

Performance Objective Resource

CTE Curriculum: Are you aware of the language in Chapter 339 regarding the curriculum in a career and technical program.

339.22. Program content.

(a) Occupational program requirements. The primary objectives of an occupational program are to prepare students for employment in high priority occupations supported by local employers, and for successful employment and lifelong learning through acquisition of high-level academic, technical and career development skills, efficient work habits and attitudes about the personal, social and economic significance of work. Occupational programs include vocational agriculture, vocational business education, vocational health occupations, vocational marketing and distributive education, vocational occupational family and consumer sciences, and vocational trade, industrial and technical education. Occupational programs must be standards-based, prepare students for obtainment of licensure or industry skill certification or Pennsylvania Skills Certificate, as required, provide extended classroom experience, and meet minimum time requirements. The specific requirements of the foregoing elements are as follows:

(1) Standards-based. Programs must have standards-based plans. A standards-based plan is an instructional system that is planned and managed by the teacher, based upon occupational analysis and clearly stated performance objectives that are deemed critical to successful employment as recommended by occupational advisory committees. Occupational tasks recommended by an Occupational Advisory Committee must provide the basis for instruction. The instructional process must derive its content from the task performed in each occupation and job and provide for the assessment of student performance on the basis of preset performance standards. Standards-based plans must include:

(i) Performance objectives. A vocational education program must identify performance objectives in accordance with criteria developed by the school entity in cooperation with the Occupational Advisory Committee. The performance objectives consist of the following three parts:

(A) The conditions under which the task will be performed—the materials and supplies provided.

(B) A description of the task.

(C) The standard for how well the task shall be performed.

Note: There must be a performance objective written for each task taught in the program. Also, it is important to note, the performance objectives should be developed in cooperation with the Occupational Advisory Committee.

Does your program's curriculum meet the standards of performance objectives? Do your CTE teachers struggle to develop performance objectives that are measurable and are higher level than just the knowledge level. Here are some hyperlinks that you can share with them to give them a list of verbs that could be used as they develop measurable performance objectives. It is important to stay away from words like "explain", "describe", "discuss" and use action verbs like "apply", "setup" "repair".

[Blooms Taxonomy - Best.pdf \(utica.edu\)](#)

[List of Measurable Verbs Used to Assess Learning Outcomes \(clinton.edu\)](#)

[blooms taxonomy revised verbs - Bing images](#)

[depth of knowledge chart - Bing images](#)

[Measurable Verbs for Assessing Learning Outcomes.pdf \(ucdenver.edu\)](#)

In a measurable performance objective, the teacher should avoid using a percent as "the standard in which the task should be performed". For instance, if an auto tech teacher said "brakes could be done with an 80% accuracy", would you want that to be your car that the brakes were only put on to 80% accuracy? If a culinary teacher said "coffee could be made at 90% accuracy" but the step they missed was actually using coffee, would this be sufficient? In many CTE programs, you can use criteria such as "following manufacturer's specifications" or "manufacturer's instructions". For instance, in a Cosmetology program, chemical applications vary depending on the manufacturer of the product so saying manufacturer's instructions would be appropriate. Another method in the criteria could be listing some of the end result like in frosting a cake "the surface of the cake was smooth and even with no cake showing through, decorations were well balanced and met the customer's request, and the cake board area was neat." Often times, programs such as the Auto Trades or Machining programs will have tolerances that are specified for a task. The criteria would then be whatever is the tolerance.

The teachers should have discussions with their OACs on what criteria should the teacher expect for an entry level position. The teacher's suggested performance objectives could be sent home prior to the meeting and then discussed at the meeting. The discussions should be entered into the minutes as proof the program is meeting Chapter 339 regulations.