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A Study To Prioritize The Duties And Responsibilities Of Vocational Teacher-Coordinators Based Upon The Perceptions Of Vocational Teacher-Coordinators, Vocational Supervisors, And Vocational Directors In The State Of Alabama.

Embril Dale Edwards
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**A study to prioritize the duties and responsibilities of vocational
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teacher-coordinators, vocational supervisors, and vocational
directors in the State of Alabama**

Edwards, Embril Dale, Ed.D.

University of Alabama at Birmingham, 1989

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A STUDY TO PRIORITIZE THE DUTIES AND RESPONSIBILITIES
OF VOCATIONAL TEACHER-COORDINATORS BASED UPON THE
PERCEPTIONS OF VOCATIONAL TEACHER-COORDINATORS,
VOCATIONAL SUPERVISORS, AND VOCATIONAL
DIRECTORS IN THE STATE OF ALABAMA

by

E. DALE EDWARDS

A DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education in the
Department of Educational Leadership in
The Graduate School, The University
of Alabama in Tuscaloosa, and
The University of Alabama
at Birmingham

BIRMINGHAM, ALABAMA

1989

ABSTRACT OF DISSERTATION
GRADUATE SCHOOL, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Degree Doctor of Education Major Subject Educational Leadership

Name of Candidate E. Dale Edwards

Title A Study to Prioritize the Duties and Responsibilities
of Vocational Teacher-Coordintators Based Upon the
Perceptions of Vocational Teacher-Coordintators,
Vocational Supervisors, and Vocational Directors in
the State of Alabama.

The focus of this study was to prioritize the duties and responsibilities of vocational teacher-coordinators in the State of Alabama. The prioritization was based upon survey data received from vocational teacher-coordinators, vocational supervisors, and vocational directors in Alabama.

Data were obtained through questionnaires sent to 300 teacher-coordinators and 125 vocational administrators throughout the state. The objectives of the questionnaire were to provide: (a) demographic information about the participants, (b) a prioritized ranking of the areas of responsibility of vocational teacher-coordinators, and (c) a prioritized ranking of the job duties of vocational teacher-coordinators.

Based upon the perceptions of the participants, the responsibilities of the vocational teacher-coordinator were prioritized in the following order: (1) Teaching, (2) Coordination, (3) Guidance, (4) Public Relations, (5)

ACKNOWLEDGMENTS

The completion of this study was encouraged by the assistance of many people. To my committee, Dr. Don Henderson and Dr. Harold Bishop (Chairmen), Dr. Martha Hedley, Dr. Curtis Sellers, and Dr. Ann Wilson, I express my sincere appreciation. A special thanks is also extended to Dr. Fain Guthrie, whose early guidance made this project a reality.

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and financially, has provided me the opportunity to reach this long-term goal. It is to them that I dedicate this dissertation.

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CHAPTER I
INTRODUCTION TO THE PROBLEM

Introduction

Evaluation of educational personnel is of paramount importance to the overall effectiveness of any given program. Therefore, in order for personnel to be held accountable in their respective responsibilities, some means of comprehensive and reliable evaluation must be developed and incorporated into the system. Accountability has clearly become a primary concern to all areas of education. Wentling (1980) reported,

evaluation can be of benefit to instructional or ancillary personnel. A comprehensive evaluation system is capable of identifying deficiencies and strengths of personnel performance, thus helping personnel to improve upon their performance.

(p. 21)

The key word in this statement, concerning the evaluation system, relating to this study is comprehensive. In order for an evaluation system to be beneficial, it must be comprehensive. That is, the evaluation system must adequately address all areas of the program or all the duties of the personnel in the particular positions that it has been designed to assess.

Hawley (1982) reported, "that evaluation is part of the decision-making process, helping us to make better informed decisions through the systematic, logical acquisition and

appraisal of information" (p. 9). Consequently, any evaluation system which is used must prove to be one that provides all pertinent information possible and provides this information in such a way that will allow the evaluator to collect, analyze, and correlate the information in the most efficient and effective manner.

Calhoun and Finch (1982) stated,

an effective approach toward evaluation is based on principles that reflect a clear sense of direction, flexibility, and an honest desire to improve and upgrade all persons, programs, and processes involved in vocational education. (p. 277)

They further report the following as fundamental considerations involved in implementing an evaluation process:

1. Evaluators must have a definite frame of reference; that is, meaningful evaluations must be made in terms of specific values, goals, or objectives. Evaluative procedures that fail to take into account the self-determined goals of the individual or institution are not only worthless, but may actually be harmful in their distorting or coercive effects.

2. Evaluations should be continuous and cumulative. Any evaluation as of a given moment is likely to be erroneous or incomplete in certain particulars. Furthermore, because goals change as conditions change, it is necessary for sound evaluative procedures to take such changes into account. The predictive significance of a given evidence of excellence may vary in such a way as to make that evidence of greatly unequal value on different occasions. Thus, evaluations should be made regularly over a period of time.

3. Evaluations should be comprehensive and conclusive. Because in any given situation multiple goals are usually being sought, it is necessary to find out the extent to which each of the goals is being attained. It is clear that, in certain instances, success in achieving

certain goals may be offset by losses with respect to other goals. Whereas individuals or institutions should be evaluated on the basis of a "total pattern" of characteristics, it should be recognized that superiority in some characteristics may be regarded as compensating, to some extent, for deficiencies in others.

4. The primary purpose of all evaluative procedures is that of encouraging and promoting improvement with respect to the condition or activity being evaluated. Consequently, all procedures should provide for specific, constructive suggestions for improvement. In general, effective evaluation will make slight and incidental, if any, use of inter-individual or inter-institutional comparisons; rather it will compare the record of the given individual or institution at successive time intervals and always in the light of the individual's or institution's unique needs and purposes.

5. In view of the essential nature of evaluation (making value judgments of the progress being made toward specific objectives) and of the basic purpose of evaluation (improvement of a condition or a process), it is clear that sound evaluative procedures still involve the actual participation of the person or institution concerned; that is, effective evaluation will emphasize self-appraisal activities. However, this statement does not exclude the use of outside persons or agencies who, on invitation, may be prepared to serve in a resource or consultant capacity on various technical aspects of the evaluation program.

6. All evaluations should involve three fundamental processes: (a) the formulation and acceptance of specific values or goals, (b) the securing of specific evidence relative to the existence, quantity, and quality of a condition or a process, and (c) the act of making a judgment, in light of available evidence, concerning the extent to which the desired values or goals have been attained.

(p. 277)

McGreal (1983) suggests that evaluation of teachers has remained controversial because of the way evaluation is carried out not because of the content or the general

purposes. Furthermore, McGreal (1982) identified nine commonalities associated with desirable practices in developing local teacher evaluation systems. These include: (a) Attitude; (b) Complementary Procedures, Processes, and Instrumentation; (c) Separation of Administrative and Supervisory Behavior; (d) Goal Setting; (e) Narrowed Focus on Teaching; (f) Use of a Modified Clinical Supervision Format; (g) Use of Alternative Sources of Data; (h) Different Requirements for Tenured and Nontenured Teachers; and, (i) A Complete Training Program.

In a study conducted by Wise and Darling-Hammond (1984), the components of a successful teacher evaluation system were reported to include the following characteristics. The successful system should include the educational goals, management style, conception of teaching, and community values of the school district.

These positions advanced by authorities in the field illustrate very clearly that an evaluation system must be comprehensive and must address all areas of a particular position in order to prove useful and effective.

Statement of the Problem

The previous system of evaluation that was utilized to assess vocational coordinators in Alabama was basically confined to the teaching aspects of the position. The primary emphasis of the previous evaluation system, The Career Incentive Program (CIP) (Alabama State Department of Education, 1986) (see Appendix G), was concentrated on the

performance of the teacher-coordinator in the role in the classroom, teaching related study material. The CIP model of evaluation, by design, did not adequately address any of the other duties that the teacher-coordinator must perform in conducting a successful cooperative education program.

The duties of the teacher-coordinator are clearly delineated in the handbooks for vocational teacher-coordinators that are published by the Alabama State Department of Education. The duties of the teacher-coordinator as outlined in the handbooks include all the functions that the teacher-coordinator must perform. These areas include the following: (a) Administration, (b) Coordination, (c) Guidance, (d) Public Relations, (e) Teaching, and (f) Professional Development. Consequently, for an evaluation system to be beneficial in attaining the goals of the organization, it must be comprehensive in nature and adequately address all aspects of a particular position. The CIP, which was the system used to evaluate the position of vocational teacher-coordinator, did not adequately address all aspects of the position of the vocational teacher-coordinator. This study was conducted so that a comprehensive and reliable system of evaluation could be developed in the future.

Purpose of the Study

The purpose of this study will be to prioritize the duties and responsibilities of vocational

teacher-coordinators based upon the perceptions of vocational teacher-coordinators, vocational supervisors, and vocational directors in the State of Alabama.

Significance of the Study

The results of the study proved valuable to the Alabama State Department of Education and/or local boards of education in using the prioritization to develop a comprehensive and reliable system of evaluation for vocational teacher-coordinators. Recent developments in the state legislature have resulted in withdrawal of funding for the CIP. This development was due primarily to the lack of support for the system from both administrators and teachers and the expense of the system. Consequently, a void exists in the evaluative process and the findings of this study will be both timely and important in providing information for the development of a system of evaluation that is currently needed.

The findings of the study proved to be valuable in prioritizing all aspects of the position of the vocational teacher-coordinator which should be included in an evaluation system that is acceptable and viable. Also, a clear definition of the aspects to be included in an evaluation system would prove to be beneficial in developing in-service and professional development programs.

Research Questions

The following research questions have been formulated regarding the study:

1. Are selected demographic characteristics significantly related to the perceptions of the respondents regarding the duties and functions of the vocational teacher-coordinator?

2. How do the respondents rank the six general areas of the position of vocational teacher-coordinator?

3. How do the respondents rank each of the functions under each of the six general areas of the position of vocational teacher-coordinator?

4. Is there a significant difference between the perceptions of the vocational directors/supervisors and vocational teacher-coordinators regarding the ranking assigned to the six general areas of the position of vocational teacher-coordinator?

5. Is there a significant difference between the perceptions of the vocational directors/supervisors and the vocational teacher-coordinators regarding the ranking assigned to each of the functions under each of the six general areas of the position of vocational teacher-coordinator?

For analytical purposes, each of the research questions will be written in the null form of hypothesis for testing as follows: The data from the questionnaire will be analyzed by the Chi-Square technique to test for differences between sub-groups. The Mann-Whitney U Test will be used to test for significance of rankings.

Null Hypotheses

The following null hypotheses were statistically analyzed at the .05 level based upon the data collected. The hypotheses are as follows:

1. There are no differences in the rankings placed by the respondents on each of the six general areas of the position of vocational teacher-coordinator.

2. There are no differences in the rankings placed by the respondents on each of the functions under each of the six general areas of the position of vocational teacher-coordinator.

3. There are no statistically significant differences between the perceptions of vocational directors/supervisors and vocational teacher-coordinators regarding the rankings placed on the six general areas of the position of vocational teacher-coordinator.

4. There are no statistically significant differences between the perceptions of the vocational directors/supervisors and teacher-coordinators regarding the rankings placed on each of the functions under each of the six general areas of the position of vocational teacher-coordinator.

5. There are no statistically significant differences regarding selected demographic information and the perceptions of the respondents.

Assumptions

The following assumptions will be made regarding the study:

1. The data received from the various vocational directors/supervisors and teacher-coordinators were accurate and reliable. In other words, the respondents were honest.

2. A need exists for the development of a comprehensive and reliable system of evaluation for vocational teacher-coordinators in the State of Alabama.

Limitations of the Study

This study was limited by these characteristics:

1. Perceptions of vocational directors, supervisors, and teacher-coordinators throughout the State of Alabama; consequently, the results can be generalized only to Alabama and similar states.

2. Dependent upon self-reported data.

Definition of Terms

Definitions of terms relative to this study were as follows:

Cooperative vocational education. An organized method of instruction in a vocational program conducted on an alternating schedule of half day, weeks, or other periods of time, whereby the classroom instruction is coordinated with a planned series of on-the-job learning experiences related to each student's occupational objective. Students will have reached or are striving to reach occupational and/or clinical entry-level proficiency in skill training through

regularly scheduled part-time employment or through defined clinical experiences. The training/education learning experiences must be planned and supervised by a certified vocational teacher-coordinator and training sponsor based on a training agreement and a written training plan so that each contributes to the students' education and employability (Alabama State Department of Education Vocational Education Division, 1982, p. 6).

Evaluation. "The systematic process of judging the worth, desirability, effectiveness, or adequacy of an event, process, circumstance, etc., according to definite criteria and purposes" (Calhoun & Finch, 1982, p. 277).

Evaluation Instrument/Model. A written format for judging the value or amount of an action or an outcome by careful appraisal of specific data in light of the particular situation and the goals and objectives previously established (Alabama State Department of Education, 1982, p. 7).

Student-learners. Refers to students enrolled in a vocational cooperative education program.

Teacher-coordinator. An individual properly certified in vocational education who coordinates a program of study and practice providing legal employment for students with organized on-the-job training and correlated school instruction (Alabama State Department of Education, 1982, p. 10).

Training agreement. A written agreement between students, parents, employers, and school for cooperative vocational education (Alabama State Department of Education, 1982, p. 10).

Training plan. A written format for each cooperative vocational education student delineating the learning experiences and job tasks to be undertaken at the job site which parallel the classroom units of instruction (Alabama State Department of Education, 1982, p. 10).

Training station. A school-approved work site for the student-learner enrolled in cooperative vocational education.

Vocational administrator (director/supervisor). A person delegated the responsibility for the general regulations, direction execution, and control of one or more vocational education administrative units under the control of the local board of education including but not limited to area vocational centers (Alabama State Department of Education, 1982, p. 8).

Vocational education. Organized educational programs which are directly related to preparation of individuals for paid or unpaid employment, or for additional preparations for a career requiring other than a baccalaureate or advanced degree (Calhoun & Finch, 1982, p. 2).

Methodology

The general procedure of this study involved the following:

1. A thorough review of the related literature was conducted. The review of the literature revealed many aspects that should be included in a comprehensive evaluation model. Included in the review was a review of selected systems of evaluation for vocational teacher-coordinators from states in the southeastern region of the United States.

2. A questionnaire (Appendix B) was developed in collaboration with an expert panel. The panel divided the duties of the position of vocational teacher-coordinator into six general areas and then subdivided the six general areas into five specific functions. The panel served to field test the questionnaire.

3. The questionnaire (Appendix B) was mailed to all vocational directors/supervisors and teacher-coordinators in the State of Alabama.

4. The data from the questionnaire were analyzed by the Chi-Square technique to test for differences between sub-groups. The Mann-Whitney U Test was used to test for significance of rankings.

Organization of the Study

Chapter I includes the introduction, statement of the problem, purpose of the study, significance of the study, research questions, assumptions, limitations of the study, definition of terms, methodology, and organization of the study.

Chapter II includes a review of related literature.

Chapter III includes the methodology.

Chapter IV includes an analysis of data.

Chapter V includes the summary, conclusions, and recommendations for further investigation.

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

The development of the background information pertinent to this study required an extensive and thorough search of the related literature. A computer search of the Education Resources Information Center and Dissertation, Abstracts International was conducted. Information was also acquired through a review of selected books and journals, material published by the ASDE, and material provided by the State Departments of Mississippi and Georgia. Literature related to vocational education, evaluation, and cooperative education was reviewed in order to develop the background information for this study.

The organization of this chapter is: First, the development of vocational education in this country is delineated with focus directed to the philosophy and purpose of vocational education and legislation affecting vocational education. Second, material relating to the evaluation of educational personnel was investigated in order to illustrate the major components in an effective and efficient system of evaluation. Third, material relating specifically to vocational cooperative education programs

was reviewed. This section of the review focuses on all aspects of cooperative education and develops the primary purpose of this study in prioritizing the duties and responsibilities of cooperative teacher-coordinators. Finally, a review of evaluation models for personnel employed as vocational teacher-coordinators in Georgia and Mississippi was conducted in order to include in this study the areas that are evaluated in these evaluation models.

The Development of Vocational Education

In 1976 the United States Congress defined vocational education as:

organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (Calhoun & Finch, 1982, p. 2)

This definition has evolved through the many changes that have occurred since the inception of vocational education during the 1800s.

An example of how the definition of vocational education has changed is clearly illustrated by an examination of the definition of vocational education included in The Vocational Education Act of 1963. Wenrich and Wenrich (1974) report:

The term "vocational education" means vocational or technical training or retraining which is given in schools or classes under public supervision and control or under contract with a state board or local educational agency and is conducted as a part of a program designed to prepare individuals for gainful employment as semiskilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations or

to prepare individuals for enrollment in advanced technical education programs. (p. 15)

A comparison of these two definitions reveals that the definition of the term "vocational education" has broadened considerably during recent years. Vocational education has evolved to include many new and different types of educational programs.

During the early part of the 20th century, the proponents of vocational education began to intensify their efforts to promote vocational education in this country.

Miller (1985) reports:

In a speech before Congress in 1912, Senator Carroll S. Page of Vermont recognized the public's interest in vocational education and warned the senators that when they returned home, they would find the question of vocational education the subject of sermons in churches; of earnest discussions in granges and other farmers' associations; as a burning and vital question among labor organizations and manufacturing trade associations; and as the subject of special consideration among those connected with our institutions of learning everywhere, from the elementary schools up to the universities, from one end of the country to the other. (p. 18)

To further illustrate this interest in vocational education, Miller (1985) reported that Samuel Gompers, then President of the American Federation of Labor, referring to the committee on education appointed at the 1903 annual AFL convention went on to say:

What sort of education do you think most interested delegates to that convention? It was not that education which deals with the syntax of dead languages; it was not even that education which deals with the development of the fine arts, or with the systematic teaching of the sciencesThe sort of education which was

under consideration was industrial education. (p. 18)

Positive action in the development of vocational education came first in 1906 when a small group of men formed the National Society for the Promotion of Industrial Education ("Report of the Panel of Consultants on Vocational Education," 1964). The Panel (1964) further reported that through the efforts of the National Society for the Promotion of Industrial Education the need for vocational education was brought to the attention of Congress, which took the following action:

The Commission on National Aid to Vocational Education was created by act of Congress approved January 20, 1914, authorizing the President of the United States to appoint a commission of nine members 'to consider the subject of national aid for vocational education' and report their findings and recommendations not later than June 1 next. (p. 20)

The Commission, which included representation from the Congress, from labor, from industry, and from education, studied the problem of national aid to vocational education to answer six basic questions:

1. To what extent is there a need for vocational education in the United States?
2. Is there a need for national grants stimulating the States to give vocational education?
3. What kinds or forms of vocational education should be stimulated by national grants?
4. How far can the Federal Government aid through expert knowledge vocational education in the various states?

5. To what extent should the Federal Government aid the states through national grants for vocational education?
6. Under what conditions should grants to the states for vocational education be made? ("Report of the Panel of Consultants," 1964, p. 21)

The Panel (1964) further reported that many different kinds and grades of vocational education would always be required. Their attention was centered upon the kinds of vocational education that would prepare workers for the common occupations which employed the greatest number of workers. The Commission indicated:

There is a great and crying need of providing vocational education of this character for every part of the United States--to conserve and develop our resources; to promote a more productive and prosperous agriculture; to prevent the waste of human labor; to supplement apprenticeship; to increase the wage-earning power of our productive workers; to meet the increasing demand for trained workmen; to offset the increased cost of living. Vocational education is therefore needed as a wise business investment for this nation, because our national prosperity and happiness are at stake and our position in the markets of the world cannot otherwise be maintained. ("Report of the Panel of Consultants," 1964, p. 21)

The findings and subsequent report of the Commission resulted in the passage of the Smith-Hughes Act in 1917. This piece of legislation provided the foundation for vocational education in this country and secured a place for vocational education in the educational systems in the United States.

The passage of this piece of federal legislation was a tremendous benefit in promoting vocational education in this country and also in the development of the principles and

philosophy of vocational education. Calhoun and Finch (1982) provided a synopsis of the principles that were developed during the foundation years. The principles are as follows:

1. Vocational education is a national concern. Labor, education, business, industry, agriculture, and the public supported the economic need for a national framework of vocational education.
2. Vocational education provides for the common defense and promotes the general welfare. The effectiveness of vocational education in improving the economic welfare of individuals and families, and in providing the base of skills for defense of the nation, has been consistently demonstrated during periods of war and peace.
3. Vocational preparation of youth and adults is a public school responsibility. The democratization of public education brought with it a favorable consensus on the need for vocational education in the public school system.
4. Vocational education requires a sound basic education. The technological age has consistently placed a premium on sound basic education for all students. The design of vocational education has always reinforced this assumption.
5. Vocational education is planned and conducted in close cooperation with business and industry. The concept of an advisory committee as a means of keeping programs attuned to the needs of business and industry illustrates the cooperative dimension of program planning.
6. Vocational education provides the skills and knowledge valuable in the labor market. Program content is based upon analysis of the needs of the labor market. Placement and follow-up studies test the degree to which the product of the program (the student) adjusts and makes progress in the job.
7. Vocational education provides continuing education for youth and adults. The outreach of vocational education through the trade extension and other adult vocational programs has contributed significantly to the "industrial intelligence" of the labor force. The problem of

retraining and lifelong learning is a foundation element in the studies of vocational education.

(p. 64)

For comparison purposes, Calhoun and Finch also included the principles of present-day vocational education:

1. Vocational education is the right of everyone who desires and can profit by it, and it is the responsibility of the schools to provide for it within the curriculum. This principle precludes program limitations as they now exist in many instances, and establishes the need for a broader and more inclusive vocational program based upon individual needs and work opportunities. Such planning establishes the base for the schools to become responsible for the student in transition to the next level of education or to work.

2. Vocational education is a continuous process from early childhood throughout life. The process can be roughly divided into four phases which prescribe themselves to general levels of education. The types of programs which are appropriate and can be planned for each level are (a) informational and orientational, (b) orientational and exploratory, (c) exploratory and preparational, and (d) upgrading and retraining.

3. Vocational education, like general education, is a responsibility of the total school and cannot be limited to a single discipline or department.

4. Vocational education programs can be developed which serve as non-blocking career ladders, and they can be planned to be consonant with the goals of both general and vocational functions of education. (p. 65)

The assumptions underlying the principles of vocational education were reported by Calhoun and Finch (1982) as being identified by John F. Thompson in 1973, and these assumptions are:

1. Vocational education can develop a marketable man by developing his ability to perform skills that extend his utility as a tool of production.

2. Vocational education is the means of acquiring the basic skills essential for equal competition in the marketplace.
3. There need not be a dualism between vocational and general education.
4. Vocational education is economic education as it is geared to the needs of the job market and thus contributes to national economic strength.
5. Vocational education is education for production to serve the ends of the economic system and is said to have social utility.
6. Vocational education at the secondary level is concerned with preparation of the individual for initial entry employment.
7. Vocational education should be oriented to the manpower needs of the community.
8. Vocational education should be evaluated on the basis of economic efficiency. Vocational education is economically efficient when (a) it prepares students for specific jobs in the community on the basis of manpower needs, (b) it insures an adequate labor supply for an occupational area, and (c) the student gets the job for which he was trained. (p. 66)

These principles and underlying assumptions have guided the development of vocational education in this country and will continue to have an impact on future planning for vocational educators.

The development of the philosophy of vocational education has occurred concurrently with the development of principles of vocational education. Miller (1985) said:

In analyzing vocational education's philosophical position, one word most frequently emerges--experience. Experience is king of the philosophical hill in vocational education. Experience is both noun and verb, and in the verb form, it is transitive--active, doing, and conveying a relationship. (p. 220)

Miller (1985) further reports that:

Vocational education's assertions, based on its principles concerning the nature of the learner, the role of the teacher, the source of truth, and the reasons for schooling, all align with the pragmatist's position. The pragmatist's position is based on the concept that reality is everything that we experience in our lifetime. Therefore, the primary focus of the philosophy of vocational education that has developed through the years has been to provide experience to the student-learner. (p. 222)

Hawkins, Prosser, and Wright (1951) in discussing vocational education suggested that vocational education is an efficiency device and it is not trying to do something that has not been done before. However, it is trying to discharge the function more efficiently.

Schaefer (cited in Rosenberg, 1965) reported on a speech by Conant before the National School Board Association at their Eighteenth Annual Convention in Miami, Florida. Conant pointed out the importance of vocational education as part of a well-rounded program in the following manner:

The academic talented pupils constitute not more than 20 percent and often not more than 15 percent of the student body in the type of school I am discussing. What about the courses that ought to be elected by the other 85 percent or so of the student body? To answer the questions in a few words and to over-simplify a complex issue, I would say that other pupils should elect a consistent program directed toward the development of a specialized talent or a vocation. (p. 9)

The development of the philosophy of vocational education has taken a slow and tedious course through history. The underlying values of this philosophy, however,

have remained constant in that the importance of work in society can never be underestimated. Evans and Herr (1978) surmised that education which leads to effective work is necessary in society because work is essential to the survival of society. The development of the philosophy of vocational education is continuing to undergo change and will probably pass through several more stages of development in the coming years.

Lannie (cited in Schaefer & Kaufman, 1984) suggested the problems facing vocational education are many. However, with these arising problems there will come the challenge to seek new solutions.

This point is reinforced by Lotto (1986) who stated:

As a program of instruction, vocational education delivers no more or less than what is taught and to whom. It is not an organized national system for creating pools of trained workers in key areas of labor market demand. It is a part of a complex, decentralized structure for delivering public education in this country. To succeed at that is no small task; vocational educators can be proud of their achievements and can look forward to many challenges yet to be met. (p. 56)

Legislation Affecting Vocational Education

In reviewing legislation that has affected vocational education in the United States, Calhoun and Finch (1982) provided the following list as a capsule view of the history of federal legislation:

<u>Year</u>	<u>Program</u>
1787	Northwest Ordinance -- authorized land grants for the establishment of educational institutions.

Year	Program
1862	First Morrill Act -- authorized public land grants to the states for the establishment and maintenance of agricultural and mechanical colleges.
1890	Second Morrill Act -- provided for money grants for support of instruction in the agricultural and mechanical colleges.
1917	Smith-Hughes Act -- provided grants to states for support of vocational education.
1918	Vocational Rehabilitation Act -- authorized funds for rehabilitation of World War II veterans.
1920	Smith-Bankhead Act -- authorized grants to states for vocational rehabilitation programs.
1935	Bankhead-Jones Act -- made grants to states for agricultural experiment stations.
1943	Vocational Rehabilitation Act--provided assistance to disabled veterans.
1944	Servicemen's Readjustment Act--provided assistance for the education of veterans.
1946	George-Barden Act -- expanded federal support for vocational education.
1954	Cooperative Research Act -- authorized cooperative arrangements with universities, colleges, and state education agencies for educational research.
1957	Practical Nurse Training Act -- provided grants to states for practical nurse training.
1958	National Defense Education Act--provided assistance to state and local school systems for strengthening instruction in science, mathematics, foreign languages, and other critical subjects; improvements of state statistical

Year	Program
	<p>services; guidance, counseling, and testing services, and training institutes; higher education student loans and fellowships; experimentation and dissemination of information on more effective use of television, motion picture, and related media for educational purposes; and vocational education for technical occupations, such as data processing, necessary to the national defense.</p> <p>Public Law 89-926 -- Federal assistance for training teachers of the handicapped, was authorized.</p>
1961	<p>Area Redevelopment Act -- included provisions for training or retraining persons in redevelopment areas.</p>
1962	<p>Manpower Development and Training Act -- provided training in new and improved skills for the unemployed and underemployed.</p>
1963	<p>Vocational Education Act of 1963 -- increased federal support of vocational education, including support of residential vocational schools, vocational work-study programs, and research, training, and demonstrations in vocational education.</p> <p>Health Professions Educational Assistance Act - provided funds to expand teaching facilities and for loans to students in the health professions.</p> <p>Higher Education Facilities Act -- authorized grants and loans for classrooms and laboratories in public colleges and technical institutes as well as for undergraduate and graduate facilities in other institutes of higher education.</p>
1964	<p>Economic Opportunity Act -- authorized grants for college work-study programs for students of low-income families; established a Job Corps program and authorized support for work-training programs to provide education and</p>

Year	Program
	<p>vocational training and work experience opportunities in welfare programs; authorized support of education and training activities and of community action programs including Head Start, Follow Through, Upward Bound; authorized the establishment of the Volunteers in Service to America (VISTA).</p>
1965	<p>Elementary and Secondary Education Act-- authorized grants for elementary and secondary school programs for children of low-income families; school library resources, textbooks, and other institutional materials for school children; supplementary educational centers and services; strengthening state education agencies; and educational research and development training.</p> <p>Health Professions Educational Assistance Amendments -- authorized scholarships to aid needy students in the health professions and grants to improve the quality of teaching in schools of medicine, dentistry, osteopathy, optometry, and podiatry.</p> <p>Higher Education Act -- provided grants for university community service programs, college library assistance, library training and research, strengthening developing institutions, and educational opportunity; insured student loans; teacher training programs; and undergraduate instructional equipment. Established a National Teacher Corps and provided for graduate teacher training fellowships.</p> <p>Medical Library Assistance Act -- provided assistance for construction and improvement of health sciences libraries.</p> <p>National Vocational Student Loan Insurance Act -- encouraged state and nonprofit private institutions and organizations to establish adequate loan insurance programs to assist students to</p>

<u>Year</u>	<u>Program</u>
	attend post-secondary business, trade, technical, and other vocational schools.
1966	<p>International Education Act -- provided grants to institutions of higher education for the establishment, strengthening, and operation of centers for research and training in international studies and the international aspects of professional and other fields of study.</p> <p>Adult Education Act--authorized grants to states for the encouragement and expansion of educational programs for adults, including training of teachers of adults and demonstrations in adult education (previously part of Economic Opportunity Act of 1964).</p>
1967	<p>Education Professions Development Act -- amended the Higher Education Act of 1965 for the purpose of improving the quality of teaching and to help meet critical shortages of adequately trained educational personnel by authorizing support for the development of information on needs for educational personnel, training, and retraining opportunities responsive to changing labor needs; attracting persons who can stimulate creativity in the arts and other skills to undertake short-term and long-term assignments in education; and helping to make educator training more responsive to the needs of schools and colleges.</p>
1968	<p>Vocational Education Amendments--changed the basic formula for allotting funds; provided for a National Advisory Council on Vocational Education, expansion of vocational education services to meet the needs of the disadvantaged, and the collection and dissemination of experience, and public service employment; incorporated essential principles of revenue sharing, giving state and local governments more control over use of funds and determination of programs.</p>

Year	Program
1971	Comprehensive Health Manpower Training Act--increased and expanded provisions for nurse training facilities.
1972	Education Amendments -- established a National Institute of Education; general aid for institutions of higher education; federal matching grants for state student incentive grants; a National Commission on Financing Post-Secondary Education; State Advisory Councils on Community Colleges; a Bureau of Occupational and Adult Education; state grants for the design, establishment, and conduct of post-secondary occupational education; and a bureau-level Office of Indian Education.
1973	Comprehensive Employment and Training Act--consolidated previous labor and public service programs; authorized funds for employment counseling supportive services, classroom training, training on the job, work experience, and public service employment; revenue sharing, giving state and local governments more control over use of funds and determination of programs.
1974	Education Amendments -- established the National Center for Educational Statistics; continued research activities under the Education for the Handicapped Act.
1975	Education for All Handicapped Children Act--provided free, appropriate public education to the handicapped; provided funds to integrate handicapped children into regular schools and classes to the maximum extent possible.
1976	Education Amendments -- extended and revised the Vocational Education Act of 1963 and the Vocational Education Amendments of 1963. Permits more latitude to states in the use of funds by consolidating programs into the basic grant. There are four exceptions: special programs for the disadvantaged,

Year	Program
	bilingual vocational training, and emergency assistant for remodeling and renovating vocational education facilities.
1977	Career Education Incentive Act--assisted states and local education agencies and institutions of post-secondary education in making preparation for work a major goal of all who teach and all who learn.
1978	Comprehensive Employment and Training Amendments of 1978 -- provided for continuation of the Comprehensive Employment and Training Act of 1973 and the Manpower Development and Training Act of 1962. Ensured coordination and cooperation among all federal, state, and local private and public agencies involved in the vocational education and training of workers. (pp. 50-53)

As federal legislation reveals, the government has taken an active role in the development of vocational education in the United States. The government, through federal legislation, has shaped and directed the focus of vocational education in this country. This involvement by the federal government clearly illustrates the emphasis the government places on the value of vocational education to the citizenry of this nation. Wenrich and Wenrich (1974) reported that federal legislation makes it clear that vocational education can be provided in any occupation, provided there are employment opportunities in the occupation and, provided further, that it meets the needs, interests, and abilities of the learner.

Evaluation Relating to Vocational Education

Reviewing literature relating to evaluation in vocational education revealed that the concept of "evaluation," though similar in many respects, must also be considered in a distinctly different light regarding vocational education. Abramson, Tittle, and Cohen (1979) concluded, "vocational education evaluation considers the school context by examining program goals, objectives, processes, and outputs in terms of vocational and traditional school objectives" (p. 128). As is apparent by this statement, the term evaluation in vocational education includes many of the same approaches utilized in evaluating other school programs. However, the term "evaluating" must also be considered unique in regard to vocational education due to the inherent differences that exist between vocational education and other more traditional school programs. Abramson et al. (1979) further reported that in examining vocational education evaluation, the following questions come to mind:

1. What are some of the issues and approaches to evaluation of general educational programs that are equally applicable to vocational education?
2. Which approaches or types of evaluation studies have been applied almost exclusively to vocational education?
3. Within the schools and the world of work, which evaluation methodologies have been and will probably continue to be most fruitful? (p. 128)

These questions help substantiate the premise that the term evaluation must be viewed in a somewhat different

context with regard to vocational education. Miller (1985) suggested

that evaluation serves as a tool for examining accountability in vocational education. Two major dimensions of accountability, carrying out assigned responsibilities and performing efficiently, are determined through evaluation. Public credibility requires demonstrable proof of the assertions about the value of education. (p. 164)

These suggestions further illustrate the inherent differences between evaluation regarding traditional school programs and evaluation regarding vocational education. The fact remains, however, that vocational education is a part of the total school program and, therefore, can and must be approached as other school programs in regard to evaluation and other educational procedures. Miller (1985) further reported:

Accountability itself must be evaluated in proper perspective. Certainly, vocational educators need to be worthy of public confidence and trust, and vocational education programs need to operate efficiently in seeking valid goals. However, recognition that vocational education does not exist outside of the social system and education is important to the evaluation process. For too long, vocational education has been expected to be accountable for performance that requires the support of other elements in the educational system. Frequently, these elements are outside the control of vocational educators. If evaluation is used for accountability, it has to take place in the proper context. (p. 164)

Shoemaker (cited in Robertson, 1967), describing this point said:

The uniqueness of the vocational education program in our schools is in its contribution to the skills and technical knowledge required for employment. This thought parallels with previous thoughts on the uniqueness of vocational education

in our public school systems. As mentioned, earlier, however, vocational education is a part of the total school program and evaluation conducted in vocational education must be congruent with this fact. (p. 10)

Shoemaker (cited in Robertson, 1967) further reported:

It is my belief that vocational education is not a discipline, but that it cuts across and draws content from a number of disciplines and from the practical world of work. The contribution of vocational education is the blending of theoretical knowledge from the disciplines with the practical experiences and requirements of entry jobs. (p. 10)

The following principles of learning can serve as some of the basis for instruction in vocational education, according to Shoemaker (cited in Robertson, 1967). They are:

1. We learn best when we are ready to learn. When we have a strong purpose and a well-fixed reason for learning something, it is easier to receive the instruction and to make progress in learning.
2. The more often we use what we have learned, the better we can perform or understand it.
3. If the things we have learned are useful and beneficial to us, so that we are satisfied with what we have accomplished, we retain better what we have learned.
4. Learning something new is made easier if the learning can be built upon something we already know. It is best to start with simple steps related to things we can now do or which we already understand, and proceed to new and more difficult tasks or ideas.
5. Learning takes place by doing. Before the learning can become complete, we must practice what we are attempting to learn.

(p. 10)

These principles of learning can be particularly effective in the field of vocational education because of

the inherent uniqueness of vocational education. These principles, however, are also pertinent to all other types of programs in our educational system. In this context, evaluation can serve the same purposes for vocational education as evaluation can serve other types of educational programs, while at the same time address the uniqueness of vocational education programs. Ash (1971) surmised that there are definite distinguishing characteristics concerning vocational education and that these characteristics must be considered when evaluating vocation educational programs and personnel.

When reviewing evaluation in vocational education, one concept that moves to the forefront is teacher effectiveness. Adler (1982) defined teacher effectiveness as:

the quality of learning . . . depends very largely on the quality of the teaching--teaching that guides and inspires learning in the classroom, and that directs and motivates learning to be done in homework. Largely but not entirely: Effective learning often occurs in spite of defective teaching. Teaching at its best is only an aid to learning, but that aid is most needed by those who are least adept at learning. (p. 49-50)

In light of this definition, it is easily understood just how complex the idea of teacher effectiveness has become in our society. Dubravcic, Chinien, and Pratzner (1986) surmised that:

teacher effectiveness involves (1) the interaction of teacher activities with the learner; (2) all of the internal conditions that the learner brings to the interaction; and (3) any intervening contextual variables, such as the availability of teaching aids, school structure, and other student

inputs into the specific learning process. Although these interactive effects of a given teacher on a given learner are difficult to identify, the concept of probability gives vocational policymakers and practitioners a way to estimate teacher effectiveness by generalizing the effects of teachers on many students over time. (p. 5)

Therefore, teacher effectiveness, though complex in design, can be defined for evaluation purposes. Dubravcic et al. (1986) defined teacher effectiveness in this manner:

Effectiveness of teachers and teaching is an assessment of the degree to which the majority of students can successfully learn a specific set of objectives from a given teacher. Further, it is an assessment of whether these objectives are both valid and reasonable and whether such results can be consistently achieved by a given teacher over a a time frame (say 5 years). (p. 5)

Harris, McIntyre, Littleton, & Long (1985) concluded that there are several good reasons for evaluating personnel. Three of the most important are: (a) formative, (b) summative, and (c) validation of the selection process.

A wide variety of methods has been utilized over the years to evaluate educational personnel. With a subject as complex as determining teacher effectiveness, it comes as no surprise that several methods and strategies have been developed and implemented to address this issue. Dubravcic et al. (1986) reported that a typical approach to teacher evaluation in the past was to visit the classroom, armed with a checklist, and check off items as the teaching process unfolded. This approach has been criticized harshly during recent years as an approach that serves no useful purpose. Dubravcic et al. (1986) further reported that a

more systematic approach to teacher evaluation involves examining teacher evaluation efforts from the perspective of who does what, to whom, when, and for what purpose.

A synopsis of this approach to evaluation as reported by Dubravcic et al. (1986) follows:

The who variable can be a generator or collector of data and can include the following actions:

- State departments of education
- Teacher training institutes
- School district administrators
- School administrators

In focusing evaluation efforts, it is necessary to determine when input from these individuals is critical for making the most accurate assessment of teacher competencies.

The what variable refers to the various strategies available for evaluating teachers. Some may be more reliable than others, and more important, some may be more appropriate for specific purposes. Following are some of the common strategies in current use:

- Competency testing
- Interviews
- Classroom observation
- Student ratings
- Peer review
- Self-evaluation
- Student achievement

The purposes of the evaluation effort ordinarily will determine which types of evaluation strategies are appropriately applied either individually or in combination.

The type of teachers being evaluated must be considered when addressing the to whom variable. Some examples of types of teachers in vocational education include these:

- Individuals from business and industry seeking direct employment in vocational teaching
- Graduates of teacher education programs
- Nondegreed vocational teachers
- Part-time teachers

- Full-time teachers
- Probationary teachers
- Tenured teachers
- Master teachers
- Teachers returning to the profession

When evaluation is performed is important. Evaluation can be performed at various strategic points, which, in turn, may influence the frequency of evaluation. The following are some critical points at which evaluation is warranted:

- At entry into the profession
- At entry into teacher training programs
- After exit from teacher training
- Upon application for employment
- After the probationary stage
- After the certification stage
- After the recertification stage
- Before promotion
- Before termination
- Upon identification of performance deficiencies or discrepancies

The for what purpose variable addresses the justification for teacher evaluation efforts. Examples in this category include the following:

- To control entry into the profession
- To make admission to teacher training program selective
- To exercise quality control of graduates exiting from teacher training institutions
- To recruit and select employees
- To aid in certification
- To aid in recertification
- To justify withdrawal of individual certification
- To aid in personnel decisions
- To identify improvement needs
- To reward exemplary performance

These key questions--who does what, to whom, when, and for what purpose--provide a useful framework for focusing teacher evaluation efforts. In addition, such other contextual factors as organizational climate, class size, characteristics of student populations, and available resources can, given adequate consideration, improve the effort and provide more valid, reliable results. (pp. 21-23)

This synopsis of methods and strategies currently utilized to approach teacher evaluation helps provide a clearer understanding of just how complex the issue of determining teacher effectiveness has become during recent years. There are numerous factors that must be considered when deciding whether a teacher is effective.

Harris (1986) divided the evaluation process into eight separate steps. These include: (a) criteria specifying, (b) instrumentation, (c) data gathering, (d) analysis, (e) interpretation, (f) valuing, (g) decision making, and (h) action. This is one of many methods developed in order to better analyze the teacher evaluation process.

Hawley (1982) provided the following seven-stage sequence for planning and carrying out evaluations:

1. Purpose: Determine the broad purpose of this evaluation: What part does it play in managing the system? What future programs and plans will be affected by the results of this evaluation?
2. Decision Areas: Identify the specific areas in which decisions will be made as a result of this evaluation.
3. Decision-Makers: Identify the key decision makers: Who will be charged with making and carrying out the plans on the basis of this evaluation?
4. Information Needs: Determine what information is necessary and useful in order to help the planners and decision-makers to make their decisions and carry out their plans.
5. Information Collecting: Determine the means of collecting the information so that it will be available to the decision-makers and planners.
6. Organizing and Using the Information: Establish procedures to enable the decision-makers and planners to organize and use the collected

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6. Organizing and Using the Information: Establish procedures to enable the decision-makers and planners to organize and use the collected

information so that they may carry out the purposes of the evaluation.

7. Evaluate the Outcomes: Check back to step number one to be sure that the evaluation program is accomplishing the intended outcomes and does not conflict with other management goals.

(pp. 11-12)

The concept of evaluation in vocational education is an extremely complex issue; however, based on recent developments and innovative ideas regarding evaluation, there appears to be hope for the future. Polemenj and Kean (cited in Abramson et al., 1979) stated:

In spite of new problems in reporting data to diverse interest groups, as well as increasing levels of politicization of evaluation, there is emerging what appears to be a far better operational definition of evaluation methods and techniques, including information about potential benefits or shortcomings. There is also a certain measure of soundness and vitality in these conflicts which should prompt us to continue our efforts to establish mutually agreeable procedures for the evaluation and reporting of educational programs. It is an open arena for debate and discussion in which the evaluator must be prepared to stand accountable for his or her actions, with the awareness that there will never be a comfortable panacea of total agreement. (p. 558)

Evaluation in vocational education is a procedure that must be utilized to its fullest potential if, in fact, the vocational education community is committed to the idea of continued improvement in its discipline. Erickson (cited in Cross, 1979) concluded that vocational educators must devote some portion of their working day to appraising instruction, if they are going to be held accountable for the instruction in their classrooms.

In order for improvement to continue in vocational education, evaluation must be a primary concern of vocational educators. Silvius and Bohn (1976) suggested the primary purpose of evaluation to be an aid or method of helping teachers find the most effective instructional procedure. Coster and Poplin (cited in Lamar, 1978) expanded on the concept of vocational education contributing to the supply of trained manpower and how evaluation in vocational education must consider this factor.

Regarding evaluation of vocational personnel, Bjorkquist (1982) reported that the purpose of evaluation can be divided into two broad categories, the first being related to the need to make judgements about an individual for purposes of hiring, dismissal, promotion, and salary increases, and the second category dealing with identifying and diagnosing the needs of individuals for professional improvement.

Undoubtedly, the purposes of evaluation in vocational education are most varied and complex. The fact remains, however, that evaluation must continue to be an integral part of vocational education in order for improvement to continue and for success to be achieved in vocational programs.

Cooperative Education

Cooperative vocational education has been defined as an organized method of instruction in a vocational program conducted on an alternating schedule of half day, weeks, or

other periods of time, whereby the classroom instruction is coordinated with a planned series of on-the-job learning experiences related to each student's occupational objectives. Students will have reached or are striving to reach occupational and/or clinical entry level proficiency in skill training through regularly scheduled part-time employment or through defined clinical experiences. The training/education learning experiences must be planned and supervised by a certified vocational teacher-coordinator and training sponsor, based on a training agreement and a written training plan, so that each contributes to the student's education and employability (ASDE, 1982).

The concept of cooperative vocational education has been a major component of vocational education since the early 1900s. The nation's first cooperative industrial class was in Fitchburg, Massachusetts. Introduced in 1908 and patterned after the program developed by Professor Schneider at the University of Cincinnati, Fitchburg offered the nation's first high school cooperative industrial course. Known as the "Fitchburg Plan," it gained national and international recognition and was used as a model by many communities in setting up their own cooperative programs (cited in Greenwood, 1981).

Through the years, much has been written regarding the best and most appropriate methods that should or should not be utilized and implemented in order to prepare students for the world of work. Cooperative vocational education has not

been excluded from these analyses. Both advantages and disadvantages of cooperative vocational education have been examined closely throughout the years, and cooperative vocational education has proved to stand the test of time.

Cooperative vocational education provides an excellent vehicle for students to develop desired vocational capabilities through a program which balances the acquisition of skills learned on the job with related skills and information learned in the classroom. Over the past years, there has been an increasing awareness among educators of the value of cooperative programs in the comprehensive school curriculum. Such programs have been recognized as an extremely effective means of providing practical vocational education designed to accomplish desired occupational outcomes (Milner, cited by Mitchell, 1977, Foreword).

This growing awareness of the effectiveness of cooperative vocational education was further proposed by Reubens (cited in Greenwood, 1981). Reubens reports:

American vocational education, especially at the high school level, must come to grips with the issue of on-the-job training for a large proportion of vocational students. Cooperative education already provides the model to be followed. There should be an expansion of the subjects to which it applies and of the number of students who are placed in firms for part of a course. All evidence suggests that pedagogical and career outcomes are improved. Moreover, this may be the main route to survival for high school vocational education. (p. 218)

Report of the Task Force on Education and Employment
(1979) concluded:

The argument is rather compelling that cooperative education programs, especially ones which alternate periods of full-time work and study and have specific occupational performance objectives, may yield significant benefits. Even in career exploratory programs, students generally report such immediate benefits as a chance to explore options and to test a tentative career choice of field of specialization. (p. 93)

Roth (1987) reported that successful partnerships can generate mutual respect and trust among school and industry leaders. By doing this, mutual problems can also be solved.

Cooperative vocational education has taken many shapes and fashions throughout the nation; however, the common purpose of all cooperative vocational education programs is the idea of the school and the community joining together to provide leadership and training in order to better prepare students for their entry into the world of work.

Blackwell (cited in Christian, 1982) promoted the concept of meeting several criteria in order for cooperative education to be successful. The criteria to be met should include the student deciding on a career objective, with the assistance of a counselor and instructor; the development of a training plan based upon the career objective; and determining various methods of evaluating student progress.

The importance of cooperative education cannot be diminished in the public school system. Copa (cited in Swanson, 1981) discussed the youth unemployment problem in this country and suggested the problem is one of a tremendous proportion; and, furthermore, because of its cyclical nature, it will likely be a problem of the future

as well. Therefore, cooperative education must be on the front burner in the public school systems in this country, insuring that vocational training sponsored jointly by the schools and communities will continue to exist as an alternative for pupils.

When establishing guidelines for cooperative vocational education, the primary purpose of the program must be kept in focus. Alabama vocational education standards (ASDE, 1982) listed the guidelines for cooperative education:

1. Each cooperative vocational education program shall provide on-the-job training that:
 - a. Is related to existing employment opportunities which offer promotion and advancement.
 - b. Is related to the student's occupational objective.
 - c. Does not displace other workers who can perform such work.
 - d. Is conducted in accordance with written training agreements and training plans.
2. The local school system shall have written guidelines for the operation of the cooperative on-the-job training.
3. There shall be a completed application form on file for each student enrolled in the cooperative program.
4. Each student shall be interviewed by the teacher-coordinator as part of the enrollment procedure. A training plan shall be designed to develop those competencies required for achieving the student's occupational objective.
5. There shall be on file for each student a written training agreement and a training plan which have been approved by the parent or guardian, teacher-coordinator, local administrator, and employer.
6. Cooperative education students shall have related study equivalent to a minimum of one period per school day.

7. A completed evaluation instrument for on-the-job training for each grading period for each student shall be on file.
8. Credit shall be given for related study and on-the-job training not less than two credit hours or more than three credit hours provided the student completes a minimum of 450 hours of on-the-job training during the year.
9. Training stations shall be visited regularly by the teacher-coordinator to observe and evaluate student progress. Documentation of visits shall be on file.
10. The cooperative vocational education programs shall be operated in accordance with the provisions of all local, state, and federal labor laws.
11. Cooperative vocational education programs may exceed 50 students if the teacher-coordinator is not responsible for related study.
(p. 17-18)

The person charged with the responsibility of the operation of the cooperative vocational education program is the teacher-coordinator. Mitchell (1977) reported that the most important single factor in the successful operation of cooperative vocational education is the teacher-coordinator; and, accordingly, the selection of a qualified person is of great significance. Alabama Vocational Education Standards (ASDE, 1982) defined the vocational teacher-coordinator as an "individual properly certified in vocational education who coordinates a program of study and practice providing legal employment for students with organized on-the-job training and correlated school instruction" (p. 10). Mitchell (1977) further stated:

As a general rule, state certification requirements for teacher-coordinators in reimbursable programs will include the following:

1. A Bachelor of Science degree, preferably from a teacher-education program with a major in coordination of cooperative education.
2. Occupational competence, requiring not less than one year of successful work experience outside the teaching profession.
3. At least two years of successful teaching experience in the absence of a teacher-education major in cooperative education, and in addition a fixed number of teacher-education courses, with a given number of them required before employment.

(p. 8)

Examination of the responsibilities and duties of the vocational teacher-coordinator reveals that the position of the teacher-coordinator requires a person capable of functioning in multiple areas.

The Coordinator's Manual--A Guide for Industrial Cooperative Training in Alabama (1985) listed the following duties for the teacher-coordinator:

1. Survey training needs and opportunities of the community
2. Secure community cooperation
3. Secure employer cooperation
4. Secure school cooperation
5. Secure student cooperation
6. Make or secure occupational and trade analysis as needed
7. Work with advisory committees
8. Work with employers to develop a schedule of processes and related subject topics
9. Select training stations and place student-learners
10. Encourage employers to adopt fair schedule of wages
11. Organize, develop, correlate, and teach related subjects

12. Correlate related study with on-the-job training
13. Supervise teaching done by the training station
14. Establish a clear understanding of the program on the part of the school, the employers, the students, the parents, and the public
15. Make talks explaining the training program before various groups to establish good working relations
16. Keep a systematic records and reports such as:
 - a. Monthly teacher-coordinator's report (on time)
 - b. File or mail
 - c. General data (enrollment record)
 - d. Training memorandum
 - e. Training data
 - f. Training plans
 - g. Contacts made and results accomplished
 - h. Visitation reports
 - i. Student applications
 - j. Employer's rating (periodic)
 - k. Student rating sheets
 - l. Regular school records, etc.
17. Arrange student's school and work schedules
18. Prepare bibliography of related materials and keep library records
19. Work with school faculty for student improvement
20. Confer with students on personal achievement, job achievement, and social achievement
21. Confer with prospective Industrial Training Cooperative Training students and parents
22. Follow-up former students after placement in permanent jobs.
23. Visit parents in the homes of student-learners
24. Develop and revise related material

(p. 16)

The Marketing and Distribution Teacher-Coordinator

Handbook (1978) reported:

the local school structure will dictate the actual design of the teacher-coordinator's job, however, there are five functions of the total job in Alabama: (1) classroom instruction, (2) coordination, (3) guidance, (4) public relations, and (5) classroom operation and management. (p. 7)

Further analysis of the functions and duties of the marketing education teacher-coordinator are presented in the flow chart breakdown for Marketing Education Coordinators (Appendix D).

Grant (1977) conducted a study concentrating on teacher competencies needed by teacher-coordinators in work experience and career exploration programs in Illinois. Grant recommended, based on his findings, that coordinators, vocational directors, and school administrators should actively participate in planning, developing, implementing, and evaluating in-service training programs for teacher-coordinators.

Peace and Lovelace (1983) reported in a study conducted on cooperative education in Texas that the teacher-coordinator should be responsible for the following: (a) conducting a public relations program; (b) using the advisory committee; (c) selecting training stations; (d) selecting students; (e) preparing the curriculum for each student (including training plan); (f) selecting instructional materials; (g) conducting instruction; (h) visitation (coordination) of training stations; (i) reporting; (j) program evaluation; and (k) supervising youth leadership activities.

Andreyka (1976) conducted a study that focused on criteria for assessing mastery of the professional competencies (skills) important to teacher-coordinators in Florida. The study described the procedure for identifying

and validating specific assessment criteria for assessing mastery of the competencies and listed the criteria in a 10-page table under 13 competency statements, grouped into the following categories: (a) program planning, development, and evaluation; (b) instruction in school; (c) on-the-job training; (d) management; (e) guidance; (f) instructional evaluation; (g) school-community relations; and (h) professional role and activities. Andreyka (1976) concluded the professional needs of the coordinators are similar in all types of cooperative education programs in Florida and since there were a large number of professional competencies considered important by Florida's teacher-coordinators, the present certification requirements may be insufficient to adequately prepare qualified teacher-coordinators.

The review of the literature revealed no material relating specifically to the prioritization of job performance duties and responsibilities. A major premise of this study is based on a need to prioritize the duties and responsibilities of vocational teacher-coordinators thus creating a foundation for the future development of a comprehensive evaluation system for the position of teacher-coordinator.

The literature consistently reveals that the duties and responsibilities of vocational cooperative teacher-coordinators involves much more than what transpires in the classroom. Further evidence of the additional duties and responsibilities of vocational cooperative teacher-

coordinators was illustrated in the Vermont Cooperative Vocational Work Experience, (1985) which stated:

The position of the co-op teacher-coordinator is truly a unique one. It requires performing a wide range of duties and assuming a number of different roles to successfully implement co-op activities. These roles fall into the categories of: (1) administration, (2) guidance, (3) teaching, (4) coordination, (5) public relations, and (6) professional development. (p. 14)

Also included in this publication was a breakdown of the primary duties in each of these areas. They are:

1. Administrative duties include:
 - plan program objectives and activities
 - develop co-op program budget
 - prepare program documentation
 - develop related instruction curriculum
 - consult with public and private employment services
 - maintain program records
 - develop and distribute employer surveys
 - evaluate all aspects of program
 - prepare annual reports
 - participate in advisory committee activities

2. Guidance duties include:
 - orient students, parents, school faculty, and administration to program policies and procedures
 - recruit and interview potential participants
 - provide occupational information
 - counsel students about career planning
 - participate in evaluating on-the-job progress
 - counsel students with behavioral, educational, or socio-economic problems as they relate to program involvement
 - conduct parent conferences
 - provide placement services to students and graduates
 - act as a training consultant to business and industry

3. Teaching duties include:
 - determine student instructional needs
 - assemble and prepare instructional materials

- teach related instruction
 - direct individual projects and study
 - evaluate attainment of work-related competencies
 - encourage student participation in learning activities
 - assist training supervisors with work site teaching
4. Coordination duties include:
- coordinate program activities with other school placement and guidance personnel
 - enlist the participation of employers and orient them to co-op policies and procedures
 - evaluate and establish suitable training stations
 - arrange interview appointments for students with appropriate potential employers
 - inform employers of state and federal laws regarding child labor and wage and hour restrictions
 - develop training agreements and training plans among school, students, parents, and employers
 - coordinate classroom and work experience schedules
 - keep a weekly record of student work hours
 - visit students on the job
 - log work site visits
 - consult with and assist training supervisors
5. Public relations duties include:
- inform community, business, and civic groups of co-op activities
 - prepare public service announcements for radio and T.V.
 - prepare brochures and other printed publicity
 - utilize follow-up studies of former co-op students
 - write press releases and contact the media to publicize program events
 - construct displays and exhibits for school and community
 - sponsor visits to businesses and industries for students and educators
 - arrange special events such as a "Career Education Day" and an annual employer/employee recognition banquet

6. Professional Development duties include:
- participate in professional meetings, seminars, and workshops
 - review information regarding technological and labor market changes in business and industry
 - attend state sponsored in-service activities
 - participate in local, state, and/or national cooperative education organizations. (pp. 15-19)

A series of publications by the Eric Clearinghouse on Vocational Technical Education included the Coordination Techniques Series (Work Experience Program Modules, (1982). This series included sixteen modules specifically delineating the functions and duties of teacher-coordinators in managing a successful cooperative vocational education programs. The Coordination Techniques Series (Work Experience Program Modules, 1982) included the following modules: (a) Values of cooperative training; (b) Coordination techniques; (c) Obtaining training stations; (d) Placement procedures and counseling students for job application; (e) Training agreements; (f) Student orientation to on-the-job training; (g) Responsibilities of the teacher-coordinator and training sponsor in providing on-the-job training; (h) Developing and implementing training plans; (i) Evaluating on-the-job training; (j) Establishing an advisory committee; (k) Federal and state employment laws; (l) Regular coordination activities; (m) Vocational student organizations; (n) vocational assessment; (o) Support services; and (p) Affirmative action.

In addition to this series of reports, Eric Clearinghouse also published a series of Professional Teacher Education Modules in 1978. The Professional Teacher Education Modules (1978) included the following modules in this series: (a) Establish guidelines for your cooperative program; (b) Manage the attendance, transfers, and terminations of co-op students; (c) Enroll students in your co-op program; (d) Secure training stations for your co-op program; (e) Place co-op students on the job; (f) Develop the training ability of on-the-job instructors; (g) Coordinate on-the-job instruction; (h) Evaluate co-op students' on-the-job performance; (i) Prepare for students' related instruction; and (j) Supervise an employer-employee appreciation event.

These publications clearly illustrate the variety of duties and responsibilities that the vocational cooperative teacher-coordinator must perform in order to successfully maintain a cooperative education program. Furthermore, these publications provide further evidence that the duties and responsibilities of the vocational teacher-coordinator are somewhat unique in nature and, therefore, the teacher-coordinator must be viewed in a different method from other educational personnel. This is particularly necessary when assessing vocational teacher-coordinators and when developing in-service programs for vocational teacher-coordinators.

Current Evaluation Instruments

A review of evaluation instruments currently being utilized in Georgia and Mississippi is included in this section in order to examine the competencies that are considered important and critical to the successful operation of a cooperative education program.

The evaluation instrument currently being utilized in Georgia essentially assesses eight basic standards regarding vocational education. These are: (a) philosophy and purpose, (b) organization and administration, (c) annual and long-range planning, (d) educational programs, (e) physical facilities, (f) community relations, (g) vocational guidance, and (h) placements and follow-up. In addition to this assessment, a supplement is included for cooperative education programs (Appendix E).

This evaluation is conducted by a team consisting of members who have been selected because of their professional excellence, character, experience, or other contributions in the field. They are peers with those being evaluated.

The evaluation instrument currently being utilized in Mississippi focuses on 11 separate standards with each standard divided into 5 levels with level 1 considered minimum. These standards are:

1. Philosophy,
2. Administration and Supervision,
3. Instructional Staff
4. Instructional program,
5. Guidance,
6. Student Populations Served,
7. Support Systems,
8. Evaluations,

9. Facilities and Equipment,
 10. Safety and Health, and
 11. Public Relations.
- (General standards for secondary vocational-technical education, Mississippi State Department of Education, 1987)

The evaluation instrument utilized to assess vocational personnel in Mississippi includes all areas of vocational education. Although there are specific concerns included in the instrument which do address cooperative education, these concerns are incorporated into the evaluation system that is utilized to assess all the vocational programs and vocational personnel in Mississippi (Appendix F).

A plan for excellence (1987) provided 24 recommendations designed to build on the foundation of vocational education already established in the State of Alabama to improve academic and vocational preparation of secondary students and to achieve the new missions given to vocational education. Recommendations for A plan for excellence (1987) were divided into the areas of:

1. strengthening academic and vocational preparation of students;
2. quality teaching;
3. expanding the role of the private sector;
4. strengthening local and state leadership for better quality;
5. funding for quality, equal opportunity, and local ownership; and
6. vocational education and Alabama's economic development.

The recommendations presented in this plan will have a tremendous influence on policy-making in vocational education for the future. The concerns addressed by these recommendations are of paramount importance to vocational educators, students, and the state. The implementation of these recommendations will bring much needed changes that will help maintain Alabama's place as a leader in this nation in providing quality programs for vocational education.

CHAPTER III

METHODOLOGY

Introduction

This study focused on prioritizing the duties and responsibilities of vocational teacher-coordinators based upon the perceptions of vocational teacher-coordinators, vocational supervisors, and vocational directors in the State of Alabama. A questionnaire (see Appendix B) was mailed to all vocational directors, supervisors, and teacher-coordinators in the State of Alabama. The content of the questionnaire was developed through collaboration with a panel of vocational teacher-coordinators. The panel developed the content of the questionnaire based upon a review of the related literature, state directives for vocational programs, and practical experience in the field as vocational teacher-coordinators. This panel served to field test the questionnaire that was mailed to the directors, supervisors, and teacher-coordinators.

The data were statistically analyzed according to demographic information and rank order systems.

The presentation in this chapter includes an introduction, setting and population, instruments, null hypotheses, data collection, data analysis, and a summary.

Setting and Population

This study was conducted throughout the State of Alabama. All vocational directors or supervisors and teacher-coordinators were mailed a cover letter explaining the purposes of the study (Appendix A) and a survey instrument (Appendix B). A total of 425 survey instruments were mailed.

Instrument

The instrument (Appendix B) consisted of a survey questionnaire with the following characteristics:

1. Demographic information
2. The six general areas of the position of vocational education teacher-coordinator
3. The five specific functions of each general area of the position of vocational teacher-coordinator
4. The respondents were asked to rank the areas and functions according to their perceptions of the relative importance concerning the job performance of the vocational teacher-coordinator.

Instrument Development

The instrument (Appendix B) was developed as a result of a review of related literature including, but not limited to, state directives for vocational programs and in collaboration with a panel of vocational teacher-coordinators. Based upon the related literature and the state directives for vocational programs, the panel divided the position into six general areas. These included the

following: (a) administration, (b) coordination, (c) guidance, (d) public relations, (e) teaching, and (f) professional development. After dividing the position into these six general areas, the panel divided each general area into five specific functions. These areas, functions, and demographic information were then developed into the format for the survey instrument (Appendix B).

The content validity of the instrument was based on the perceptions of the panel in reviewing the state directives for vocational programs and the handbooks for vocational teacher-coordinators in the respective service areas. Evidence that the survey instrument contained information relative to data collection that is representative of the content that the instrument is designed to measure is apparent in the publications of the Alabama State Department of Education. The Alabama Vocational Educational Standards for Quality Programs in Secondary Schools (ASDE, 1982), the various handbooks for vocational teacher-coordinators in the respective areas, and other related literature consistently supported the information developed by the panel for use in the survey instrument.

The data obtained from the questionnaire were used to compile information related to the following:

1. The perceptions of vocational directors, supervisors, and teacher-coordinators as they relate to the concepts relative to the position of vocational teacher-coordinator.

2. The data were analyzed to test the null hypotheses.

Test/Retest

In order to test the reliability of the survey instrument (questionnaire, Appendix B), the test/retest method was utilized. To test stability of perceptions of participants over time, the survey was administered to a group of 25 participants for a second time, approximately 1 week after they had returned their first questionnaire. Eighty-eight percent (22/25) returned the second questionnaire and the data obtained were used to analyze the reliability of the survey instrument.

Since the data were ordinal and nominal, standard procedures for assessing reliability were not appropriate. However, considering that the knowledge of the stability of individual's perceptions would lend credence to the use of this instrument, individual's responses on the two tests were examined using descriptive methods. Since the span of the scales in the questionnaire were 6 on the areas of responsibility and 5 on the job duties, a difference of two units was considered significant. This difference was determined by the researcher. The results for each individual were compared item-by-item and a percentage of reliable answers was computed for each participant.

Table 1 contains the results for each participant who completed this phase of the study. There were 36 items that were analyzed using the test/retest method. A total of

44 items were included on the questionnaire; however, the items pertaining to demographic information were not analyzed.

Table 1

Results of Test/Retest

Identification Number	% of Reliability	Identification Number	% of Reliability
37	69.4	56	83.3
39	80.5	180	80.5
40	86.1	181	86.1
41	86.1	182	86.1
44	91.6	234	66.6
46	75.0	256	38.8
47	69.4	283	72.2
48	94.4	292	80.5
52	69.4	325	86.1
54	86.1	340	72.2
55	66.6	379	80.5
N = 22		Average % = 77.61	

Research Questions

Research questions were formulated regarding the study. They are as follows:

1. Are selected demographic characteristics significantly related to the perceptions of the respondents regarding the duties and functions of the vocational teacher-coordinator?

2. How do the respondents rank the six general areas of the position of vocational teacher-coordinator?

3. How do respondents rank each of the functions under each of the six general areas of the position of vocational teacher-coordinator?

4. Is there a significant difference between the perceptions of the vocational directors/supervisors and vocational teacher-coordinators regarding the ranking assigned to the six general areas of the position of vocational teacher-coordinator?

5. Is there a significant difference between the perceptions of the vocational directors/supervisors and the vocational teacher-coordinators regarding the ranking assigned to each of the functions under each of the six general areas of the position of vocational teacher-coordinator?

Null Hypotheses

The following null hypotheses were statistically analyzed based upon the data collected. The hypotheses are as follows:

1. There are no differences in the rankings placed by the respondents on each of the six general areas of the position of vocational teacher-coordinator.

2. There are no differences in the rankings placed by the respondents on each of the functions under each of the six general areas of the position of vocational teacher-coordinator.

3. There are no statistically significant differences between the perceptions of vocational directors/supervisors

and vocational teacher-coordinators regarding the rankings placed on the six general areas of the position of vocational teacher-coordinator.

4. There are no statistically significant differences between the perceptions of the vocational directors/supervisors and vocational teacher-coordinators regarding the rankings placed on each of the functions under each of the six general areas of the position of vocational teacher-coordinator.

5. There are no statistically significant differences regarding selected demographic information and the perceptions of the respondents.

Data Collection

Each vocational director, supervisor, and teacher-coordinator received a self-addressed, stamped envelope with initial study information. A follow-up letter (Appendix C) was sent after 4 weeks. If necessary, a telephone request was to be conducted in an attempt to contact non-repliers; however, this was not necessary.

A cover letter was enclosed with the questionnaire explaining the purposes of the study and making a personal request for compliance from the respondents (Appendix A). Two hundred ten questionnaires had to be returned and completed for the study to be considered valid.

Data Analysis

The data collected was statistically analyzed using the Statistical Package for the Social Sciences (SPSS-X). The

ccriterion for statistical significance was $\alpha = .05$. This level of criterion for statistical significance was utilized due to the nature of this study in that this was an educational study and not a scientific study. Hypotheses 1, 2 and 5 were tested using the Chi-Square statistic. In order to test hypotheses 3 and 4, the Mann-Whitney U procedure was used.

The Chi-Square statistic was utilized in this study because this type of descriptive statistic works best with nominal data. The Mann-Whitney U statistic was utilized to analyze the rank order data. This type of statistic can be utilized to test differences between groups of data that are ordinal.

Summary

The content of this chapter is comprised of an introduction, a description of the setting and population as well as a description of the instrument and its development. Also presented are the null hypotheses, methods used for data collection and data analysis along with a concluding summary.

An instrument (Appendix B) was used to collect data for the study. The instrument requested respondents to rank the responsibilities and duties of vocational teacher-coordinators based upon the perceptions of vocational teacher-coordinators, vocational supervisors, and vocational directors in the State of Alabama.

CHAPTER IV
PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

Introduction

The purpose of this study was to prioritize the duties and responsibilities of vocational teacher-coordinators based upon the perceptions of vocational teacher-coordinators, vocational supervisors, and vocational directors in the State of Alabama. The duties and responsibilities examined in this study included the six general areas of responsibility for vocational teacher-coordinators and specific duties relative to each area of responsibility. The six areas of responsibility for vocational teacher-coordinators included: (a) administration, (b) coordination, (c) guidance, (d) public relations, (e) teaching, and (f) professional development.

The six general areas were then subdivided into five specific functions and these functions were examined based on the perceptions of vocational teacher-coordinators, vocational supervisors, and vocational directors in the State of Alabama. The data were analyzed and presented in response to the research questions formulated for the study.

All vocational teacher-coordinators, vocational supervisors, and vocational directors in Alabama served as the population for this study. Four hundred twenty-five

questionnaires were mailed to vocational teacher-coordinators, vocational supervisors, and vocational directors throughout the State of Alabama. Returns were received from a total of 320 persons which resulted in a 75.29% return rate. A further analysis of the return rate indicated the rate of return for vocational teacher-coordinators was 77.66% (233/300) and the rate of return for vocational supervisors/directors was 69.60% (87/125). Due to inconsistencies in completing the questionnaires, however, a total of 277/425 or 65.17% were used for statistical analysis. The questions used for statistical analysis included 203/300 or 67.66% for vocational teacher-coordinators and 74/125 or 59.20% for vocational supervisors and directors.

The questionnaire was divided into three separate sections. The first elicited demographic information from the respondents. This section included the following categories: (a) years of experience, (b) type of college degree granted to the respondent, (c) the age of the respondent, and (d) the present job title of the respondent. The second section of the questionnaire requested the respondents to rank the six general areas of responsibility for the position of vocational teacher-coordinator with number one (1) being the most important and number six (6) being the least important. The third section of the questionnaire divided each of the six general areas of responsibility into five specific duties and requested the

respondents to rank these duties with number 1 being the most important and number 5 being the least important.

Characteristics of Participants

Demographic information relating to the individuals who responded to the study was analyzed in order to gain a better perspective of the participants. Table 2 presents data regarding the years of experience as a teacher-coordinator, supervisor, or director.

Table 2

Number of Years of Experience as a Teacher-Coordinator,
Supervisor or Director

Years of Experience	Frequency	Percent
0 - 5 years	66	23.8
6 - 10 years	62	22.4
11 - 15 years	74	26.7
16 - 20 years	42	15.2
20 or more years	<u>33</u>	<u>11.9</u>
N =	277	100.0

Table 3 includes the analysis of the types of degrees held by the participants in the study. The four degree categories included the bachelor's degree, the master's degree, the A.A. or Ed.S., and the doctoral degree. An overwhelming majority of the participants (83.4% held either the master's degree or the A.A. or Ed. S.).

Table 3

Most Advanced College Degree Granted

Type of Degree	Frequency	Percent
Bachelor's Degree	36	13.0
Master's Degree	128	46.2
A.A. or Ed.S.	103	27.2
Doctoral Degree	<u>10</u>	<u>3.6</u>
N =	277	100.0

Table 4 depicts the participants in the study according to their age. The ages of the participants were grouped into six separate categories. Surprisingly, there were several participants, 26 (9.4%) who chose not to reveal their age. No explanation is offered as to their lack of response for the age characteristic.

Table 4

Age of Participants

Age	Frequency	Percent
20 to 30	18	6.5
31 to 40	71	25.6
41 to 50	78	28.2
51 to 60	75	27.1
61 and over	9	3.2
No age reported	<u>26</u>	<u>9.4</u>
N =	277	100.0

Table 5 contains a frequency analysis of the job titles of the participants in the study. The job titles were separated into nine categories. The categories included the following: (a) Agribusiness Coordinator, (b) Business

Education Coordinator, (c) Community Co-op Coordinator, (d) Marketing Education , (e) Health Occupations Coordinator, (f) Home Economics Coordinator, (g) Industrial Cooperative Training Coordinator, (h) Vocational Director or Supervisor, and (i) Other.

Table 5

Job Title of Participants

Job Title	Frequency	Percent
Agribusiness Coordinator	1	.4
Business Education Coordinator	40	14.4
Community Co-op Coordinator	42	15.2
Marketing Education Coordinator	67	24.2
Health Occupations Coordinator	1	.4
Home Economics Coordinator	3	1.1
Industrial Cooperative Training Coordinator	42	15.2
Vocational Director or Supervisor	74	26.8
Other	<u>7</u>	<u>2.5</u>
	N = 277	100.0

The Other category included such job titles as assistant superintendent, job placement coordinator, special needs coordinator, and director of youth services. As noted by the frequency distribution, the largest number of coordinators participating in the study were marketing education coordinators.

The second section of the questionnaire asked the participants to rank the six general areas of responsibility of a vocational teacher-coordinator according to their importance. The most important area was to be ranked "1" and the least important area was to be ranked "6." The

following table (Table 6) provides a frequency distribution of how each group, the administrators and coordinators, ranked the different areas of responsibility. Also included in this table is the percent for each response.

Based on the perceptions of the administrators, the six general areas of responsibility for the vocational teacher-coordinator were ranked in the following order of importance:

1. Teaching
2. Coordination
3. Guidance
4. Public Relations
5. Administration
6. Professional Development

This ranking was determined by comparing the frequencies and percents for each area according to its ranking of importance as an area of responsibility for vocational teacher-coordinators. For example, 35 administrators or 47.3% ranked the area of teaching a 1 or most important, and 28 administrators or 37.8% ranked the area of professional development a 6 or least important.

Table 6

Frequency Distribution of the Rankings of the Areas of Responsibility

Area of Responsibility	Administrators (A) Coordinators (C)	Most Important		Frequency Percent		4		5		Least Important	
		1	2	3	(F) (P)	4	5	6	6	6	
Administration	A	17 (23.0)	4 (5.4)	6 (8.1)	6 (8.1)	17 (23.0)	24 (32.4)				
	C	7 (3.4)	9 (4.4)	18 (8.9)	28 (13.8)	51 (25.1)	90 (44.3)				
Coordination	A	20 (27.0)	22 (29.7)	16 (21.6)	8 (10.8)	5 (6.8)	3 (4.1)				
	C	24 (11.8)	109 (53.7)	50 (24.6)	15 (7.5)	4 (2.0)	1 (.5)				
Guidance	A	1 (1.4)	21 (28.4)	17 (23.0)	17 (23.0)	11 (14.9)	7 (9.5)				
	C	20 (9.9)	43 (21.2)	69 (34.0)	40 (19.7)	23 (11.3)	8 (3.9)				
Public Relations	A	1 (1.4)	6 (8.1)	18 (24.3)	26 (35.1)	19 (25.7)	4 (5.4)				
	C	12 (5.9)	15 (7.4)	42 (20.7)	70 (34.5)	49 (24.1)	15 (7.4)				
Teaching	A	35 (47.3)	15 (21.6)	8 (10.8)	4 (5.4)	5 (6.8)	6 (8.1)				
	C	138 (68.0)	24 (11.8)	16 (7.9)	16 (7.9)	7 (3.4)	2 (1.0)				
Professional Development	A	0 (0.0)	5 (6.8)	9 (10.8)	14 (18.9)	19 (25.7)	28 (37.8)				
	C	2 (1.0)	3 (1.5)	8 (3.9)	33 (16.3)	69 (34.0)	88 (43/3)				

Based on the perceptions of the coordinators, the six general areas of responsibility for the vocational teacher-coordinator would be ranked in the following order of importance:

1. Teaching
2. Coordination
3. Guidance
4. Public Relations
5. Professional Development
6. Administration

The third section of the questionnaire divided each of the six general areas of responsibility into five specific duties and the participants were then asked to rank each of these duties according to their importance as a job performance duty. The most important duty was to be ranked 1 and the least important duty was to be ranked 5. Table 7 provides a frequency distribution of how each group, administrators and coordinators ranked each job duty by frequency and percent.

According to the group of administrators the five duties under the area of administration were ranked in the following order of importance:

1. Plan program objectives and activities.
2. Survey training needs and opportunities of the community.
3. Maintain accurate and complete program records.

Insert Table 7 - Administration

Table 7

Frequency Distribution of the Rankings of Job Duties

Job Duty	Administrators (A) Coordinators (C)	Frequency (F) Percent (P)					Least Important 5
		1 Most Important	2	3	4	5	
<u>Administration</u>							
Plan Program Objectives and activities	A	48 (64.9)	13 (17.6)	10 (13.5)	2 (2.7)	1 (1.4)	
	C	140 (69.0)	31 (15.3)	24 (11.8)	7 (3.4)	1 (.5)	
Consult with public and pri- vate employment services	A	2 (2.7)	11 (14.9)	14 (18.9)	23 (31.1)	24 (32.4)	
	C	9 (4.4)	28 (13.8)	41 (20.2)	40 (19.7)	85 (41.9)	
Maintain accurate and complete pro- gram records	A	4 (5.4)	12 (16.2)	25 (33.8)	23 (31.1)	10 (13.5)	
	C	17 (8.4)	59 (29.1)	48 (23.6)	53 (26.1)	26 (12.8)	
Survey training needs and oppor- tunities of the community	A	19 (25.7)	28 (37.8)	17 (23.0)	6 (8.1)	4 (5.4)	
	C	35 (17.2)	75 (36.9)	60 (29.6)	24 (11.8)	9 (4.4)	
Work with and secure input from an advisory committee	A	1 (1.4)	9 (12.2)	9 (12.2)	20 (27.0)	35 (47.3)	
	C	2 (1.0)	10 (4.9)	30 (14.8)	79 (38.9)	83 (40.4)	

Table 7 (continued)

Job Duty	Administrators Coordinators	Most Important		Frequency Percent		Least Important		
		1	2	3	4	5		
<u>Guidance</u>								
Orient students, parents, employ- ers, school faculty and ad- ministration to program policies and procedures	A	32 (43.2)	14 (18.9)	12 (16.2)	9 (12.2)	7 (9.5)		
	C	57 (28.1)	43 (21.1)	38 (19.2)	39 (19.2)	26 (12.8)		
Recruit and inter- view potential student-learners	A	21 (28.4)	25 (33.8)	15 (20.3)	7 (9.5)	6 (8.1)		
	C	77 (37.9)	57 (28.1)	35 (17.2)	25 (12.3)	9 (4.4)		
Counsel with stu- dents concerning career planning	A	12 (16.2)	19 (25.7)	19 (25.7)	19 (25.7)	5 (6.8)		
	C	49 (24.1)	48 (23.6)	52 (25.6)	37 (18.2)	17 (8.4)		
Counsel with stu- dents and parents concerning behavi- oral problems as they relate to pro- gram involvement	A	3 (4.1)	11 (14.9)	14 (18.9)	24 (32.4)	22 (29.7)		
	C	1 (.5)	17 (8.4)	40 (19.7)	64 (31.5)	81 (39.9)		
Provide placement services to stu- dents and graduates	A	6 (8.1)	5 (6.8)	14 (18.9)	15 (20.3)	34 (45.9)		
	C	19 (9.4)	39 (19.2)	37 (18.2)	38 (18.7)	70 (34.5)		

Table 7 (continued)

Job Duty	Administrators (A) Coordinators (C)	Most Important		Frequency Percent		Least Important					
		1	2	3	4	5					
		F	(P)	F	(P)	F	(P)				
<u>Public Relations</u>											
Inform community, businesses and civic groups of co-op activities	A	29	(39.2)	16	(21.6)	19	(24.7)	6	(8.1)	4	(5.4)
	C	59	(29.1)	35	(17.2)	48	(23.6)	34	(16.7)	27	(13.3)
Publicize the program in the community	A	12	(16.2)	28	(37.8)	21	(28.4)	9	(12.2)	4	(5.4)
	C	29	(14.3)	81	(39.9)	52	(25.6)	22	(10.8)	19	(9.4)
Publicize the program within the school	A	27	(36.5)	17	(23.0)	14	(18.9)	9	(12.2)	7	(9.5)
	C	89	(43.8)	48	(23.6)	32	(15.8)	21	(10.3)	13	(6.4)
Sponsor visits to to and recruit speakers from busi- nesses and indus- tries for students and educators	A	6	(8.1)	8	(10.8)	14	(18.9)	32	(43.2)	14	(18.9)
	C	19	(9.4)	23	(11.3)	42	(20.7)	87	(42.9)	32	(15.8)
Arrange special events such as an annual employer /employee banquet	A	0	(0.0)	5	(6.8)	6	(8.1)	18	(24.3)	45	(60.8)
	C	7	(3.4)	16	(7.9)	29	(14.3)	38	(18.7)	113	(55.7)

Table 7 (continued)

Job Duty	Administrators (A) Coordinators (C)	Most Important		Frequency (F) Percent (P)		Least Important					
		1	2	3	4	5	6				
		F	(P)	F	(P)	F	(P)				
<u>Teaching</u>											
Determine students instructional needs	A C	52 134	(70.3) (66.0)	10 29	(13.5) (14.3)	8 21	(10.8) (10.3)	3 11	(4.1) (5.4)	1 8	(1.4) (3.9)
Develop lesson plans for instruc- tion	A C	6 16	(8.1) (7.9)	39 119	(52.7) (58.6)	13 32	(17.6) (15.8)	9 22	(12.2) (10.8)	7 14	(9.5) (6.5)
Teach related in- struction	A C	7 36	(9.5) (17.7)	14 24	(18.9) (11.8)	31 92	(41.9) (45.3)	12 35	(16.2) (17.2)	10 16	(13.5) (7.9)
Evaluate students' progress in re- lated assignments	A C	1 2	(1.4) (1.0)	5 10	(8.1) (4.9)	11 26	(14.9) (12.8)	31 91	(41.9) (44.8)	25 74	(33.8) (36.5)
Incorporate vari- ous teaching methods (i.e., audiovisual materials, lec- tures, computers, etc.) in related study classes	A C	8 15	(10.8) (7.4)	5 21	(6.8) (10.3)	11 32	(14.9) (15.8)	19 44	(25.7) (21.7)	31 91	(41.9) (44.8)

Table 7 (continued)

Job Duty	Administrators (A) Coordinators (C)		Most Important		Frequency Percent		Least Important			
	1	2	3	4	5	F	(P)	F	(P)	
<u>Professional Development</u>										
Participate in professional meetings, seminars, workshops	38 69	(51.4) (34.0)	13 62	(17.6) (30.5)	15 39	(20.3) (19.2)	6 24	(8.1) (11.8)	2 9	(2.7) (4.4)
Review information regarding technological and labor-market changes in business and industry	19 62	(25.7) (30.5)	14 38	(18.9) (18.7)	13 32	(17.6) (15.8)	17 52	(23.0) (25.6)	11 19	(14.9) (9.4)
Attend state-sponsored in-service activities	7 27	(9.5) (13.3)	26 48	(35.1) (23.6)	21 59	(28.4) (29.1)	15 41	(20.3) (20.2)	5 28	(6.8) (13.8)
Participate in local, state, and/or national vocational education organizations	3 20	(4.1) (9.9)	10 26	(13.5) (12.8)	15 53	(20.3) (26.1)	27 57	(36.5) (28.1)	19 47	(25.7) (23.2)
Take advanced coursework that will enhance performance on the job	7 25	(9.5) (12.3)	11 30	(14.9) (14.8)	10 21	(13.5) (10.3)	9 28	(12.2) (13.8)	37 99	(50.0) (48.8)

4. Consult with public and private employment services.

5. Work with and secure input from an advisory committee.

The coordinators differ from administrators in that this group ranked working with an advisory committee number 4 and ranked consulting employment services as number 5.

Reviewing the area of coordination reveals the administrators ranked the job duties in the following manner:

1. Establish and evaluate training stations.

2. Develop and complete training plans in cooperation with training stations.

3. Complete training agreements on each student in the program.

4. Visit training stations.

5. Coordinate program activities with other school placement and guidance personnel.

According to the perceptions of the coordinators, the job duties under the area of coordination were ranked in the following order of importance:

1. Establish and evaluate training stations.

2. Visit training stations.

3. Complete training agreements on each student in the program.

4. Develop and complete training plans in cooperation with training stations.

5. Coordinate program activities with other school placement and guidance personnel.

The ranks for the area of guidance differed on two of the five job duties. The administrators ranked the duties in the following order of importance:

1. Orient students, parents, employers, school faculty and administration to program policies and procedures.

2. Recruit and interview potential student-learners.

3. Counsel with students concerning career planning.

4. Counsel with students and parents concerning behavioral and educational problems as they relate to the program.

5. Provide placement services to students and graduates.

The coordinators differed from the administrators in that they ranked recruiting and interviewing potential student-learners as being the most important job duty. They also differed in that they ranked orienting students, parents, employers, school faculty and administration to program policies and procedures as being the second most important job duty under the area of guidance.

Under the area of public relations, administrators ranked the job duties in the following order of importance:

1. Inform community, businesses, and civic groups of co-op activities.

2. Publicize the program within the school.

3. Publicize the program in the community.

4. Sponsor visits to and recruit speakers from businesses and industries for students and educators.

5. Arrange special events such as an annual employer/employee recognition banquet.

The coordinators differed from the administrators regarding the rankings of the job duties under the area of guidance in that the coordinators ranked publicizing the program within the school as the most important. Also, publicizing the program in the community was ranked 2 and informing community, businesses, and civic groups of co-op activities was ranked 3 by the coordinators.

There were no differences in the rankings by administrators and coordinators given to the job duties under the area of teaching. Based on the perceptions of all the participants, these job duties would be ranked in the following manner:

1. Determine students' instructional needs.
2. Develop lesson plans for instruction.
3. Teach related instruction.
4. Evaluate students' progress in related study assignments.
5. Incorporate various teaching methods (i.e., audiovisual materials, lectures, computers, etc.) in related-study classes.

The area of professional development yields no differences between the order of rankings given by the

administrators and coordinators. The distribution for this area revealed:

1. Participate in professional meetings, seminars, and workshops.
2. Attend state-sponsored in-service activities.
3. Participate in local, state, and/or national vocational education organizations.
4. Review information regarding technological and labor-market changes in business and industry.
5. Take advanced coursework that will enhance performance on the job.

Results of Chi-Square Analysis

The Statistical Package for the Social Sciences (SPSS-X) was utilized to analyze the data collected for this study. Cross-tabulations were computed for each of the six areas of responsibility and the demographic information that were obtained from the participants. The Chi-Square procedure was used to analyze the data and the criterion for statistical significance was $\alpha = .05$. The results of these data analyses are listed in Tables 8 - 10.

Although there seems to be a significant relationship between two of the factors, administration and teaching, and experience, the contingency coefficient was not large enough to warrant much consideration. The contingency coefficient had to be .4 or greater to be considered significant.

Table 8

Results of Chi-Square Analysis of Area of Responsibility by Experience

Area of Responsibility	Degrees of Freedom	Chi-square	Contingency Coefficient	Significance
Administration	20	32.53866	.32422	.0379
Coordination	20	18.98377	.25325	.5229
Guidance	20	23.86192	.28162	.2485
Public Relations	20	17.33661	.24269	.6310
Teaching	20	31.68337	.32038	.0468
Professional Development	20	27.71977	.30161	.1162

Table 9

Results of Chi-Square Analysis of Area of Responsibility by Degree

Area of Responsibility	Degrees of Freedom	Chi-square	Contingency Coefficient	Significance
Administration	15	19.44403	.25611	.1943
Coordination	15	19.10819	.25403	.2089
Guidance	15	13.28940	.21396	.5800
Public Relations	15	13.80529	.21788	.5403
Teaching	15	24.20401	.28347	.0617
Professional Development	15	14.52841	.22324	.4859

Based on the Chi-square analysis, there was no relationship between selected demographic information and areas of responsibility of vocational teacher-coordinators. Two of the areas, administration and teaching, were

Table 10

Results of Chi-Square Analysis of Area of Responsibility by Age

Area of Responsibility	Degrees of Freedom	Chi-square	Contingency Coefficient	Significance
Administration	25	26.30605	.29450	.3914
Coordination	25	32.50631	.32408	.1439
Guidance	25	23.80912	.28134	.5304
Public Relations	25	26.68399	.29642	.3719
Teaching	25	31.34527	.31884	.1778
Professional Development	25	25.03036	.28788	.4608

significant at .05 level; however, the contingency coefficient did not warrant this being noteworthy.

The Mann-Whitney U-Wilcoxon Rank Sum W Test was utilized to analyze the rank order data that were obtained from the participants. Again, these data were tested with the criterion for statistical significance being .05. Tables 11 and 12 provide the results of the Mann-Whitney U-Wilcoxon Rank Sum W Test. Table 11 depicts the results of the analysis concerning the areas of responsibility and Table 12 shows the results of the analysis regarding the job duties of vocational teacher-coordinators.

The analysis utilizing the Mann-Whitney U-Wilcoxon Rank Sum W Test revealed several significant differences in both the areas of responsibility and the job duties of vocational teacher-coordinators.

Table 11

Results of Mann-Whitney U - Wilcoxon Rank Sum W Test on Areas of Responsibility

Area of Responsibility	U	W	Z	2-tailed P	Significance at .05 Level
Administration	5823.0	8598.0	-2.9958	.0027	Yes
Coordination	7395.5	10401.5	-.2092	.8343	No
Guidance	6487.5	11309.5	-1.7832	.0745	No
Public Relations	7442.5	10354.5	-.1202	.9043	No
Teaching	5903.5	11893.5	-3.1418	.0017	Yes
Professional Development	6484.0	9259.0	-1.8460	.0649	No

Table 12
Results of Mann-Whitney U - Wilcoxon Rank Sum W Test on Job Duties of Vocational Teacher-Coordinators

Job Duty	U	W	Z	2-tailed P	Significant at .05 level
<u>Administration</u>					
A1	7322.0	10586.0	-.6160	.5379	No
A2	7173.0	9948.0	-.5984	.5495	No
A3	6568.5	11228.5	-1.6465	.0997	No
A4	6628.5	9403.5	-1.5611	.1185	No
A5	7415.0	10382.0	-.1739	.8620	No
<u>Coordination</u>					
C1	5425.0	8200.0	-3.9308	.0001	Yes
C2	6563.5	11233.5	-1.8066	.0708	No
C3	7411.5	10385.5	.1758	.8604	No
C4	5331.5	8106.5	-3.8068	.0001	Yes
C5	3866.0	13931.0	-6.3349	.0000	Yes

Table 12 (continued)

Job Duty	U	W	Z	2-tailed P	Significant at .05 level
<u>Guidance</u>					
G1	6186.5	8961.5	-2.3092	.0209	Yes
G2	6842.0	10955.0	-1.1809	.2376	No
G3	6849.0	10948.0	-1.1516	.2495	No
G4	6373.0	9148.0	-2.0243	.0429	Yes
G5	6279.5	11517.5	-2.1657	.0303	Yes
<u>Public Relations</u>					
PR1	6033.5	8808.5	-2.5789	.0099	Yes
PR2	7307.0	10082.0	-.3614	.7178	No
PR3	6766.5	11030.5	-1.3248	.1852	No
PR4	7141.0	10656.0	-.6590	.5099	No
PR5	6851.5	10945.5	-1.2470	.2124	No

Table 12 (continued)

Job Duty	U	W	Z	2-tailed P	Significant at .05 level
<u>Teaching</u>					
T1	7124.5	9899.5	-.7869	.4313	No
T2	7092.5	10704.5	-.7893	.4299	No
T3	6954.0	10843.0	-.9950	.3197	No
T4	7056.5	9831.5	-.8277	.4078	No
T5	7352.0	10127.0	-.2845	.7760	No
<u>Professional Development</u>					
PD1	6357.5	9132.5	-2.0455	.0408	Yes
PD2	6976.5	10820.5	-.9304	.3519	No
PD3	6877.5	9652.5	-1.1046	.2693	No
PD4	6721.5	11075.5	-1.3796	.1677	No
PD5	7350.00	10447.0	-.2921	.7702	ts
No					

The analysis of the areas of responsibility (see Table 11) resulted in significant differences in two of the areas. The areas of administration and teaching were ranked significantly different by the two groups, administrators and coordinators.

A review of the frequency distribution of the areas of responsibility (see Table 6) reveals that the administrators ranked the area of administration significantly higher than the coordinators and that the coordinators ranked the area of teaching significantly higher than administrators.

The analysis of the job duties of vocational teacher-coordinators also revealed significant differences in several of the duties. Under the area of coordination, three of the duties were ranked significantly different by the administrators and coordinators. These three duties were coordinating program duties with other school placement and guidance personnel, developing and completing training plans in cooperation with training stations, and visiting training stations.

Reviewing the frequency distribution of the rankings of the job duties (see Table 7) reveals that the administrators ranked coordinating program activities with other school placement and guidance personnel and developing and completing training plans in cooperation with training stations significantly higher or of more importance than did the coordinators. The coordinators ranked visiting training

stations significantly higher or of more importance than did the administrators.

Under the area of guidance, the administrators and coordinators differed significantly in their rankings of orienting students, parents, employers, school faculty, and administration to program policies and procedures; in counseling with students and parents concerning behavioral and educational programs as they relate to program involvement; and in providing placement services for students and graduates.

The frequency distribution (Table 7) shows the administrators ranked orienting students, parents, employers, school faculty, and administration to program policies and procedures; and counseling with students and parents concerning behavioral and educational problems as they relate to program involvement significantly higher or more important than did the coordinators. The coordinators ranked providing placement services to students and graduates significantly higher than did the administrators.

In the area of public relations, the administrators and coordinators differed significantly in the ranking of informing community, businesses, and civic groups of co-op activities. The administrators ranked this job duty significantly higher than did the coordinators.

Analysis of the area of professional development revealed the administrators and coordinators differed significantly in ranking participating in professional

meetings, seminars, and workshops. The administrators ranked this particular job duty significantly higher than did the coordinators.

Summary

This chapter has presented the results of data collected and analyzed regarding the prioritization of the duties and responsibilities of vocational teacher-coordinators based upon the perceptions of vocational teacher-coordinators, vocational supervisors, and vocational directors in the State of Alabama. Demographic and statistical data obtained from the survey instrument have been presented in the form of frequency distributions, correlations, and rank order analysis.

CHAPTER V

CONCLUSIONS, INTERPRETATIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FUTURE RESEARCH

This study was conducted to prioritize the duties and responsibilities of vocational teacher-coordinators in the State of Alabama. The perceptions of vocational teacher-coordinators, vocational supervisors, and vocational directors were examined in order to provide a basis for the prioritization of the duties and responsibilities for this position. Five research questions were formulated to provide direction for the purpose of this study. Chapter V presents a summary of the conclusions of the study, conclusions drawn relating to the research questions, recommendations based on the results of the study, and implications for future research.

Conclusions

The position of vocational teacher-coordinator is truly a unique one. The review of literature consistently revealed that the duties and responsibilities of vocational teacher-coordinators involved much more than what transpired in the classroom. The successful teacher-coordinator must be able to perform a wide range of duties and assume a number of different roles. Furthermore, the most important single factor in the successful operation of a cooperative vocational education program is the teacher-coordinator.

Therefore, when developing evaluation models, in-service programs, or revising job descriptions, the position of vocational teacher-coordinator must be viewed in a comprehensive manner. Examination cannot be limited to a particular aspect of this position, (i.e., teaching) but must address all phases of the job.

Perceptions of Respondents

The first issue considered in this study was the perceptions of the respondents regarding the rankings (order of importance) of the areas of responsibility for vocational teacher-coordinators. These areas are ranked in the following order by the participants:

1. Teaching
2. Coordination
3. Guidance
4. Public Relations
5. Professional Development
6. Administration

The first research question of how the respondents ranked each area of responsibility is addressed by this ranking. The areas of responsibility for the position of vocational teacher-coordinator were clearly classified as to the order of importance for each area.

The second issue considered in this study was how the respondents ranked each of the job duties under the different areas of responsibility for the position of vocational teacher-coordinator. The findings revealed the

following prioritizations concerning the job duties under each area:

Area of administration.

1. Plan program objectives and activities.
2. Survey training needs and opportunities of the community.
3. Maintain accurate and complete program records.
4. Consult with public and private employment services.
5. Work with and secure input from an advisory committee.

Areas of coordination.

1. Establish and evaluate training stations.
2. Visit training stations.
3. Complete training agreements on each student in the program.
4. Develop and complete training plans in cooperation with training stations.
5. Coordinate program activities with other school placement and guidance personnel.

Area of guidance.

1. Recruit and interview potential student-learners.
2. Orient students, parents, employees, school faculty, and administration to program policies and procedures.
3. Counsel with students concerning career planning.

4. Counsel with students and parents concerning behavioral and educational problems as they relate to the program.

5. Provide placement services to students and graduates.

Area of public relations.

1. Publicize the program within the school.

2. Publicize the program in the community.

3. Inform community, businesses, and civic groups of co-op activities.

4. Sponsor visits to and recruit speakers from businesses and industries for students and educators.

5. Arrange special events such as an annual employer/employee recognition banquet.

Area of teaching.

1. Determine students' instructional needs.

2. Develop lesson plans for instruction.

3. Teach related instruction.

4. Evaluate students' progress in related study assignments.

5. Incorporate various teaching methods, (i.e., audio-visual materials, lectures, computers, etc.) in related-study classes.

Area of professional development.

1. Participate in professional meetings, seminars, and workshops.

2. Review information regarding technological and labor-market changes in business and industry.

3. Attend state-sponsored in-service activities.

4. Participate in local, state, and/or national vocational education organizations.

5. Take advanced coursework that will enhance performance on the job.

These prioritizations classify the job duties of vocational teacher-coordinators as to the order of importance when functioning in this particular position. The frequency distribution for job duties indicated that differences existed between the specific job duties. The second research question of how the respondents ranked each job duty under the different areas of responsibility is addressed by this ranking. The particular job duties for the position of vocational teacher-coordinator were classified as to the order of importance for each job duty.

The third issue examined in this study concerned the differences between the prioritizations of the administrators and the coordinators given to the areas of responsibility. Two statistically significant differences were found to exist between the administrators and coordinators. These differences existed in the areas of administration and teaching. The administrators ranked the area of administration significantly higher than did the coordinators. The coordinators ranked the area of teaching significantly higher than did the administrators.

The fourth issue considered by this study concerned the differences between the rankings given by administrators and instrument were ranked statistically different by the administrators and coordinators. These included three of the job duties under the area of coordination, three of the job duties under the area of guidance, one job duty under the area of public relations, and one job duty under the area of professional development.

The fifth issue examined in this study was the relationship between selected demographic information including years of experience, the degrees granted to the participants, and the ages of the participants to the ranking placed on the areas of responsibility of vocational teacher-coordinators. Overall, these factors did not significantly affect the rankings given by the participants; however, one factor, experience, did appear to affect the rankings given by the participants to the areas of administration and teaching. The contingency coefficient for these areas, however, was not large enough to warrant consideration. The contingency coefficient had to be .4 or greater in order to be considered significant.

Interpretations

Based upon the perceptions of the participants in the study, several interpretations may be made concerning the research questions proposed in the study and, subsequently, concerning the prioritization of areas of responsibility and the job duties of vocational teacher-coordinators.

1. Regarding the areas of responsibility, the participants confirmed that there were differences between the areas of responsibility for vocational teacher-coordinators. The null hypothesis, stating that there were no differences in the rankings of the areas of responsibility for vocational teacher-coordinators, would be rejected.

2. The participants determined that there were differences between the job duties under the respective areas of responsibility for vocational teacher-coordinator. The null hypothesis, stating that there were no differences in the rankings of the job duties for vocational teacher-coordinators, would be rejected.

3. The administrators and coordinators differed significantly in ranking two of the areas of responsibility for vocational teacher-coordinators. These two areas were administration and teaching. The null hypothesis, stating that there were no statistically significant differences between the rankings of the administrators and coordinators regarding the areas of responsibility, would be rejected.

4. The administrators and coordinators differed significantly in ranking eight out of thirty job duties for vocational teacher-coordinators. The null hypothesis, stating that there were no statistically significant differences between the rankings of the administrators and coordinators regarding the job duties of coordinators would be rejected.

5. Selected demographic information did not have a significant effect on the rankings of the participants. The null hypothesis, stating that there were no statistically significant differences regarding selected demographic information and the perceptions of the respondents would be accepted.

Recommendations

This study was conducted to prioritize the duties and responsibilities of vocational teacher-coordinators. Based upon the results obtained from the study, the following recommendations are offered:

1. In-service training, offered to both administrators and teacher-coordinators, needs to be developed in such a way as to insure that all aspects of the position of vocational teacher-coordinator are addressed in these training programs.

2. Job descriptions of vocational teacher-coordinators should be reviewed and utilized when developing an evaluation instrument for teacher-coordinators.

3. Evaluations of teacher-coordinators need to be comprehensive in nature and address all phases of the position and should not be limited to one or two areas of responsibility.

4. It is recommended that the prioritization developed as a result of this study be utilized in developing the evaluation instrument for vocational teacher-coordinators.

Implications For Future Research

This study provides the building block upon which further research may begin. The process involved in conducting this study and the results obtained from the study suggest that future research may be conducted in the following areas:

1. A follow-up study should be conducted on the differences between administrators and teacher-coordinators regarding the areas of responsibilities and the job duties of teacher-coordinators.

2. A study should be conducted to develop a comprehensive model of evaluation for the position of vocational teacher-coordinator. The prioritization developed as a result of this study should be used as the first step in developing an evaluation system.

3. A study should be conducted to compare the role of the vocational teacher-coordinator in Alabama with similar positions in other states. This should be done in order to develop a more effective system of evaluation for vocational teacher-coordinators.

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APPENDIX A

Initial Cover Letter



State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130



Wayne Teague
State Superintendent of Education

November 1, 1988

TO: All Vocational Directors and
Cooperative Teacher-Coordinators

FROM: Stephen B. Franks, Director *Stephen B. Franks*
Division of Vocational Education Services

RE: Participation in Research Project

Mr. Dale Edwards, Industrial Cooperative Training Coordinator at Hewitt-Trussville High School, is conducting a Research Project for partial fulfillment of a doctoral degree at the University of Alabama in Birmingham and the University of Alabama.

The focus of the research is to prioritize the duties and responsibilities of the vocational teacher-coordinators in the State of Alabama. Your assistance in completing and returning the enclosed questionnaire will be greatly appreciated.

APPENDIX B
The Survey Instrument

Identification No. _____

VOCATIONAL COORDINATORS, SUPERVISORS AND
DIRECTORS EVALUATION QUESTIONNAIRE

This questionnaire is being mailed to vocational teacher-coordinators, supervisors, and directors throughout the state. It is designed to elicit your perceptions in order to prioritize the duties and responsibilities of the position of vocational teacher-coordinator.

A panel comprised of vocational teacher-coordinators has been utilized to develop the content of the questionnaire. The panel divided the job performance duties of the vocational teacher-coordinator into six (6) general areas and then subdivided the six (6) general areas into five (5) specific functions. Please respond to the following items concerning these areas and functions. Please return the completed questionnaire within two weeks in the enclosed return envelope.

DEMOGRAPHIC INFORMATION: Please check in the appropriate spaces.

I. Number of years you have worked as a coordinator, supervisor or director:

- | | |
|----------------------|---------------------------|
| A. _____ 0-5 years | D. _____ 16-20 years |
| B. _____ 6-10 years | E. _____ 21 or more years |
| C. _____ 11-15 years | |

II. Most advanced college degree granted:

- A. _____ Bachelor's Degree
B. _____ Master's Degree
C. _____ AA or Ed.S.
D. _____ Doctoral Degree

III. Your age:

- A. _____ 20 to 30
B. _____ 31 to 40
C. _____ 41 to 50
D. _____ 51 to 60
E. _____ 61 and over

IV. Your job title:

- A. _____ Agribusiness Coordinator
B. _____ Business Education Coordinator
C. _____ Community Co-op Coordinator
D. _____ Marketing Education Coordinator
E. _____ Health Occupations Coordinator
F. _____ Home Economics Coordinator
G. _____ Industrial Cooperative Training Coordinator
H. _____ Vocational Director
I. _____ Vocational Supervisor
J. _____ Other (specify) _____

EVALUATION QUESTIONNAIRE

The activities of vocational teacher-coordinator have been divided into six (6) general areas. Please rank these areas according to their importance as you perceive them as a job performance duty of the vocational teacher-coordinator.

INSTRUCTIONS: Rank the following areas from one (1) to six (6) with the number one (1) being the most important and number six (6) being the least important.

- _____ ADMINISTRATION
- _____ COORDINATION
- _____ GUIDANCE
- _____ PUBLIC RELATIONS
- _____ TEACHING
- _____ PROFESSIONAL DEVELOPMENT

INSTRUCTIONS: Please rank the following functions of the vocational teacher-coordinator from one (1) to five (5) with one (1) being the most important and five (5) being the least important.

I. ADMINISTRATION: (Rank from 1 to 5)

- _____ Plan program objectives and activities.
- _____ Consult with public and private employment services.
- _____ Maintain accurate and complete program records.
- _____ Survey training needs and opportunities of the community.
- _____ Work with and secure input from an advisory committee.

II. COORDINATION: (Rank from 1 to 5)

- _____ Coordinate program activities with other school placement and guidance personnel.
- _____ Establish and evaluate training stations.
- _____ Complete training agreements on each student in the program.
- _____ Develop and complete training plans in cooperation with training stations.
- _____ Visit training stations.

III. GUIDANCE: (Rank from 1 to 5)

- _____ Orient students, parents, employers, school faculty and administration to program policies and procedures.
- _____ Recruit and interview potential student-learners.
- _____ Counsel with students concerning career planning.

- _____ Counsel with students and parents concerning behavioral and educational problems as they relate to program involvement.
- _____ Provide placement services to students and graduates.

IV. PUBLIC RELATIONS: (Rank from 1 to 5)

- _____ Inform community, businesses, and civic groups of co-op activities.
- _____ Publicize the program in the community.
- _____ Publicize the program within the school.
- _____ Sponsor visits to and recruit speakers from businesses and industries for students and educators.
- _____ Arrange special events such as an annual employer/employee recognition banquet.

V. TEACHING: (Rank from 1 to 5)

- _____ Determine students' instructional needs.
- _____ Develop lesson plans for instruction.
- _____ Teach related instruction.
- _____ Evaluate students' progress in related study assignments.
- _____ Incorporate various teaching methods, i.e., audio-visual materials, lectures, computers, etc., in related-study classes.

VI. PROFESSIONAL DEVELOPMENT: (Rank from 1 to 5)

- _____ Participate in professional meetings, seminars, and workshops.
- _____ Review information regarding technological and labor-market changes in business and industry.
- _____ Attend state-sponsored in-service activities.
- _____ Participate in local, state, and or national vocational education organizations.
- _____ Take advanced coursework that will enhance performance on the job.

Your cooperation and assistance in this project are greatly appreciated.

APPENDIX C

Letters of Transmittal

108 Camelia Drive
Birmingham, AL 35213
December 29, 1988

Dear Colleague:

You were recently asked to complete the attached questionnaire as part of a research project. Since I have not heard from you, I am sending this additional copy in hopes that you will complete this questionnaire and return it to me in the enclosed, self-addressed envelope.

Your prompt attention to this matter will be greatly appreciated.

Sincerely yours,

E. Dale Edwards

EDE:tfy

Enclosure

108 Camelia Drive
Birmingham, AL 35213
December 29, 1988

Dear Colleague:

I greatly appreciate your prompt response in completing and returning the questionnaire that I recently sent you. The data I am gathering is [sic] vital to the success of this research project.

I am enclosing a second questionnaire that I would like for you to complete and return to me in the enclosed, self-addressed envelope. The data gathered from this second questionnaire will be utilized to determine the validity of the questionnaire.

Your prompt attention to this matter will be appreciated. Thanks again for your participation in this project.

Sincerely yours,

E. Dale Edwards

EDE:tfy

Enclosure

108 Camelia Drive
Birmingham, AL 35213
November 9, 1988

Dear State Supervisor:

I am currently conducting a research project for partial fulfillment of the requirements for a doctoral degree at the University of Alabama and the University of Alabama at Birmingham. The focus of this project is to prioritize the duties and responsibilities of cooperative vocational teacher-coordinators.

Dr. Ann Wilson, Alabama State Department of Education, provided me with your name as a person to contact requesting information. I would appreciate it if you would forward to me an example of the evaluation instrument your state utilizes to evaluate personnel in the position of vocational teacher-coordinator (cooperative education). Your timely assistance in this matter will be appreciated.

Sincerely,

E. Dale Edwards

EDE:tfy

APPENDIX D

**Functions and Duties of A DE
Teacher-Coordinator**

Functions and Duties of a DE Teacher-Coordinator

DE Teacher-Coordinator		Continues Professional Development		
Teaching	Guidance and Program Promotion	Coordination Activities	Classroom Operation & Management	Public Relations
Prepares and revises teaching materials	Develops overall guidance plan for high school students	Selects appropriate training agencies or class projects	Plans an annual program of work	Explains DE to business, civic, and school groups
Teaches students enrolled in Coop plan and/or project plan DE students	Explains DE program to students, parents, school officials, and other vocational teachers	Prepares a training plan for each coop student or project plan student	Arranges for adequate classroom facilities	Participates in local community functions
Evaluates the results of his/her teaching	Selects students for DE programs	Coordinates classroom activities with on-the-job training experience or with simulated occupational experiences	Maintains and updates employment and manpower data	Plans and prepares publicity
Maintains and updates teaching content, files, and equipment	Places Coop plan DE students in appropriate distributive agencies	Evaluates student progress on-the-job training with employer or progress in simulated training	Organizes and supervises DECA program	Takes part in extra-curricular activities and other
Provides for classroom job related experiences for students	Counsels with adult and high school students	Evaluates student progress on-the-job training with employer or progress in simulated training	Works with advisory committees	Keeps in direct contact school principal, local vocational director and/or superintendent, parents and business community
Plans yearly, monthly, and weekly teaching calendars as well as daily lesson plans for classroom activities	Acts as a training consultant to distributive businesses	Makes on-the-job coordination and home visits	Prepares necessary reports	Arranges and directs special events related to the DE program
	Follows up on student progress	Makes project training visits	Conducts practical research	Informs key business leaders about DE
	Works cooperatively with school guidance counselors	Provides for on-the-job participation experience for students	Provides information and training to "training sponsors" of students	
		Provides for project laboratory work experiences (simulated)		

(Source: The Marketing and Distribution Teacher Handbook, 1978, p. 122)

APPENDIX E
Assessment Guide
Georgia Department of Education

(1) Has one individual been assigned the responsibility to coordinate the cooperative program:

_____ Yes _____ No

(2) Is there evidence that the cooperative coordinator visits students regularly to monitor training?

_____ Yes _____ No

(3) Is the cooperative coordinator provided with sufficient daily time to coordinate, plan, and supervise the cooperative work program?

_____ Yes _____ No

(4) Does each student in cooperative work have on file a training plan signed by the cooperative coordinator, parents, students, and employer?

_____ Yes _____ No

(5) Do the work experiences provide an opportunity for students to increase or reinforce skills taught in classrooms and labs?

_____ Yes _____ No

(6) Do records indicate work related experiences and employer evaluations as well as class, lab, and shop achievement?

_____ Yes _____ No

(7) Do records indicate the type, amount, and quality of work accomplished by the student and wages paid?

_____ Yes _____ No

(8) Does the work experience include written assessment by the employer of the student's personal and social behaviors?

_____ Yes _____ No

(9) Are the students' aptitudes and interests considered in placing them in cooperative work stations?

_____ Yes _____ No

(10) Are all legal requirements relating to student employment (work permits, agreements, and targeted job tax credits) complied with prior to work assignment?

_____ Yes _____ No

(11) Does the student work a minimum of 15 hours per week at a salary commensurate with other salaried employees?

_____ Yes _____ No

(12) Are the records for cooperative education students maintained for three years?

_____ Yes _____ No

(13) Are the same cooperative services available to students from nonprofit private schools?

_____ Yes _____ No

(14) Is the early release schedule used to make the cooperative program more responsive to students' occupational objectives?

_____ Yes _____ No

Program Improvement Profile - Occ. IVG

Based on your judgment of how well the above criteria were met, circle the appropriate response.

1	2	3	4	5
Poor	Average		Excellent	

(Source: Assessment Guide, Georgia Dept. of Education, 1988)

APPENDIX F

**Assessment Guide
Mississippi State Department of Education**

STATE OF MISSISSIPPI

DEPARTMENT OF EDUCATION

Richard A. Boyd, Ed.D. • State Superintendent

Bureau of Vocational-Technical and Adult Education
P. O. Box 771 • Jackson, Mississippi 39205Elwyn G. Wheat,
Associate State Superintendent

December 1, 1988

E. Dale Edwards
108 Camelia Drive
Birmingham, AL 35213

Dear Mr. Edwards:

Mrs. Mildred Lester passed your letter requesting information regarding the evaluation of co-op coordinators on to me. I will attempt to briefly explain our procedure to you as well as sending you materials.

Our General Standards Book covers all secondary vocational education but includes specific references to co-op in appropriate places.

The "P" form addresses our evaluation of the eleven overall standards when we check a program.

The one page "Evaluation Worksheet for Ongoing Vocational Programs" reflects the specific questions we ask on a local monitoring visit (not five year vocational evaluation). The roman numerals on this form relate to the eleven overall standards. The numbers beside roman numerals IV and IX pertain to "levels" under each standard in the General Standards Book. As you can see we are most interested in Standards IV and IX, which is the instructional program and facilities.

My two page memo reflects what we will look for on each question on the one page "evaluation worksheet."

After you review this material feel free to call me at 601-359-3465, if you have any questions. This is fairly new to us and we know revisions will need to be made as we progress.

Sincerely,

James R. Bowers
State Supervisor
Cooperative and Marketing Education

Enclosures

JB/ws

STATE OF MISSISSIPPI

DEPARTMENT OF EDUCATION



Richard A. Boyd, Ed.D. • State Superintendent
 Bureau of Vocational-Technical and Adult Education
 P. O. Box 771 • Jackson, Mississippi 39205

Elwyn G. Wheat,
 Associate State Superintendent

August 29, 1988

TO: Barry Burchfield, Don Milner, and Program
 Operations Staff

FROM: *JJA* Jim Bowers

SUBJECT: VEPH-003R. Evaluation Worksheet for Ongoing
 Vocational Programs

Program Operations Supervisors met and discussed each of the twenty-one items on VEPH-003R. A consensus was reached as to basically what we (Program Operations Supervisory Staff) will look for and accept as satisfactory documentations.

This information is listed below:

1. We will put an "X" there -- Not Monitored
2. We will want to see the amount budgeted in writing and signed by appropriate administration and see record of budget actually spent. ~~TEACHERS WILL HAVE THIS INFORMATION.~~
3. Minutes of Craft Committee functions (at least two during past 12 months) must be on file with teacher.
4. Put an "X" there. We have no control over licensing/certification.
5. Written goals, objectives, and lesson plans must be available in written form for inspection.
6. Only comment was on 6-C. A written live work policy must be available for each skill program. If not, we should help teacher write one while we are there.
7. We want to see samples of grades, charts, progress reports, core competency check sheets, individual student files, etc.
- 7-A. For skill programs, we want to see written records of local travel, log of phone calls, field trips, craft committee and guidance counselor involvement with students and teacher in area of placement.
8. Must have copy of State Standardized Core Curriculum and student performance records (check sheets) indicating use of these.

9. Program should have entrance requirements such as grade level and occupational/intracare/vocational objective.
- 9A. Log of phone calls and of visits to business and industry.
10. Any type of satisfactory written documentation.
11. Any satisfactory documentation that students have the opportunity and are encouraged to affiliate with and participate in VSO local, district (Regional), State and National activities.
12. Is there a guidance counselor available to students?
- 12A. Must be on file at school. If program is less than four years old this is not applicable.
13. Covered in local vocational plan.
14. Ask the instructor if appropriate support services are available.
15. Must be in writing for program improvement.
16. Refer to State Board Policy number and Page number.
17. Yes or No in opinion of State Staff Monitor
18. Yes or No in opinion of State Staff Monitor
19. Yes or No in opinion of State Staff Monitor
20. Yes or No in opinion of State Staff Monitor
21. Each building or department should have a key person assigned as "Reporter" to contact and write news releases/articles and secure publicity. Instructor should know who "Reporter" is. There should be evidence of past and current publicity/public relations.

JUL 1 1988

In-site Monitoring Evaluation Report
by EVTAE Staff

P

For: District	_____	Dist/Sch/Loc	_____
School/Location	_____	Staff S#	_____
Program	_____	Date	_____
Performed By	_____	TA Code	_____ P / I
Received By	_____	Budget	_____
Report Date	_____ Follow-up ___no ___yes	Program	_____
		Follow-up	___No ___Yes

Codes: 5 - Meets maximum standards 3 - Meets Level 3 standards X - Not monitored
 4 - Meets Level 4 standards 1 - Meets minimum standards N - Monitored does not meet minimum
 2 - Meets Level 2 standards 0 - Does not meet standards Y - Monitored - Meets minimum

- | | |
|---------------------------------------|---------------------------------|
| ___ 1. Philosophy | ___ 7. Support Systems |
| ___ 2. Administration and Supervision | ___ 8. Evaluations |
| ___ 3. Instructional Staff | ___ 9. Facilities and Equipment |
| ___ 4. Instructional Program | ___ 10. Safety and Health |
| ___ 5. Guidance | ___ 11. Public Relations |
| ___ 6. Student Populations Served | |

.....
Action To Be Taken

.....
Additional Findings

.....
White: OP/Mgt; Yellow: EVTAE Personnel; Pink: Administration; Goldenrod: Program

APPENDIX G

**Career Incentive Plan
Alabama State Department of Education**

ALABAMA CAREER INCENTIVE PROGRAM EVALUATOR QUESTIONNAIRE A

TEACHER _____ SCHOOL _____ SCHOOL YEAR _____

SYSTEM	SCHOOL	TEACHER SOCIAL SECURITY	PSRL CODE	DATE COMPLETED		
				MO.	DAY	YR.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

EVALUATION CYCLE
CONTRIBUTING EVALUATORS

LAST NAME _____ FIRST NAME _____
LAST NAME _____ FIRST NAME _____

Using data collected during the evaluation cycle according to established procedures and guidelines, the Principal will code each of the Questionnaire items "YES" or "NO". (The "YES" or "NO" coding is not to be done earlier than ten working days following the date of the announced observation visit.) Each "NO" response must be documented on an Evaluator Questionnaire Documentation Form.

RECORD OF EVALUATOR QUESTIONNAIRE DATA SOURCES

Respond to each item indicating whether the teacher being evaluated performs adequately. Use the item definition in making your decision. Mark your response to each item on the Evaluator Questionnaire. Every response of "NO" must be accompanied by a comment on the Evaluator Questionnaire Documentation Form and must be supported by evidence. (Any one indicator marked for an item constitutes a "YES" answer.)

1.0 PREPARING FOR INSTRUCTION

1. States/presents long-range goals and objectives
 Written Goals Stated Goals YES NO
2. Selects various evaluation strategies
 Performance/Demonstration Test Self Assessment Projects/Reports Other YES NO

12.0 EVALUATING STUDENT ACHIEVEMENT

3. Assesses student progress YES NO
4. Uses multiple means of assessment
 Teacher Made Tests Commercially Prepared Product/Projects Performance/Discussions Other YES NO
5. The teacher maintains accurate and complete records of student progress
 Grade Book Grade Sheets Computer Record Other YES NO
6. Provides feedback on achievement to students
 Report Cards Progress Reports Conferences Work Products Tests Notes YES NO
7. Returns assessment products promptly with meaningful feedback
 Numerical/Letter Written Comments Individual Conference Group Conference Other YES NO
8. Provides feedback on student achievement to parents/guardians
 Report Cards Progress Reports Conference Records Work Products Notes Phone Records Other YES NO

13.0 ASSUMING RESPONSIBILITY FOR DEVELOPMENT OF SELF AND PROFESSION

9. Participates in non-required activities to develop self and the profession
Refer to the Non-Required Professional Development Activities Form and Validation Form(s) YES NO
10. Participates in required individual professional growth activities
Refer to the Individual Professional Development Plan Form, Validation Form(s) and Monitoring Forms YES NO

14.0 PERFORMING PROFESSIONAL RESPONSIBILITIES

11. Completes clerical and fiscal records, job requirements according to timeliness
 Report Cards Attendance Reports Permanent Records Other YES NO
12. Adheres to written school board policies YES NO

15.0 HUMAN RELATIONS

13. Cooperates with peers, administrators, and parents YES NO
14. Uses community resources to enhance instruction when appropriate
 Resource Speakers Field Trips Community Agencies Resource Materials Volunteers Other YES NO
15. Holds parent conferences at a time mutually convenient when initiated by teacher, or requested by parent/guardian YES NO
16. Participates in collegial efforts without giving up individual rights to dissent or to work to effect change YES NO

PRINCIPAL'S SIGNATURE _____

TEACHER'S SIGNATURE _____

DATE SIGNED _____

The teacher and principal must sign this completed Questionnaire. The teacher will receive a copy at this time
 NOTE: The evaluation cycle ends with the completion of the Evaluator Questionnaire



129875

DO NOT WRITE IN THIS AREA

ALABAMA CAREER INCENTIVE PROGRAM
EVALUATOR QUESTIONNAIRE C

TEACHER _____ SCHOOL _____ SCHOOL YEAR _____

System School Teacher Social Security PSAL Code Date Completed (MO, DAY, YR)

EVALUATION CYCLE (1, 2, 3, APPEAL) CONTRIBUTING EVALUATORS

Grid for recording data sources with columns for 0-9 and rows of bubbles.

Form fields for LAST NAME and FIRST NAME.

Using data collected throughout the evaluation cycle according to established procedures and guidelines, the Principal will code each of the Questionnaire items "YES" or "NO"...

RECORD OF EVALUATOR QUESTIONNAIRE DATA SOURCES

VOCATIONAL COORDINATOR

- 1. Interviews each student prior to enrollment
2. Adheres to federal guidelines
3. Visits training stations at least once a grading period
4. Surveys placement needs of business/industry
5. Sponsors or co-sponsors a vocational student organization
6. Plans and signs off on student training plans jointly with sponsor
7. Introduces students to safety training applicable to job

PRINCIPAL'S SIGNATURE

VOCATIONAL COORDINATOR'S SIGNATURE

DATE SIGNED

The vocational coordinator and principal must sign this completed Questionnaire. The coordinator will receive a copy at this time. NOTE: The evaluation cycle ends with the completion of the Evaluator Questionnaires A and C.

Barcode and tracking information including the number 151218.

DO NOT WRITE IN THIS AREA

GRADUATE SCHOOL
UNIVERSITY OF ALABAMA AT BIRMINGHAM
DISSERTATION APPROVAL FORM

Name of Candidate E. Dale Edwards

Major Subject Educational Leadership

Title of Dissertation A Study to Prioritize the Duties and Responsibilities
of Vocational Teacher-Coordinators Based Upon the Perceptions of
Vocational Teacher-Coordinators, Vocational Supervisors, and Vocational
Directors in the State of Alabama

Dissertation Committee:

Donald H. Henderson, Co-Chairman Harold Z. Biles
Martha Hedley
Ann S. Wilgus
Charles Decker

Director of Graduate Program Joseph L. Lasky

Dean, UAB Graduate School Anthony Hamel

Date October 26, 1989