts. With the implementation of competencies-based programs, the real needs of students must be served and minimum standards must not become maximum standards. This chapter will explore competency-based vocational education standards, and suggestions made by well-known authorities concerning how to implement competency-based vocational education in the area of Clerk-Typist I.

## COMPETENCY-BASED EDUCATION

The primary goal of vocational education in Virginia is to ensure that our youth and adults possess the appropriate skills, knowledge, and attitudes required for success in education and employment. The development and implementation of competency-based education (CBE) is one method of reaching vocational education's primary goal.

Competency-based education requires that the desired knowledge, skills, and attitudes be based on role-relevant competencies performed by workers for occupational programs. Therefore, competency-based education in Virginia is defined as:

Educational programs in which required knowledge, skills, and attitudes are based on role-relevant competencies.

Competency-based education is further described in the Virginia Vocational and Adult Education CBE Standards: Requirements and Criteria (1980), which provides a framework for developing and implementing CBE in all secondary vocational and adult programs. These Virginia CBE standards (1976) are as follows:

### I. ROLE-RELEVANT COMPETENCIES THAT INCLUDE STANDARDS ARE IDENTIFIED AND STATED.

The competencies, with standards, will be identified through V-TECS, IDECC, and other appropriate research. Advisory committees should be used to review competencies and standards. Competencies in the effective domain will be included. Role-relevant competencies for occupational preparation programs are those that specifically relate to the occupation for which the student is being prepared as well as to the personal needs to orientation, exploration, and/or industrial arts experiences which have been identified for students.

II. COMPETENCIES ARE SPECIFIED TO STUDENTS PRIOR TO INSTRUCTION.

A system exists to inform students regarding what will be expected of them at program completion. For example, teachers may provide profiles, checksheets, training plans, contracts, or other structured methods to identify outcomes so that students are aware of expected outcomes.

III. CRITERION-REFERENCED MEASURES ARE USED TO MEASURE ACHIEVEMENT OF COMPETENCIES.

Criterion-referenced measures are based on standards that are measurable. Student performance is measured against predetermined standards rather than against other student's accomplishments.

IV. A SYSTEM EXISTS FOR DOCUMENTING THE COMPETENCIES ACHIEVED BY EACH STUDENT.

The documentation provides a record of competencies achieved. The documentation may be used for articulation of the program to provide a smooth transition of the student from one school to another or from one level of instruction to another level. The documentation is also a means of providing information to employers.

Characteristics of CBE

Competency-based educational programs were described by certain characteristics common to most competency-based vocational programs. However, not all of the characteristics are required. The following characteristics have been divided into two groups: required and helpful. The required characteristics are based on Virginia CBE Standards, while the helpful characteristics enhance the CBE program:

Required

1. Course content is based upon required tasks/competencies. Competencies to be learned by the students are determined in advance of instruction by task analysis methods. The purpose of the task analysis is to find out what is required for success in employment or education. The content for the program is based on the results of the task analysis.
2. Performance objectives are developed for the program. The learning skills of the program is developed and stated in the form of performance objectives. There is one performance objective for each task/competency. In addition to the performance objectives, enabling objectives sometimes are developed for CBE programs.

3. The required competencies are specified to student prior to instruction. The specific requirements and content of the program, course, or unit of instruction is provided to the student prior to learnings. This helps the student understand what is required and, thus, facilitates learning.
4. Student achievement is based upon demonstrated competency. The performance of skills is of prime importance in CBE. Whether the competency deals skills, knowledge or attitudes, the competency must be demonstrated at the minimum level for successful achievement. This insures that acquisition of the necessary skills for employment and education.
5. Criterion-referenced testing procedures are used to evaluate student performance. A criterion-referenced measure is developed for each competency, and student performance is compared to a set standard. Student's performance is evaluated to the pre-determined standard rather than compared to other students' work.
6. Student achievement is recorded for purposes of articulation, pre-employment and permanent records. A system is used to document the competencies achieved by each student. This information is critical to the student, teacher, and future employer. (Virginia CBE Standards; May 1979)

#### Helpful

7. Individualized materials and methods are used in instruction. The use of individualized materials and methods is very helpful when students have varied backgrounds and needs. Modules and learning activity packages normally are used when instruction is individualized to meet the needs of the student.
8. Learning time is flexible. The students' rate of learning determines the time required to complete the program. Thus, slower students are permitted to take additional time to gain competencies, while students who learn quickly can proceed to advanced content.
9. Learning is guided by feedback. Frequent or immediate feedback is provided to the student while learning is taking place. Self-check lists and other assessments are incorporated into the instructional materials. Students have an opportunity to be evaluated when they are prepared rather than at scheduled intervals. (Virginia CBE Standards: May 1979)



Suggestions made by well-known authorities concerning how to implement competency-based vocational education in the area of Clerk-Typist I are:

Raybin (7, p.75) observed, "...the program of minimum essentials should be administered in enough depth so that motivated students with the capacity to learn can do so."

Whitney (4, pp. 15-16) holds that if a person teaches in a school system where business courses basically serve those students who are less able to meet the college entrance program, there may be an attitude that basic business subjects are somewhat below the general level high school level, and most definitely not eligible for college credit. However, if a person accepted the popular broad definition of basic business that it included the fundamental skills and concepts upon which the vocational competencies of business occupations are based, then one may also accept the concept that business education consists of competencies that can be learned at any level of instruction from high school to two-year college, to four-year college and at the graduate level. One may also share the growing belief that mastery of these competencies should be recognized by all levels of instruction regardless of the level at which the competency was developed.

#### EVALUATION

Cilley, Elson, and Oliver (5, p.9) stated grading may be based upon the satisfactory performance of the required competency-based objectives plus paper-and-pencil tests. These may test cognitive understandings from the learning activities. Grades on paper-and-pencil tests constitute part of the grade and the completion of competency-based objectives and the other part. Some business teachers have developed a

work attitude checklist which is completed periodically for each student. Work attitudes may be included as part of the grade of each student.

The documentation system to be used and procedures for using the system will be determined at the local level. The documentation system provides for the individual student the articulation of instruction within a school, from course to course, and from one school to another. Each student's record is a comprehensive profile of competencies achieved, exceeded, and attempted. In addition, the documentation system serves as a means of providing meaningful information to employers and a part of evaluation of the student.

#### SUMMARY

After reviewing the related literature it was found that many authorities agreed as to how Clerk-Typist I should be implemented. It was found that competency-based business education provides a method of describing the outcomes of programs. With clearly stated objectives which are measured with criterion-referenced measures, students will benefit. It was found CBE provides a sound basis for communicating with the business community and more closely meeting the needs of the community. Properly implemented, CBE will enable students to move more rapidly in their instructional programs and make greater progress in achieving career goals. In the next chapter, the methods and procedures used to implement how Clerk-Typist at Arcadia High School will be discussed.

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CHAPTER III  
METHODS AND PROCEDURES

INTRODUCTION

The purpose of this study was to show how competency-based vocational education can be implemented in Clerk-Typist I at Arcadia High School.

In this chapter the researcher discussed the procedures used in the research. The researcher used the V-TECS catalog as the main source of reference. The data received was analyzed in chapter four.

PROCEDURES

The following procedures were used in this study: The researcher obtained information from the Competency-Based Course Outline for Business and Office Education, Division of Program Services, Vocational Education which are based on V-TECS. The resulting outline, which follows, includes teacher input, previous content guides developed by the service area and current instructional materials to identify and select competencies. The outline also includes task analysis, performance objectives, criterion-referenced measures and a system to provide specific information concerning the competencies.

From the outline, the researcher selected ten tasks from the Clerk-Typist I skill areas. Each task was then related to specific performance objectives, enabling objectives and criterion-referenced measures.

## Clerk-Typist I (6159)

Grade Level: 11

Prerequisites: General Business  
Typewriting

Clerk-Typist I is a one-year, double-period occupational preparation course offered at the eleventh grade level. Development of production typewriting skill is emphasized. Communication skills are included as a part of the course. Students are taught the touch operation of ten-key calculating machines along with business mathematics applications. In addition, instruction includes records management, office careers orientation, and development of job seeking and other personal employability skills.

The following skill areas are included in Clerk-Typist I:

### Skill Area 1--CALCULATING MACHINES

- 1.1 Arithmetic Review
- 1.2 Machine Operation
- 1.3 Speed and Accuracy
- 1.4 Business Application and Terminology

### Skill Area 2 --COMMUNICATIONS

- 2.1 Importance of Communications
- 2.2 Oral Communications
- 2.3 Receptionist Activities
- 2.4 Written Communications

### Skill Area 3--FINANCIAL RECORDS

- 3.1 Introduction
- 3.2 Checking Accounts
- 3.3 Cash Transactions
- 3.4 Data Processing
- 3.5 Payroll
- 3.6 Purchase and Sales

### Skill Area 4--MAIL PROCESSING

- 4.1 Incoming Mail
- 4.2 Outgoing Mail

### Skill Area 6--MAINTENANCE AND CARE OF OFFICE EQUIPMENT

- 5.1 Calculating Equipment
- 5.2 Reprographic Equipment
- 5.3 Typewriters

### Skill Area 6--RECORDS MANAGEMENT

- 6.1 Information Systems
- 6.2 Filing

### Skill Area 7--REPROGRAPHICE

- 7.1 Appropriate Use
- 7.2 Terminology
- 7.3 Stencil Preparation
- 7.4 Photocopy Preparation
- 7.5 Machine Operation

### Skill Area 8--TYPEWRITING

- 8.1 Review Formats
- 8.2 Speed and Accuracy
- 8.3 Error Correction
- 8.4 Production

### Skill Area 9--WORD PROCESSING

- 9.1 Introduction
- 9.2 Career Opportunities
- 9.3 Machine Transcription

### Skill Area 10--PERSONAL EMPLOYABILITY SKILLS AND KNOWLEDGES

- 10.1 Future Business Leaders of America
- 10.2 Human Relations Skills
- 10.3 Job-seeking Skills
- 10.4 Organizational Skills

## DUTY AREA

1. Calculating Machines

## APPLICATION

PROGRAM: Typing and Related Occupations

## TASK/COMPETENCY

1.2 Compute data needed to complete  
business invoices

COURSE: Clerk-Typist I

## PERFORMANCE OBJECTIVE

P. 1.2 Given a calculator and four invoices, the student will determine extensions, discounts and sales tax with at least 80 percent accuracy.

## ENABLING OBJECTIVES

The student will:

- E. 1.2.1. Read and follow instructions in text for computing discounts, extensions and sales taxes.
- E. 1.2.2. Use touch system.
- E. 1.2.3. Take shortcuts by using special function keys to determine extensions, discounts and sales taxes.
- E. 1.2.4. Verify answers.

## CRITERION-REFERENCED MEASURE

C. 1.2. Using a calculator, compute data needed to complete four business forms (invoices) with at least 80 percent accuracy.

## DUTY AREA

2. Communication Skills

## TASK/COMPETENCY

2.2. Answer and route phone calls

~~APPLICATION~~

PROGRAM: Typing and Related Occupations

COURSE: Clerk-Typist I

## PERFORMANCE OBJECTIVE

P. 2.2 Given five calls, answer them properly using basic telephone procedures giving non-confidential information and taking clear messages.

## ENABLING OBJECTIVES

## The Student Will:

- E. 2.2.1 Demonstrate effective listening techniques.
- E. 2.2.2. Demonstrate correct procedure for answering promptly and properly, taking messages, and terminating calls.
- E. 2.2.3 Use basic telephone information such as types of service and calls, time zones, types of equipment, and directions.

## CRITERION-REFERENCED MEASURE

C. 2.2 Using the telephone, answer five routing calls and route the proper party, give non-confidential information, and take clear messages.

## DUTY AREA

~~APPLICATION~~

3. Financial Records

PROGRAM: Typing and Related Occupations

## TASK/COMPETENCY

COURSE: Clerk-Typist I

3.2. Endorse checks using the appropriate blanks, restrictive, or full endorsement

## PERFORMANCE OBJECTIVE

P. 3.2 Given pre-written checks and information concerning how, when, where, and for what purpose each check will be transferred, endorse each check using the blank, restrictive, or full endorsement that is most appropriate in the given circumstances.

## ENABLING OBJECTIVES

The student will:

- E. 3.2.1 Determine appropriate endorsements.
- E. 3.2.2 Spell all words and names correctly.
- E. 3.2.3 Word the endorsement correctly.
- E. 3.2.4 Write legibly.
- E. 3.2.5 Place the endorsement correctly.
- E. 3.2.6 Use Pen.

## CRITERION-REFERENCED MEASURE

C. 3.2 You will be given five checks using the blank, restrictive, or full method of endorsement as appropriate for the situation. Endorse them with 100 percent accuracy.



## DUTY AREA

4. Mail Processing

## TASK/COMPETENCY

4.1.Process Mail

~~APPLICATION~~

PROGRAM: Typing and Related Occupations

COURSE: Clerk-Typist I

## PERFORMANCE OBJECTIVE

P. 4.1 Given ten routine pieces of incoming mail, correctly open, stamp and sort.

## ENABLING OBJECTIVES

The student will:

- E. 4.1.1 Open incoming mail
- E. 4.1.2 Stamp incoming mail
- E. 4.1.3 Sort incoming mail
- E. 4.1.4 Route incoming mail
- E. 4.1.5 Distribute incoming mail

## CRITERION-REFERENCED MEASURE

- C. 4.1.1 You will be given ten routine pieces of incoming mail. Open, stamp, sort, route, and distribute correctly.

## DUTY AREA

5. Maintenance and care of  
office equipment

## TASK/COMPETENCY

5.1 Maintain office equipment

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~~APPLICATION~~

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PROGRAM: Typing and Related Occupations

COURSE: Clerk-Typist I

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## PERFORMANCE OBJECTIVE

P. 5.1 Given proper procedures, clean, replace pads, and make minor machine adjustments on the reprographic equipment correctly.

## ENABLING OBJECTIVES

The student will:

- E. 5.1.1 Clean the machine
- E. 5.1.2 Replace pads on the machine
- E. 5.1.3 Make minor machine adjustments

## CRITERION-REFERENCED MEASURE

C. 5.1.1 You will be given supplies necessary for the maintenance of the equipment. When appropriate, clean, replace pads, and make machine adjustments correctly.

**DUTY AREA**

6. Records Management

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**APPLICATION**

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PROGRAM: Typing and Related Occupations

**TASK/COMPETENCY**

6.1 File data alphabetically

COURSE: Clerk-Typist I

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**PERFORMANCE OBJECTIVE**

P. 6.1 Given 15 letters and documents for filing, and filing directions, file all letters and documents alphabetically without error.

**ENABLING OBJECTIVES**

The student will:

- E. 6.1.1 Describe the need for storing records
- E. 6.1.2 Apply alphabetic filing rules

**CRITERION-REFERENCED MEASURE**

C. 6.1.1 Obtain materials from the instructor, file without error 15 letters and documents alphabetically.

**DUTY AREA**

7. Reprographics

~~APPLICATION~~

PROGRAM: Typing and Related Occupations

**TASK/COMPETENCY**

7.1 Prepare photocopies

COURSE: Clerk-Typist I

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**PERFORMANCE OBJECTIVE**

- P. 7.1 Given three methods of duplication, select the most appropriate method of duplication for ten case situations.

**ENABLING OBJECTIVES**

The student will:

- E. 7.1.1 Describe when photocopy is the most appropriate duplication method.
- E. 7.1.2 Select appropriate method of preparation.
- E. 7.1.3 Operate photocopy equipment to produce quality copies.

**CRITERION-REFERENCED MEASURE**

- C. 7.1.1 Using a photocopy, prepare ten case situations, justify the most appropriate method to produce quality copies.

## DUTY AREA

8. Typewriting

~~APPLICATION~~

PROGRAM: Typing and Related Occupations

## TASK/COMPETENCY

8.1 Type business letters

COURSE: Clerk-Typist I

## PERFORMANCE OBJECTIVE

- P. 8.1 Given 2 edited, rough-draft letters with special features, type in specified format with one carbon copy within 45 minutes. A checklist will be used to rate performance. All applicable items must receive an acceptable rating.

## ENABLING OBJECTIVES

The student will:

- E. 8.1.1 Select appropriate supplies.
- E. 8.1.2 Make necessary machine adjustments
- E. 8.1.3 Assemble carbon pack and insert into typewriter.
- E. 8.1.4 Type in specified format
- E. 8.1.5 Proofread and correct all errors before removing from typewriter.

## CRITERION-REFERENCED MEASURE

- C. 8.1.1 From 2 edited, rough-draft letters, type in specified format with one carbon copy within 45 minutes. All items must receive an acceptable rating on the instructor checklist.

## DUTY AREA

~~APPLICATION~~

9. Word Processing

PROGRAM: Typing and Related Occupations

## TASK/COMPETENCY

COURSE: Clerk-Typist I

9.1 Transcribe correspondence  
from recorded media.

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**PERFORMANCE OBJECTIVE**

P. 9.1. Given three average-length business letters, demonstrate the proper techniques of operating transcriber and transcribe from recorded media in mailable form.

**ENABLING OBJECTIVES**

The student will:

- E. 9.1.1 Operate a transcriber efficiently.
- E. 9.1.2 Produce mailable copy.
- E. 9.1.3 Proofread and correct all errors before removing from the typewriter.

**CRITERION-REFERENCED MEASURE**

- C. 9.1.1 Using a transcriber, transcribe from recorded media three average-length business letters in mailable form.

**DUTY AREA**

10. Personal Employability  
Skills and Knowledges

**APPLICATION**

PROGRAM: Typing and Related Occupations

**TASK/COMPETENCY**

10.1 Join FBLA (Future Business  
Leaders of America)

COURSE: Clerk-Typist I

**PERFORMANCE OBJECTIVE**

- P. 10.1 Given information about the Future Business Leaders of America, the student will pay his/her dues and become a member of the national, state, region, and local organization. After reading descriptions of the competitive events, the student will indicate in writing in which area he/she would like to participate and/or compete.

**ENABLING OBJECTIVES**

The student will:

- E. 10.1.1 Join and participate in local, regional, and state activities of the Future Business Leaders of America.

**CRITERION-REFERENCED MEASURE**

- C. 10.1.1 Obtain information about the Future Business Leaders of America from the instructor, join Future Business Leaders of America and indicate in writing in which area he/she would like to participate and/or compete.

### SUMMARY

This chapter has identified procedures for selected competencies, using the task analysis method. Mastery of these skills, basic for all business and office occupations, will prepare students at Arcadia to assume roles in the work force.



## CHAPTER IV

## FINDINGS

## INTRODUCTION

The terminal and personal employability competencies in Clerk-Typist I necessary for each student to gain employment have been identified as:

## CLERK-TYPIST I

Skill AreasTerminal Competency

## CAN THE STUDENT:

Calculating Machines

Compute and verify amounts and total all items on ten business forms?

Communication Skills

Answer five routine calls and route to proper party, give non-confidential information, and take clear messages?

Financial Records

Endorse five checks using the blank, restrictive, or full method of endorsement as an appropriate for the situation?

Mail Processing

Correctly open, stamp, sort, and route ten routine pieces of incoming mail?

Maintenance and Care of Office Equipment

When appropriate, clean, replace pads, and make minor machine adjustments?

Records Management

Correctly index, code, sort, and file alphabetically 15 documents?

Reprographics

Justify the most appropriate method of duplication, stencil or photocopy for ten case situations?

<u>Skill Area</u>	<u>Terminal Competency</u> CAN THE STUDENT:
Typewriting	Typewrite from handwritten or edited rough-draft copy two mailable business letters with special features and appropriate copies within 50 minutes?
Word Processing	Demonstrate proper techniques of operating transcriber and transcribe from recorded media three average-length business letters in mailable form?
Personal Employability Skills and Knowledges	Identify personal strengths, weaknesses, and ambitions and match them with job opportunities?

These findings were obtained from the Competency-Based Course Outline for Business and Office Education, Division of Program Services, Vocational Education. Specific performance objectives, enabling objectives and criterion-referenced measures were associated with each task in order to insure implementation of competency-based vocational education (CBVE).

#### SUMMARY

This chapter has identified the terminal and personal employability competencies in Clerk-Typist I for each student to gain employment.

In the last chapter the researcher will use the findings to draw conclusions and make recommendations as to whether competency-based vocational education should be implemented in the Clerk-Typist I course at Arcadia High School.

CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to show how competency-based education can be implemented in Clerk-Typist I, identifying the competencies needed to better prepare students to enter the labor market upon graduation from Arcadia High School.

An extensive review of the literature related to this topic by researchers found that many authorities agreed as to how Clerk-Typist I should be implemented. It was found that competency-based business education provides a method of describing the outcome of programs. It was found that CBVE provides a sound basis for communicating with the business community and more closely meeting the needs of the community. Properly implemented, CBVE will enable students to move more rapidly in their instructional program and make greater progress in achieving career goals.

Chapter III described the methods and procedures used to identify the competencies. The procedures were accomplished by selecting competencies and performance used in objectives for Clerk-Typist I in order that students be better prepared to enter the labor market upon graduation.

The findings were given in Chapter IV to illustrate the procedures used and identified the terminal and personal employability competencies in Clerk-Typist I for each student to gain.

In the following parts, the researcher will draw conclusions from the findings and make recommendations as to whether competency-based vocational education should be implemented in Clerk-Typist I.

### CONCLUSIONS

From the results of the terminal competencies indicated in the findings of Chapter IV, it can be concluded that competency-based business education can be implemented in Clerk-Typist I at Arcadia High School to better prepare students to enter the labor market upon graduation.

### RECOMMENDATIONS

After reviewing the procedures involved in researching this problem, the data collected and analyzed, and the results that were obtained, it can be concluded that:

1. The findings indicate that CBE should be implemented in Clerk-Typist I.
2. The findings indicate that the real needs of students can be served.
3. The findings indicate the student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.
4. The findings indicate that CBE can be designed to facilitate the development and evaluation of student's achievement of competencies specified.
5. The findings indicate the program as a whole is systematic.

**A P P E N D I X**



## INSTRUCTOR CHECKLIST

TASK/COMPETENCY 8.2

Type business letter.

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Used specified format		
2. Balanced copy vertically		
3. Balanced copy horizontally		
4. Did not exceed specified time limit (10 minutes for short letter, 20 for a medium, and 30 for a long letter).		
5. Used appropriate type of punctuation (open or mixed).		
6. Corrected all errors neatly on original copy.		
7. Corrected all errors neatly on carbon copy, with no smudges.		
8. Inserted carbon pack correctly, without wrinkling carbon paper.		

**ARCADIA HIGH SCHOOL  
ARTICULATION PROJECT  
COMPETENCY RECORD**

NAME OF STUDENT: \_\_\_\_\_ SOCIAL SECURITY NO. \_\_\_\_\_

COURSE/OCCUPATION: \_\_\_\_\_

THIS RECORD SHOWS THE COMPETENCIES DEMONSTRATED BY THE PERSON ABOVE ON THE DATE SPECIFIED IN THE DESIGNATED INSTRUCTIONAL AREA. THIS DOCUMENT WILL BECOME A PART OF THE STUDENT'S CUMULATIVE RECORD AND WILL BE AVAILABLE TO SUBSEQUENT TRAINING INSTITUTIONS OR PROSPECTIVE EMPLOYERS. THE STUDENT WILL BE PROVIDED A COPY OF THIS COMPETENCY RECORD UPON TERMINATION OF HIS TRAINING.

**RATING SCALE**

- |  |
|--|
| 1. Performs task/competency above job entry level          |
| 2. Performs task/competency at job entry level             |
| 3. Task/competency accomplished by challenge test          |
| Blank Has not demonstrated mastery of this task/competency |

SCHOOL(S) ATTENDED/EMPLOYER	PHONE #	DATES ATTENDED (FROM)(TO)	INSTRUCTOR'S NAME(S)	STATUS OF PROGRAM COMPLETION	HOURS
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

I CERTIFY THAT THIS RECORD OF MY COMPETENCIES IS A CORRECT AND ACCURATE DOCUMENT.

_____	_____	_____	_____
(Signature)	Date	(Signature)	Date