

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 29-30-51

REVISED: July/1998

TITLE: **CUSTODIAL/BUILDING AND GROUNDS FUNDAMENTALS**
(Former Title: Janitor/Building and Grounds Fundamentals)

DEPARTMENT: Industrial Technology Education

CREDITS: 5

HOURS: 60

CBEDS NO.: 5861

APPORTIONMENT NO.: 06.382.664

DOT NO.: 382.664

COURSE DESCRIPTION:

This competency-based course prepares trainees for entry-level employment as school custodians, upgrades skills, and prepares employees for promotion.

PREREQUISITES:

None

NOTE:

It is recommended that students in the Maintenance Supervisor program complete the following courses in the given sequence: Custodial/Building and Grounds Fundamental (29-30-51), Maintenance Supervisor/Heating and Ventilation (29-30-52), Maintenance Supervisor/Supervisory Practices (29-30-53) and Maintenance Supervisor/Scheduling Practices (29-30-54).

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.lausd.k12.ca.us/lausd/offices/dace

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

Thanks to HENRY BECERRA for revising this course outline.

Thanks to KEN KAY and CARLYNN HUDDLESTON for editing and preparing this course outline as competency based.

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CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
For The Janitor/Building and Grounds Fundamentals Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. ORIENTATION</p> <p>Understand the duties of the custodial building maintenance worker.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Describe the job of janitor. 2. Demonstrate proper flag etiquette, United States and California flags. 3. Describe procedures for reporting industrial illness or injury.
<p>B. SAFETY</p> <p>Demonstrate safe work habits.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 4. Explain laws regarding personal safety listed in the handbook. 5. Identify hazardous conditions. 6. Use a ladder safely. 7. Demonstrate proper lifting techniques. 8. Demonstrate the proper use of fire extinguishers. 9. Demonstrate the ability to operate fire sprinkler valves and alarm systems. 10. Pass the designated safety test with 100% accuracy.
<p>C. SANITARY FACILITIES</p> <p>Clean and sanitize restrooms, restrooms fixtures, and other sanitary facilities to approved standards.</p> <p>(9 hours)</p>	<ol style="list-style-type: none"> 11. Clean and sanitize toilet bowls, urinals, and all restrooms surfaces. 12. Clean and sanitize sinks and drinking fountains. 13. Clean and sanitize shower and locker rooms.

<p>D. DUSTING/WALL CARE/ GLASS CLEANING</p> <p>Dust furniture, wash walls and furniture and clean glass in an approved manner.</p> <p>(3 hours)</p>	<p>14. Perform low dusting. 15. Perform high dusting. 16. Demonstrate hand method of wall washing. 17. Spot wash walls and woodwork. 18. Wash venetian blinds and furniture. 19. Clean interior and exterior glass.</p>
<p>E. HARD FLOOR CARE (DAILY/ WEEKLY MAINTENANCE)</p> <p>Identify and maintain floor surface according to acceptable standards.</p> <p>(9 hours)</p>	<p>20. Identify various floor types. 21. Sweep floors using dust mop and floor brush. 22. Wet mop, damp mop, and spot mop floors. 23. Demonstrate proper care and use of tools.</p>
<p>F. CARPET CARE</p> <p>Identify and maintain carpeting materials to approved standards.</p> <p>(6 hours)</p>	<p>24. Identify carpet types. 25. Vacuum carpets. 26. Remove spots and stains. 27. Review carpet cleaning methods, such as dry foam, wet method, soil extraction, bonnet method, and spray method. 28. Demonstrate proper care and use of tools.</p>
<p>G. GROUNDS, YARDS, AND LAWN CARE</p> <p>Operate various types of power yard and lawn skillfully and safely.</p> <p>(6 hours)</p>	<p>29. Operate a power vacuum yard sweeper. 30. Remove weeds from paved and unplanted areas. 31. Maintain equipment. 32. Operate a 21-inch rotary/power lawnmower. 33. Operate a power lawn edger. 34. Operate a power weed cutter/trimmer. 35. Operate a power yard blower.</p>

<p>H. FLOOR CARE (PROJECT CLEANING)</p> <p>Identify and maintain floor surfaces with available equipment to acceptable standards.</p> <p>(9 hours)</p>	<p>36. Identify floor types as resilient, non-resilient, and wood.</p> <p>37. Scrub and strip floors.</p> <p>38. Apply floor finishes.</p> <p>39. Perform spray buffing and high speed burnishing.</p> <p>40. Screen and seal hardwood floors.</p>
<p>I. JOB SEARCH AND ACQUISITION SKILLS</p> <p>Understand how to complete job applications and how to prepare for a job interview.</p> <p>(6 hours)</p>	<p>41. Identify skills necessary to acquire a job.</p> <p>42. Itemize the steps in a job search.</p> <p>43. Legibly complete a job application form.</p> <p>44. Discuss appropriate grooming and dress for a job interview.</p> <p>45. Explain steps used to prepare for a job interview.</p> <p>46. Recognize the importance of punctuality in arriving for an interview.</p> <p>47. Identify the need for a positive attitude during the interview.</p> <p>48. Recognize the need for good voice modulation during an interview.</p> <p>49. Discuss the effect of cultural diversity on the interview process.</p> <p>50. Discuss the effect of nonverbal communication on a job interview.</p> <p>51. Discuss desired employee characteristics and job skills.</p> <p>52. Apply proper interview techniques in a mock interview.</p>

SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

TEXTBOOKS

Friedman, Edwin B. Housekeeping Handbook for Institutions, Business and Industry. NY: Fredrick Fell Publishers, Inc.

Los Angeles Unified School District. Operations Branch Custodial Manual.

Los Angeles Unified School District. Personal Safety Handbook.

MULTIMEDIA

“Back Lifting Program.” (video) Los Angeles Unified School District.

Refer to the Catalog of Films, Videocassettes, and Videodiscs for Secondary and Adult Levels, 1991. Los Angeles Unified School District Publication No. SC-967-1991.

“Floor Stripping Procedures.” Maintenance/Operations Branch, Los Angeles Unified School District.

Videos from Environmental Health and Safety Branch, Business Services Division, Los Angeles Unified School District.

RESOURCE PERSONS

Operations training specialist, Maintenance and Operation Branch, Los Angeles Unified School District.

Supervisory persons from school custodial staffs, Los Angeles Unified School District.

Subject area supervisors and consultant.

TEACHING STRATEGIES AND EVALUATION

METHODS AND PROCEDURES

- A. Demonstration/observation
- B. Individualized instruction
- C. Multimedia presentation
- D. Role Playing

EVALUATION

- A. Teacher developed tests (pre-post tests can be created using the competencies in this course outline.)
- B. Manipulative performance tests
- C. Teacher observation
- D. Student feedback and self evaluation

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or handicap.
