

THE FREQUENCY AND SIGNIFICANCE OF TASKS  
PERFORMED BY STATE STAFF IN BUSINESS AND  
DISTRIBUTIVE EDUCATION

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## ABSTRACT

### THE FREQUENCY AND SIGNIFICANCE OF TASKS PERFORMED BY STATE STAFF IN BUSINESS AND DISTRIBUTIVE EDUCATION

By

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The problem of the study was the identification and analysis of tasks performed by state supervisors of business and office education and/or distributive education. An assessment was conducted using a task analysis approach to determine: (1) how frequently tasks were performed, and (2) how significant tasks were perceived by state supervisors of business and office education and/or distributive education.

Tasks were ranked on the basis of frequency and significance scores and comparisons were made to ascertain if there was a difference in frequency and significance of the tasks for: (1) business and office education and/or distributive education state supervisors, (2) state supervisors who worked in a service, service and function, or other organizational pattern of the state vocational education division, and (3) state supervisors who had one, two, or three or more staff members.

Program responsibilities, assignments within the state vocational education division, organizational patterns of the state vocational education division, the number of staff members, titles of state supervisors, and titles of subordinates to the state supervisors provided data that were analyzed in the study.

The population used in the study was the total number of state supervisors of business and office education and/or distributive education in the United States and the District of Columbia (N=105). The population consisted of forty-five state supervisors of business and office education, forty-nine state supervisors of distributive education, and eleven state supervisors who served in a dual role for both vocational programs.

A survey instrument which consisted of a list of one hundred and twenty-nine tasks performed by state supervisors was developed through the review of literature, professional experience of the researcher, and assistance of a panel of consultants which was composed of thirty state supervisors of business and office education and/or distributive education. The panel of consultants were representatives of twenty-two different states.

Collection of data occurred in January and February of 1976. A return of 89% was received from the subjects. After data were received the tasks were ranked based upon frequency and significance scores calculated. Sorts of the data for ranking by frequency and significance were made for: (1) business and office education state supervisors, (2) distributive education state supervisors, (3) the organizational patterns of the state vocational education division, and (4) the number of state staff members for the vocational program.

### FINDINGS

Based on the problem of the study and its assumptions and limitations the following were the findings:

1. Approximately half of the respondents were responsible for programming at all levels (secondary, post-secondary, and adult). About half of the state supervisors were responsible for only one level of programming.
2. Over one-third of the state supervisors were assigned in a business education service and another one-third were assigned in a distributive education service. Approximately eleven percent were assigned in a service for both business and distributive education, while the remaining seventeen percent of the state supervisors were assigned to other units or divisions within the state vocational education division such as: secondary units, post-secondary units, adult units, area vocational-technical center units, curriculum units, research units, and personnel units.
3. Fifty-one percent of the state supervisors worked in a state vocational education division that was organized according to service such as: agriculture, business and office, distributive, health, home economics, and trade and industrial education. Thirty-two percent of the state supervisors worked in a state vocational education division that was organized by both service and function. Seventeen percent of the state supervisors worked in a state vocational education division that was organized in some other organizational pattern.
4. Forty-one percent of the state supervisors reported that they had no staff besides themselves. About one-fourth of the state supervisors had two staff members including themselves. Over a third of the states had larger staffs which consisted of three or more staff members.
5. About a third of the state supervisors were titled "state supervisor." Twenty percent of the state supervisory persons were titled "consultant." Sixteen percent were titled "specialist." Nineteen percent were titled "director." Eight percent were titled "chief," and five percent were titled with other various titles.
6. One-third of the subordinates to state supervisory personnel were titled "consultant," a quarter of the subordinates were titled "supervisor," eighteen percent were titled "specialist," sixteen percent were titled "assistant supervisor," five percent were titled "associate" to a chief, and four percent were titled "executive director" for the state association of the distributive education clubs of America.
7. Job descriptions returned by thirty-seven percent of the respondents were similar. Responsibilities and tasks were broadly defined for the state supervisors.

8. Forty-three percent of the respondents returned copies of the state vocational education division organization chart. Organizational patterns varied except for those states (51%) which were organized by service.
9. Policy manuals for state supervisors of business and office education and distributive education do not exist as a separate document. Only two respondents (4%) returned a policy manual as requested. Nine state supervisors noted that a copy of the state plan for vocational education could be sent because it is the operational document for vocational education.
10. The most frequent and the most significant tasks performed by state supervisors of business and office education were:
  - Consulting visits to schools to assist with new or on-going programs.
  - Consulting visits to schools to assist with in-service for program personnel.
  - Responding to correspondence.
  - Responding to telephone calls.
  - Making recommendations to local educational agencies about programs.
11. The most frequent and the most significant tasks performed by state supervisors of distributive education were:
  - Consulting visits to schools to assist with new or on-going programs.
  - Disseminating materials and information.
  - Responding to correspondence.
  - Responding to telephone calls.
  - Making recommendations to local educational agencies about programs.
12. The least frequent and the least significant tasks performed by state supervisors of business and office education were:
  - Assisting and developing in-service programs for your clerical and secretarial staff.
  - Conducting and assisting with state plan hearings.
  - Negotiating contracts with agencies.
  - Conducting cost-benefit studies.
  - Auditing budgets and records at the local educational agency.
  - Preparing budgets and end-of-the-year reports.
  - Evaluating vocational education administrators.
13. The least frequent and the least significant tasks performed by state supervisors of distributive education were:
  - Developing objectives for local educational agency's programs.

Assisting and developing in-service programs for your clerical and secretarial staff.  
Assisting with locating and hiring administrative staff for your vocational division.  
Conducting and assisting with state plan hearings.  
Negotiating contracts with agencies.  
Conducting cost-benefit studies.  
Auditing budgets and records at the local agency.  
Auditing federal grants to local educational agencies.  
Auditing construction projects at the local educational agency.  
Evaluating vocational education administrators.

14. The most frequent and the most significant tasks performed by state supervisors who worked in a service organization were:
  - Consulting visits to schools to assist with new or on-going programs.
  - Responding to correspondence.
  - Responding to telephone calls.
  - Making recommendations about programs to local educational agencies.
15. The most frequent and the most significant tasks performed by state supervisors who worked in a service and function organization were:
  - Consulting visits to schools to assist with new or on-going programs.
  - Responding to correspondence.
  - Attending staff meetings to plan and organize your activities.
  - Responding to requests and assignments made by the state director of vocational education.
16. The most frequent and the most significant tasks performed by state supervisors who worked in an other organizational pattern were:
  - Consulting visits to schools to assist with new or on-going programs.
  - Responding to correspondence.
  - Responding to telephone calls.
  - Articulating and working closely with other divisions within the state department of education.
  - Working with colleagues in other units such as:
    - secondary, post-secondary, and adult education.
  - Assisting school districts in meeting standards to qualify for funding.
  - Making recommendations about programs to the local educational agency.
  - Working with professional teacher organizations.
  - Sharing information and materials with your teacher educators.

17. The least frequent and the least significant tasks performed by state supervisors who worked in a service organization were:
  - Assisting with locating and hiring administrative staff for your vocational service.
  - Conducting and assisting with state plan hearings.
  - Negotiating contracts with agencies.
  - Conducting cost-benefit studies.
  - Auditing budgets and records at the local educational agency.
  - Auditing federal grants to local educational agencies.
  - Auditing construction projects at the local educational agency.
  - Evaluating vocational education administrators.
  - Evaluating professional staff members in your division.
  - Reviewing and evaluating textbooks for adoption.
18. The least frequent and the least significant tasks performed by state supervisors who worked in a service and function organization were:
  - Assisting and developing in-service programs for your clerical and secretarial staff.
  - Negotiating contracts with agencies.
  - Preparing budgets and end-of-the-year reports.
  - Conducting cost-benefit studies.
  - Auditing budgets and records at the local educational agency.
  - Auditing federal grants to local educational agencies.
  - Auditing construction projects at the local educational agency.
  - Evaluating vocational education administrators.
19. The least frequent and the least significant tasks performed by state supervisors who worked in other organizational patterns were:
  - Planning and organizing the state's participation at the national conference of the vocational student organization.
  - Conducting workshops for the state officers of the vocational student organization.
  - Preparing quarterly reports.
  - Auditing federal grants to local educational agencies.
  - Auditing construction projects at the local educational agency.
  - Reviewing and evaluating textbooks for adoption.
20. The most frequent and the most significant tasks performed by state supervisors with one staff member were:
  - Consulting visits to schools to assist with new or on-going programs.
  - Responding to correspondence.
  - Responding to telephone calls.
  - Providing feedback from the field to your administrators.

Evaluating programs at the local educational agency site.

Making recommendations about programs to the local educational agency.

21. The most frequent and the most significant tasks performed by state supervisors with two staff members were:

Consulting visits to schools to assist with new or on-going programs.

Attending staff meetings to plan and organize your activities.

Disseminating information about the vocational student organization.

Responding to correspondence.

Responding to telephone calls.

22. The most frequent and the most significant tasks performed by state supervisors with three or more staff members were:

Consulting visits to schools to assist with new or on-going programs.

Working with professional teacher organizations.

Disseminating materials and information.

Articulating and working closely with other divisions within the state department of education.

Sharing information and materials with your teacher educators.

Making recommendations about programs to the local educational agency.

23. The least frequent and the least significant tasks performed by state supervisors with one staff member were:

Assisting and developing in-service programs for your clerical and secretarial staff.

Assisting with locating and hiring administrative staff for your vocational division.

Conducting and assisting with state plan hearings.

Negotiating contracts with agencies.

Conducting cost-benefit studies.

Auditing budgets and records at the local educational agency.

Auditing federal grants to local educational agencies.

Auditing construction projects at the local educational agency.

Evaluating vocational education administrators.

Evaluating professional staff members in your division.

24. The least frequent and the least significant tasks performed by state supervisors with two staff members were:
  - Conducting cost-benefit studies.
  - Auditing budgets and records at the local educational agency.
  - Auditing federal grants to local educational agencies.
  - Auditing construction projects at the local educational agency.
  - Reviewing expenditure reports for vocational funds spent by the local educational agency.
  - Evaluating vocational education administrators.
  - Reviewing and evaluating textbooks for adoption.
25. The least frequent and the least significant tasks performed by state supervisors with three or more staff members were:
  - Conducting and assisting with state plan hearings.
  - Preparing quarterly reports.
  - Conducting cost-benefit studies.
  - Auditing budgets and records at the local educational agency.
  - Auditing federal grants to local educational agencies.
  - Auditing construction projects at the local educational agency.
  - Evaluating vocational education administrators.
  - Reviewing and evaluating textbooks for adoption.

### CONCLUSIONS

Based upon the findings of the study, the following conclusions were made:

1. Only seven of the top ten percent of the most frequently performed tasks by state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as most frequently performed tasks. Therefore, it has been concluded that there is a difference in the most frequently performed tasks for the eight groups.
2. Only two of the top ten percent of the most significant tasks by state supervisors of business and office education and/or distributive education, state supervisors working in a service,

service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as most significant tasks. Therefore, it has been concluded that there is a difference in the most significant tasks for the eight groups.

3. Only two of the top ten percent of the most frequent and the most significant tasks selected by state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as most frequently performed and most significant tasks. Therefore, it has been concluded that state supervisors view different tasks to be most significant than those that they are performing most frequently.
4. Only five of the lowest ten percent of the least frequent tasks performed by state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as least frequently performed tasks. Therefore, it has been concluded that there is a difference in the least frequently performed tasks for the eight groups.
5. Only three of the lowest ten percent of the least significant tasks performed by state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as least significant. Therefore, it has been concluded that there is a difference in the least significant tasks for the eight groups.
6. Only two of the lowest ten percent of the least frequent and the least significant tasks selected by state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected. Therefore, it has been concluded that state supervisors view different tasks to be least significant than those that are least frequently performed.
7. The number of staff members, vocational program, and/or organizational pattern of the state vocational education division do have an impact on the frequency and the significance of the tasks.

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## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	vi
LIST OF FIGURES . . . . .	vii
 Chapter	
1. THE PROBLEM . . . . .	1
The Problem of the Study . . . . .	2
Background of the Problem . . . . .	3
Need for the Study . . . . .	5
Limitations of the Research Study . . . . .	7
Definition of Terms . . . . .	8
II. REVIEW OF RELATED LITERATURE . . . . .	11
The History and Development of State Supervision . . . . .	11
Leadership Functions of State Supervisors . . . . .	14
The Viewpoint of the Supervisor's Clientele . . . . .	17
The Role of a State Supervisor . . . . .	19
III. METHODS AND PROCEDURES . . . . .	30
The Panel of Consultants . . . . .	31
Instrumentation . . . . .	33
The Survey Instrument . . . . .	34
The Pilot Study . . . . .	35
Data Collection . . . . .	36
Analysis of the Data . . . . .	39
IV. FINDINGS . . . . .	41
Demographic Data . . . . .	41
Program Responsibilities of the Respondents . . . . .	41
The Organizational Assignments of the Respondents . . . . .	44
Organizational Patterns of the State Vocational Education Divisions . . . . .	44
The Size of the State Staffs . . . . .	47
Titles of State Supervisors . . . . .	48
Titles of Subordinates . . . . .	49
The Relationship of Tasks to Business and Office Education and Distributive Education State Supervisors . . . . .	52
The Most Frequently Performed Tasks . . . . .	52
The Most Significant Tasks . . . . .	53
The Least Frequently Performed Tasks . . . . .	54
The Least Significant Tasks . . . . .	55

The Relationship of Tasks to the Type of State	
Department of Education Organization . . . . .	74
The Most Frequently Performed Tasks . . . . .	74
The Most Significant Tasks . . . . .	75
The Least Frequently Performed Tasks . . . . .	77
The Least Significant Tasks . . . . .	78
The Relationship of Tasks to the Size of	
The State Staff . . . . .	80
The Most Frequently Performed Tasks . . . . .	80
The Most Significant Tasks . . . . .	81
The Least Frequently Performed Tasks . . . . .	83
The Least Significant Tasks . . . . .	84
Discussion of the Findings . . . . .	85
Analysis of the Most Frequent and/or Most	
Significant Tasks . . . . .	85
Analysis of the Least Frequent and/or Least	
Significant Tasks . . . . .	92
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	98
The Problem . . . . .	98
Research Questions . . . . .	99
Background of the Problem . . . . .	99
Need for the Study . . . . .	100
Limitations of the Research Study . . . . .	100
Review of Related Literature . . . . .	101
The Population . . . . .	102
The Panel of Consultants . . . . .	102
Instrumentation . . . . .	103
The Survey Instrument . . . . .	104
The Pilot Study . . . . .	104
Data Collection . . . . .	105
Analysis of the Data . . . . .	106
Findings . . . . .	107
Conclusions . . . . .	113
Recommendations . . . . .	115
BIBLIOGRAPHY . . . . .	116
APPENDICES	
Appendix A: Cover Letter for Survey Instrument . . . . .	123
Appendix B: Sample Survey Instrument . . . . .	125
Appendix C: Follow-Up Letter . . . . .	136
Appendix D: Response Data . . . . .	138

Appendix E:	F.C.I. and S.C.I. Scores . . . . .	140
Appendix F:	Rank Order of Tasks by F.C.I. and S.C.I. Scores for Business and Office Education, Distributive Education, and Dual Role State Supervisors . . . . .	151
Appendix G:	Rank Order of Tasks by F.C.I. and S.C.I. Scores for One, Two, and Three or More Staff Members . . . . .	162
Appendix H:	Rank Order of Tasks by F.C.I. and S.C.I. Scores for Service, Service and Function, and Other Organizational Patterns of the State Vocational Education Division . . . . .	173

## LIST OF TABLES

Table	Page
I. The Addition of Tasks Provided by the Panel of Consultants . . . . .	32
II. Program Responsibilities of the Respondents . . . . .	42
III. Where the Respondents were assigned within the State Vocational Education Division . . . . .	45
IV. Number and Percentage of Job Descriptions, Organization Charts, and Policy Manuals Returned . . . . .	50
V. Number and Percentage of Returns . . . . .	51
VI. The Rank Order by F.C.I. of the Tasks Performed by State Supervisors of Business and Office Education and Distributive Education . . . . .	57
VII. The Rank Order by S.C.I. of the Tasks Performed by State Supervisors of Business and Office Education and Distributive Education . . . . .	65

## LIST OF FIGURES

Figure	Page
1. The Organization of the State Vocational Technical Education Divisions . . . . .	46
2. Respondents Reporting "One," "Two," or "Three or More" Staff Members (including themselves) . . . . .	47
3. Titles of State Supervisory Personnel . . . . .	48
4. Titles of Subordinates to the State Supervisory Personnel . . . . .	49

## CHAPTER 1

### THE PROBLEM

In most states the program of funded vocational education for public schools includes junior high school through the fourteenth year and is administered by the staff of a division or bureau of the state department of education. The vocational division typically includes staff services in the occupational programs of agriculture, business and office education, distributive education, home economics (wage earning and consumer education), health education, and trade and industrial education. Vocational guidance and vocational rehabilitation programs may be in the same division or in a separate one administered by the chief state school officer.

In each state the vocational staff is chaired by a state director of vocational education. This person is responsible to the chief state school officer and the State Board for Vocational Education. The state director's duties are concerned with general administration including staff personnel relations, state plans, budgeting of funds, financial records, public relations, teacher education, studies, and investigations. Staff members under his leadership are state supervisors of the various services. Some are called "directors" or "consultants" rather than "supervisors." The number of state staff

depends upon the scope of the program and/or the organization of the division and the resources available as well as the state's philosophy of vocational education and its commitment to vocational education.

### The Problem of the Study

The problem of this study was the identification and analysis of tasks performed by state supervisors of business and office and distributive education.

An assessment was conducted by using a task analysis approach to determine how frequently tasks were performed by the state supervisors and how significant the state supervisors perceived the performance of those tasks.

The following research questions were the focus of this study:

1. What was the frequency of tasks performed by state supervisors of business and office education, distributive education, and those state supervisors who served in a dual role for both vocational programs?
2. What was the significance of tasks performed by state supervisors of business and office education, distributive education, and those state supervisors who served in a dual role for both vocational programs.
3. What was the frequency of tasks performed by state supervisors who had one, two, or three or more staff members for the vocational program?
4. What was the significance of tasks performed by state supervisors who had one, two, or three or more staff members for the vocational program?
5. What was the frequency of tasks performed by state supervisors who worked in a state vocational education division that was organized by a service, service and function, or other organizational pattern?

6. What was the significance of tasks performed by state supervisors who worked in a state vocational education division that was organized by a service, service and function, or other organizational pattern?

#### Background of the Problem

There were in 1975 forty-five chief state supervisors of business and office education, forty-nine chief state supervisors of distributive education and eleven chief state supervisors who were in charge of both vocational programs according to the United States Office of Education listings.<sup>1</sup> Of these persons, some were entitled assistant directors of vocational education, others, state supervisors, assistant state supervisors, consultants, or specialists. Some were assigned to a business education division while others were assigned to a section or unit entitled the business and distributive education division, distributive education division, business education division, secondary unit, post-secondary unit, curriculum development unit, adult education unit, personnel development unit, or research unit. It appeared from personal contacts by the researcher before the study was undertaken that the state supervisors: (1) played different roles and performed different tasks based upon the organization of the state vocational education division and the number of professional persons employed by the division, (2) state supervisors without other subordinates were able to do only the barest essentials, (3) others had support staff to perform additional

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<sup>1</sup>United States Office of Education, Department of Health, Education, and Welfare, "Directory of State Officials with Supervisory Responsibilities for Business and Office Occupations" and "State Supervisory Personnel for Distributive Education,": Washington: U.S.O.E. 1975.

functions, (4) a few state supervisors had large enough staffs to undertake a comprehensive program.

A survey of state supervisors of business and office education was reported in 1975 which developed a profile of both the person and the position.<sup>2</sup> That study dealt with the degree level, professional experience, previous positions, monthly salary, job satisfaction, and some specific functions performed by the state supervisors. The survey data revealed that the typical state supervisor is a family man in early middle age, a college or university graduate with a master's degree, and a former school teachers. The position involves a number of functions and responsibilities such as supervision of high school business education programs, development of curriculum materials, and arrangement of workshops. The Mercer study was the most recently reported research conducted with state supervisors of business education. The study left many questions with regard to the actual and perceived role for state supervisors of the two vocational programs.

Stirewalt<sup>3</sup> stated that state supervisors are generally interested in knowing how their administrative and supervisory activities compare with other state supervisors. Additionally, they are concerned with specific functions that relate to the effectiveness, efficiency, and implementation of these activities.

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<sup>2</sup>Russell Mercer, "Administrative and Supervisory Activities of State Supervisors," Business Education Forum, Volume 29, No. 8 (May, 1975), pp. 25-27.

<sup>3</sup>Bruce E. Stirewalt, "Profile of a State Supervisor," Business Education Forum, Volume 27, No. 8 (May, 1973) pp. 46-48.

### Need for the Study

Professional journals, research studies, and periodicals state many principles of supervision for the state level. The list is very complete. Which principles should have special emphasis or thrust becomes a serious problem if the most effective state supervision and leadership is to be obtained.

Expansion and reorganization of vocational education divisions in the states occurred in the late 1960's and early 1970's as a result of legislation such as the Vocational Education Act of 1963 and the Amendments to the Vocational Act in 1968. Some of the state vocational education divisions are now organized by curriculum level or function rather than by services for the vocational program, which was the traditional pattern of organization.

This study responded to the needs expressed by state supervisors of business and office education, state supervisors of distributive education, the United States Office of Education, teacher educators of business and distributive education, and state directors of vocational education. There is need to provide a comprehensive list of tasks performed by state supervisors including both the frequency and significance. The results of this study will assist state supervisors of business and office education and/or distributive education to review their roles so that tasks may be addressed which are of most significance. An outcome of the study will be a guide which will assist those involved in the field in improving their coverage of responsibilities.

Up to now state supervisors have not been provided this kind of specialized development tool as a unique group. Evidence of need is

found in the Essex Report.<sup>4</sup> A recommendation was made for "support for professional and para-professional staff recruitment, preparation, and upgrading at all levels, including leadership." This recommendation also appeared in the subsequent vocational education amendments of 1968.<sup>5</sup> The need for more effective state supervision and leadership of business education and distributive education is necessary.

The tasks performed by state supervisors of business and office education and distributive education are extensive, and the selection of those tasks and the frequency and significance becomes a serious problem in order to provide a comprehensive study. The need for change in the administrative organization at the state level is imperative today as a result of data processing systems, management systems, information systems, and the expansion of programs and personnel. A basic element of the philosophy of supervision should be that the past, present, and future practices should be questioned, examined and evaluated.

In 1972, the National Association of State Supervisors of Distributive Education<sup>6</sup> conducted a survey to determine the structure of state supervision for distributive education. Among the findings, the

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<sup>4</sup>United States Office of Education, Department of Health, Education, and Welfare, Vocational Education: The Bridge Between Man and His Work, A Report Prepared by the Advisory Council of Vocational Education (Washington: U.S.O.E., OE-80053), 1968, p. 13.

<sup>5</sup>United States Congress, Vocational Education Amendments of 1968, Public Law 90-576, 90th Congress, October 16, 1968, Washington: Government Printing Office, 1968.

<sup>6</sup>K. Otto Logan, "The History of the National Association of State Supervisors of Distributive Education: 1945-1973," National Association of State Supervisors of Distributive Education, Indianapolis, Indiana, 1973.

results of the survey indicated that less than half of the states used the term "supervisor" in the title of the state staff person who was ultimately responsible for the state-wide distributive education program. Further, over half of the state staff personnel were responsible for program services and activities over and above those in the distributive education program. This survey further emphasized and substantiated the fact that the role of a state supervisor is a changing one.

Another evidence of need might be the position that Price and Hopkins recognized as a lack of written information concerning the responsibilities of a state supervisor of business education. In the "Review and Synthesis of Research in Business and Office Education,"<sup>7</sup> Price and Hopkins made reference to only one study that had been completed, that by Smith. The study set forth the critical requirements of an effective state supervisor in the field of business education.

#### Limitations of the Research Study

This study was completed with the following limitations:

1. The study was based upon the results of tasks rated by state supervisors based upon their self-perceptions. No diary was kept by the respondents.
2. The results of the study were based upon data provided by only the state supervisors of the vocational program not by any subordinates.
3. The study did not attempt to determine, evaluate, or predict the state supervisor's degree of current or future success in his role.

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<sup>7</sup>Ray G. Price and Charles R. Hopkins, "Review and Synthesis of Research in Business and Office Education, 2nd. Edition, (Research Series No. 55, Columbus: E.R.I.C. Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University) 1970, p. 87.

4. No attempt was made to compare various states or state supervisors.

#### Definition of Terms

State Supervisor - The person on the state department of education staff who is primarily responsible for the administration and supervision of a state-wide vocational program in an occupational program such as: agriculture, business and office education, distributive education, health education, home economics, and trade and industrial education.

Distributive Education - Various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include selling, and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research and management. Distributive education is comprised of programs of occupational instruction in the field of distribution and marketing. These programs are designed to prepare individuals to enter, or progress or improve competencies in, distributive occupations.<sup>8</sup>

Business and Office Education - A body of subject matter, or combination of courses and practical experience, is organized into programs of instruction to provide opportunities for students to prepare for or advance in selected office occupations. In the instructional process various aspects of subject matter frequently are drawn from other subject-matter areas. Learning experiences are designed to lead to employment

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<sup>8</sup>United States Office of Education, Department of Health, Education, and Welfare, Vocational Education and Occupations. Washington: U.S.O.E., Bulletin VE80061, 1969, p. 19.

and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitation function of the office. "Facilities function" as used here refers to the expediting role played by office occupations as the connecting link between the production and distribution activities of an organization. Included are a variety of activities, such as recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information.<sup>9</sup>

State Vocational Education Division - The division or bureau of the state department of education that provides services for vocational and technical education and is administratively responsible for vocational and technical education programs in that state under direction of the state board for vocational education.

Task - The work to be done; a piece of work; a duty.

Staff - Personnel who are in support roles to the state supervisor of a vocational program.

Organizational Pattern - The systematizing or constituting into a whole of the interdependent parts.

Frequency - The rate of occurrence.

Significance - Importance in the mind of the respondent

Vocational Education - Organized educational programs, services, and activities which are directly related to the preparation of individuals

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<sup>9</sup>Op. Cit. 1969, p. 57.

for paid and unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree,<sup>10</sup>

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<sup>10</sup> National Association of State Directors of Vocational Education, "Defining Critical Terms in Vocational Education: A Task Force Report for the National Association of State Directors of Vocational Education," Printed by the West Virginia Department of Education, Charleston, West Virginia, 1976, p. 9.

## Chapter II

### REVIEW OF RELATED LITERATURE

"Supervision and supervisor are terms which have various connotations to different persons. Each person interprets the terms in relation to his own aspirations, experiences, and needs. To one person, supervision denotes guidance and help through a variety of carefully planned activities that present a program of growth and development; to another person, supervision has only the limited narrow connotation of classroom observation. To one person, the supervisor is one to fear as a constant threat to his security; to another person, the supervisor is merely a "snoopervisor" to be endured."<sup>1</sup>

#### The History and Development of State Supervision

Each state is required, under provisions of federal vocational legislation, to prepare and submit to the federal authority a plan for the use of the federal funds provided for vocational education.<sup>2</sup> The idea for a state plan for vocational education originated when attempts were being made in 1911 to pass the Page Bill, prior to the Smith-Hughes Act. An amendment to the Page Bill contained reference to a state plan for vocational education. The Commission on National Aid to Vocational

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<sup>1</sup>Paul P. Plevyak, "Supervision in Business Education in the Eastern States," National Business Education Quarterly, Volume 36, No. 3 (March, 1968), p. 16.

<sup>2</sup>United States Congress, Vocational Education Amendments of 1968, Public Law 90-576, 90th Congress, October 16, 1968, (Washington: Government Printing Office) 1968, p. 4.

Education suggested that amendment and it was incorporated into the Bill. The state plan is necessary to insure adequate standards because grants to states were (and are) made under broad conditions and are intended to meet certain specific needs within a state that may be unique to that state.<sup>3</sup>

The Smith-Hughes Act of 1917 and the George-Barden Act of 1946 specified that the state plan shall state the kinds of vocational education efforts for which appropriations shall be used. Both of these acts required that plans for the administration and supervision of the vocational programs be addressed. The topical outline for the state plan for vocational education, under provisions of the Vocational Education Act of 1963 also required that administration and supervision be continuously addressed with the submitting of the state plan.<sup>4</sup>

The states were authorized under the legislation of 1917 to use federal funds for supplementing salaries of only supervisors of agricultural education programs under the provisions of the Smith-Hughes Act. However, it soon became apparent that qualified supervisors were needed in each of the vocational program areas such as: distributive education, trade and industrial education, and home economics.

In 1918, the Federal Board for Vocational Education authorized the states to use a portion of the federal funds allocated for teacher training to pay salaries and other expenses of supervisors. This authorization was designed to stimulate the states to provide state supervision in home economics and trade and industrial education which

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<sup>3</sup>Roy W. Roberts, Vocational and Practical Arts Education, (New York: Harper and Rowe Publishers) 1965, p. 147.

<sup>4</sup>Ibid.

were in addition to the currently supervised and supported agricultural education programs. Because the allocated funds for teacher training were used for salaries, clerical services, travel, communications, and supplies, that portion of the funds allocated for supervision was also available for these types of expenditures. All subsequent vocational education acts recognized the importance of supervision by providing that federal funds could be used by the states for this purpose.<sup>5</sup>

Two acts affected supervision of business and office education and distributive education. First, the George-Deen Act of 1936 authorized federal funds for vocational distributive education for the fiscal year ending June 30, 1938. During the first year of funding, twenty states employed twenty-one full-time and six part-time state supervisors and teacher educators to provide leadership to this vocational program. By the close of the fiscal year ending on June 30, 1939, thirty-one states had employed thirty-one full-time and nine part-time supervisors, assistant supervisors, and teacher educators in distributive education.

Supervision of business education at this time was directed by supervisors of other vocational programs. In 1939, a Business Education Service was established in the Vocational Education Division of the United States Office of Education to administer the distributive education programs and coordinate other business education activities. That office was changed to the Distributive Education Service in 1951, since business education was not a program supported by federal funds.

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<sup>5</sup>Ibid. pp. 205-206

The second act affecting supervision of business and office education and distributive education was in 1963. Business and office education programs were deemed as supportable with federal monies. Before the passage of the Vocational Education Act of 1963, only thirteen states had supervision in the business and office education programs; these states used state funds for this purpose.

Blackstone<sup>6</sup> said, "Business education, for the most part, has been lacking in supervision at practically every level primarily because of a lack of funds. The Vocational Education Act of 1963 provided an incentive, particularly at the state level, for the supervision of business education." Because of the impact of the 1963 Act, every state department of education now has a person with supervisory responsibilities for the vocational program in business and office education.

#### Leadership Functions of State Supervisors

Phillips<sup>7</sup> requested chief state school officers and their staffs to rate their state department of education. An instrument which covered a diverse list of activities was used. The Phillips' study analyzed the states leadership functions in the state department of education to determine the status of development, the level of aspiration,

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<sup>6</sup>Bruce I. Blackstone, "Supervision in Business Education...at the National Level," National Business Education Quarterly, Volume 36, No. 4, (Summer, 1968), p. 51.

<sup>7</sup>Harry L. Phillips, "A Functional Analysis of, and Projections for, State Departments of Education," (unpublished Doctoral dissertation, West Virginia University, 1968).

and the relative priority for improvement for each of the seventy-five leadership functions. The results and conclusions of the Phillips' study indicated that there was a large variation in state departments in regard to their leadership functions and their aspirations and priorities for improving them.

The conclusions of the Riddle<sup>8</sup> study which reviewed leadership experiences by state department of educations in state-wide curriculum and instructional improvement were almost entirely negative. Riddle claimed that he found that state departments did not accept their responsibilities for long-range planning; their responsibilities for curriculum and instructional improvements were not satisfactorily handled, and over-all there was little state-wide cooperation with state departments of education. The study indicated, at that time, that state departments were not performing as effectively as they could have been.

Thomas,<sup>9</sup> in his study of state supervision and leadership for business education, developed a list of specific responsibilities of the state department of education that he felt must be considered in the overall state-wide planning for effective supervision and leadership. The list included:

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<sup>8</sup>Bruce E. Riddle, "An Analysis of State Departments of Education with Respect to Their Emerging Leadership Functions in Educational Improvement," (unpublished Doctoral dissertation, University of Oklahoma) 1964.

<sup>9</sup>Ellis R. Thomas, "An Analysis of State Supervision and Leadership of Business and Office Education with Implications for and Recommendations to the State of New Jersey," (unpublished Doctoral dissertation, Michigan State University) 1971.

1. Sensitivity to changing educational needs.
2. Development of a state-wide plan, based on clearly defined short-range and long-range goals and a solid philosophy, to assist local educational agencies to maintain an up-to-date business education program consistent with the changing technology.
3. Continuous involvement in curriculum development through published guides, long-range planning, and in-service conferences.
4. Provisions for assistance to teachers and guidance counselors for a complete testing and career development program.
5. Close liaison with professional organizations for purposes of program development.
6. Provision for a variety of consultive services to educational agencies at all levels.
7. Provision for research and development activities.
8. Active participation in teacher education programs including participation in the development of state-wide certification requirements.
9. A thorough program review and evaluation program.
10. Determination of where and how state and federal vocational funds may be used most effectively.
11. Publication of appropriate instructional materials and teacher guides.
12. Provision for the dissemination of information and establishment of demonstration centers relating to successful pilot and experimental programs.
13. Establishment of equipment and layout standards for the business education departments of the secondary schools (and others, as the need arises) of the state.
14. Development of active involvement of business and industry into the total business education scheme.
15. Publication of bulletins which can call attention to the significant research studies that would be of particular value to the business teachers of a particular state.
16. Encouragement of professional growth on the part of business education teachers, providing opportunities for affiliation and active participation in appropriate educational organizations.
17. Attention to non-vocational business education courses as well as the pure vocational.
18. Provision for making available data relating to new instructional films, new teaching aides, unique courses of study, and statistical data related to student enrollment, teacher trends, and employment.
19. Provision for development of an active and highly progressive state youth organization.
20. Development of ways to relate pertinent information to all teachers regarding significant outcomes of regional and national business education conferences.

21. Provision for assisting teachers and school administrators in conducting appropriate surveys for improvement of the business education curriculum,
22. Provision for assisting in program development for adults and students with special needs such as disadvantaged and mentally and/or physically handicapped.

### The Viewpoint of the Supervisors' Clientele

In perceiving the role of the state supervisor for business education and distributive education, it is always important to receive feed-back from the persons who receive the state supervisor's services. This input can be used to evaluate his effectiveness and to develop short-range and long-range goals for improvement of the services he can provide.

In 1974, the National Business Education Association sent questionnaires to nine hundred and two selected business teachers. In an effort to obtain opinions covering every aspect of the field, the survey was mailed to a cross section of individuals, including members of the N.B.E.A. Executive Board, officers and executive board members of the five regional associations, officers of the National Association for Business Teacher Education and representatives of its member colleges and universities, presidents of state business education associations, state supervisors of business education, and local (city/county) supervisors of business education. The role of the state supervisor was questioned in such areas as leadership, planning, policy, administration, supervision, in-service, teacher-training, standards for teacher certification, and other functions that related closely to state supervision. Cited are some of the opinions expressed by respondents:<sup>10</sup>

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<sup>10</sup>O. J. Byrnside, Jr., "Proposed Vocational Education Legislation: Challenging Opportunities for Business Education," Business Education Forum, (Volume 28, No. 8) May, 1974, pp. 5-8.

"It is important that state supervisors don't become completely regulatory in nature and thus become a negative influence on the educational process."

"State supervisors should work on needs assessments."

"Establish standards in concert with practitioners, serve as a clearing house for all relevant information."

"Homogenize programs at all levels."

"The services should not be determined by an inequitable state plan that calls for those services to be provided to only those schools that receive federal funds."

"Schools not qualifying for federal funds according to the state plan for vocational education may be the schools that need help the most."

"The state business education association should make sure that all of business education is served by the state supervisor."

"If a state supervisor better serves the state's teachers, it will consequently better serve the students."

In addition to the above quoted comments, complete and total cooperation with teacher education was a goal that was hoped for by many of the respondents.

DeMille<sup>11</sup> used a questionnaire to secure data about what functions should be conducted by a state consultant of business education. The study was limited to but eight states and Puerto Rico. His questionnaire went to state staff as well as twenty business teacher educators and forty-five business teachers. Some of the major functions of the state consultant for business education that were reported were:

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<sup>11</sup>Stanford D. DeMille, "A Study of State Business Education Supervisory Functions," (unpublished Master's thesis, Brigham Young University) 1960.

1. To promote the business education program with school administrators, business organizations, and general publics.
2. To promote the continuing evaluation of the business education curriculum.
3. To act in an advisory capacity to all business teachers.
4. To provide information and to make recommendations for facilities.
5. To work closely with business teacher educators in determining courses of study and requirements for certification.
6. To assist the teachers in establishing pupil achievement standards.
7. To promote workshops and other group conferences for business teachers.

Special funding for vocational education programs by law carries with it the responsibility for involvement of state supervision through promotion of program development at the local level because with the acceptance of funds, the local educational agency accepts some responsibilities. Roley<sup>12</sup> said the local educational agency accepts the following responsibilities with the funding:

1. To allow the state to consult on planning of program development.
2. To plan several types of programs such as preparatory, supplementary, laboratory, cooperative and simulated.
3. To have its teachers certified.
4. To complete follow-up studies.

#### The Role of a State Supervisor

Ristau<sup>13</sup> said, "The administration of any program should seek to fulfill two basic objectives: to facilitate the operation and to enhance

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<sup>12</sup>Dennis E. Roley, "Supervision in Business Education in the Western States, National Business Education Quarterly, Volume 24, No. 8 (May, 1971) pp. 38-40.

<sup>13</sup>Robert A. Ristau, "Strategies for Effective Administration of Vocational Education at the State Level," Business Education Forum, Volume 26, No. 8, (May, 1972), p. 31.

the effectiveness of the program. All administrative acts and functions should lead to the accomplishment of those two objectives. Those who are involved in various administrative roles should see themselves in the perspective of service to an important clientele." An administrator, whatever the level of operation, has many critical functions to perform, among which are planning, organizing, directing, budgeting, supervising, and coordinating. The complexity of each of these functions increases as higher levels of administration are reached but the basic concept of administration does not diminish in importance.

A supervisor's responsibility is to see that programs comply with all established standards, a duty which can only be fulfilled by conducting a planned and organized review of school programs. A written guideline for this purpose will assure full coverage and serve as an outline for a written report. This review guideline may vary from a mere checklist to a concise statement of purpose, philosophy, and methods of approach to be used.

In Blackstone's<sup>14</sup> article which reported about the incentives provided by the Vocational Education Act of 1963, he states that the administrative responsibilities generally recognized as being of major importance to a state supervisor of business and office education are as follows:

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<sup>14</sup>Blackstone, op. cit., p. 51

1. Determining what items of program costs are reimbursable and ascertaining that the amount of reimbursement is based upon firm figures.
2. Checking the accuracy of the data in official reports.
3. Making a thorough program review in every school periodically (this will consist of checking for compliance and assisting the school in developing a higher quality program).
4. Arranging for yearly evaluations of school programs by trained teams of teachers, supervisors, teacher educators, and state personnel.
5. Determining where and how funds may be used most effectively, including recommending the discontinuance of programs which have outlived their usefulness.

Another look at the role of the state supervisor was done by Overbey<sup>15</sup> who sent questionnaires to state consultants of business education in nineteen states, Puerto Rico, and the District of Columbia to determine the role of state consultants. Overbey concluded from the analysis of the data that the role was:

1. To promote pupil growth by working with teachers.
2. To assist administrators and teachers in developing and revising curriculums, up-dating facilities and equipment, and developing desirable community relationships.
3. To promote professional growth of the business teacher through in-service education programs and professional organizations.

Hausmann<sup>16</sup> employed a questionnaire to rate the important duties of a consultant of business education. Twenty-one state consultants

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<sup>15</sup> John W. Overbey, "The Nature, Purpose, Philosophy of Supervision at the State Level in Secondary Schools, with Specific Reference to Business Education in Selected States," (unpublished Doctor's dissertation, Teachers College, Columbia University, 1951).

<sup>16</sup> Betty N. Hausmann, "State Supervision in Business Education in Texas," (unpublished Master's thesis, Texas Technological College, 1964).

of business education were participants in her study. The five most important duties found were:

1. Consulting.
2. Program coordination.
3. Publications.
4. Public relations.
5. In-service training.

Some statements of responsibilities of state consultants of business education were made by the consultants and were reported in an article written by Huffman.<sup>17</sup> The statements of responsibilities were:

1. Guidance in planning the curriculum.
2. Curriculum evaluation.
3. Pre-service education of business teachers.
4. In-service training of business teachers.
5. Workshops.
6. Instructional materials.
7. Youth leadership through co-curricular activities.

Herndon<sup>18</sup> rated the degree of relative desirability for services to be provided to business education teachers by the state departments of education in twelve southern states. Each service listed on the questionnaire had a rating scale with positions on the scale indicating varying degrees of relative desirability. Herndon concluded that the staff of an efficient state supervisory program:

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<sup>17</sup> Harry Huffman, "Responsibilities of the State Department of Education for the Administration and Supervision of Business Education," National Business Education Quarterly, Volume 31, No. 4 (Summer, 1963), pp. 12-19.

<sup>18</sup> Frank M. Herndon, "A Study of Supervisory Services in Business Education as Rendered by Departments of Education in Twelve Southern States," (unpublished Doctor's dissertation, Northwestern University, 1953).

1. Sought to continuously revise and enrich the business curriculum based upon pupil needs, interests, and aptitudes, in line with the changing community.
2. Conducted area or district group conferences.
3. Made recommendations to administrators for the improvement of facilities and equipment.
4. Informed teachers of significant activities and practices in business education.
5. Organized teachers into committees to study problems of state-wide nature.
6. Assisted the school personnel in establishing business education programs.
7. Issued bulletins to inform teachers of significant research studies and the availability of new instructional aids.

Chrismer<sup>20</sup> stated that a consultant of business education is primarily concerned with liaison activities, supervision, administration, and professional leadership and Musselman,<sup>21</sup> in an article published in the National Business Education Quarterly, reported that the responsibilities of state consultants of business education were:

1. Preparation of criteria, standards, and regulations pertaining to the state-wide program.
2. Presentation of methods of operation to faculties of schools.
3. Approving of proposed programs.
4. Approving and coordination of teacher education programs.
5. Accounting for funds assigned to the state consultant's office.
6. Evaluation of present programs and improvements in the future programs.
7. Coordination of programs.

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<sup>19</sup>John M. Chrismer, "The Characteristics of a Good State Supervisor of Business Education," National Business Education Quarterly, Volume 31, No. 4 (Summer, 1963), pp. 20-21.

<sup>20</sup>Vernon A. Musselman, "Administration and Supervision of Vocational Business Education," National Business Education Quarterly, Volume 33, No. 4 (Summer, 1965), pp. 8-9.

Hall<sup>21</sup> used a mailed questionnaire technique to survey fifteen state supervisors of business education to study the most effective business education program supervision. She found that the most effective overall supervision of business education programs were where:

1. Instructional materials were being supplied.
2. Curriculums were being continually evaluated and changed.
3. Professional status of business teachers was rapidly being enhanced.
4. Effort was being made to gain maximum use of all physical facilities.
5. Public relations activities were being broadened.
6. Funds were being increased.

Van Hook<sup>22</sup> said that the state supervisor is in a unique position to cooperate with a number of different agencies. It takes people to do the job of supervision. Even though one person may be placed in the position, he can be no more effective than the cooperation of teachers, administrators, teacher educators, local directors, state board of education members, fellow staff, supervisors of other vocational programs, and students allow him to be. His job should be one of molding all of these groups into an effective team.

Van Hook further stated that the state supervisor must have a good working relationship with other state agencies such as the state employment service, the state department of labor, the state welfare office, the vocational rehabilitation department, and other agencies.

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<sup>21</sup>Linnie R. Hall, "State Supervision of Business Education with Implications for the State of Oklahoma," (unpublished Doctor's dissertation, University of Oklahoma, 1951).

<sup>22</sup>Victor Van Hook, "Supervision in Business Education...at the State Level," National Business Education Quarterly, Volume 36, No. 4 (Summer, 1968), pp. 45-50.

In looking at some of the functions of the job of a state supervisor Van Hook said the state supervisor has to function as a long-range and short-range planner. He must make plans and integrate his plans with the plans of other staff members.

As an administrator, the state supervisor must work closely with teacher educators in his state. Unless they are kept completely informed, their value to the state supervisor and the vocational program will be limited. In administering, the state supervisor should be sure that the best use of funds is being made.

The state supervisor must be a coordinator at the national, state, regional, and local levels. He must be able to exchange information and encourage others to use various publications to disseminate new ideas or new approaches. In addition, he must be able to solicit the cooperation of persons not in his discipline and seek assistance and help from other groups such as counselors.

In addition to being an administrator, coordinator, and planner, the state supervisor must be a promoter. The product to be sold is training. As a researcher, the state supervisor must do whatever research he can do. He should stimulate research and see that needed research is conducted.

According to Van Hook, state supervisors have several major problems as evaluators. In evaluating, special care must be taken to gather data that are complete and accurate. Evaluation must be used not as an end in itself, but as a means to an end: evaluation should help to determine direction for educational efforts.

Selden<sup>23</sup> wrote regarding the state department of education's responsibilities relative to teacher certification, Selden felt that it is the role of the state department of education to review teaching certificates that have been issued, to review teacher certification, to determine the applicability to present needs, and to provide leadership and guidance in changing shortcomings in certification. He further noted that there is a changing trend toward designating these responsibilities to the teacher education institutions.

Selden however argued that the state department of education should be setting standards for occupational experiences for certification and should play a lead role in pre-service and in-service programs. He also recommended a national reciprocity between states for certification of teachers on the basis that it would result in the solution of many certification problems.

Selden and Swatt<sup>24</sup> felt that those persons who deal with people during the course of their work have certain ethical responsibilities that need to be considered continuously. State supervisors of business education were no exception. Because of the nature of their work, much time is spent coordinating their daily responsibilities with others. State supervisors work with groups such as their colleagues in the state department of education, school administrators, department chairmen,

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<sup>23</sup>William Selden, "State Department of Education Responsibilities Relative to Business Education," *National Business Education Quarterly*, Volume 34, No. 4 (May, 1966), pp. 5-7.

<sup>24</sup>William Selden and Kenneth Swatt, "Ethics in State Supervision of Business Education," *National Business Education Quarterly*, Volume 24, No. 8 (May, 1971), pp. 38-40.

guidance counselors, teacher educators, and curriculum coordinators, Many times their leadership is given to students active in the vocational student organization. In all of these situations required decisions and actions have ethical dimensions. The following are responsibilities listed by Selden and Swatt in a suggested order of priority:

1. Responsibility to youth and adults interested in receiving education in the business program.
2. Responsibility to employers of business and office employees.
3. Responsibility to the taxpayers of the state and the nation.
4. Responsibility to the business educators.
5. Responsibility to other educators.

Smith<sup>25</sup> studied the critical requirements for an effective state consultant and compiled a list of twenty-six critical requirements. He used a critical incidents research technique regarding behavior of state consultants. The twenty-six critical requirements determined significant were:

1. Assumes the responsibility for the interpretation of educational legislation.
2. Maintains friendly relations and performs his duties in a professional manner.
3. Cooperates in evaluations and in recommendations for improvement of curriculum.
4. Gives advice and assistance in establishing and maintaining federal and/or state financially supported programs.
5. Adequately prepares for presentations and for answering questions after the presentations.
6. Furnishes and/or suggests teaching aids and techniques.
7. Employs various opportunities to encourage the layman's participation and to increase his interest in the school program.
8. Utilizes diplomacy while discussing personal characteristics and professional affairs with educators or laymen.
9. Actively sponsors youth organizations that supplement the classroom.

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<sup>25</sup>James W. Smith, "Critical Requirements for an Effective State Consultant of Business Education as Determined by Analysis of Critical Incidents," (unpublished Doctoral dissertation, Colorado State College, 1965).

10. Appeals to school administrators for teachers to have a reasonable number of pupils and classes.
11. Plans workshops that will be enriching experiences for the participants.
12. Responds to requests for assistance.
13. Recognizes protocol and reports to the school's administrative offices before visiting teachers or writing reports about the program.
14. Engages capable, efficient, and knowledgeable conference participants and orients them to the group and program.
15. Cooperates with educators to plan for maximum use of present equipment and facilities as well as future acquisitions.
16. Supports teacher requests and recommends additional facilities and equipment for effective learning experiences.
17. Works with committees and names committees to plan group conferences.
18. Assumes responsibility for details regarding his speaking engagements.
19. Cooperates in organizing and promoting adult educational programs.
20. Emphasizes the use of current books in classes and libraries.
21. Arranges for applicable reimbursement to those who attend workshops and conferences.
22. Schedules group conferences in locations convenient to the attending persons.
23. Assists in the development of course outlines and recommends appropriate programs to adults.
24. Provides equipment and other properties for group conferences and experiments with the properties in preparation for the conferences.
25. Utilizes community surveys as a technique of promoting the business curriculum and sometimes conducts or directs the survey.
26. Provides opportunities for business teachers to look at their goals and objectives.

Smith concluded that the interpretation of legislation was a major responsibility, group conferences were important activities, teachers were not visited as often as they desired, and state consultants were aware of the importance of protocol when making visits to schools.

Smith's only recommendations were that states employ more state staff members to offer new services and to expand existing services and that the title "supervisor" be replaced with the title "consultant" in the state business education titles.

### Chapter III

#### METHODS AND PROCEDURES

The population used in this study was the total number of state supervisors of business and office education and/or distributive education in the United States and the District of Columbia (N = 105). The population consisted of forty-five state supervisors of business and office education, forty-nine state supervisors of distributive education, and eleven state supervisors who served in a dual role for both vocational programs. The state supervisors of business and office education were identified from the April, 1975, Directory of State Officials with Supervisory Responsibility for Business and Office Occupations Education,<sup>1</sup> and the state supervisors of distributive education were identified from the October, 1975, Directory of State Supervisory Personnel for Distributive Education.<sup>2</sup> Eleven of the state supervisors were listed in both directories because they held a dual role in state supervision for both business and office education and distributive education.

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<sup>1</sup>United States Office of Education, Department of Health, Education, and Welfare, Directory of State Officials with Supervisory Responsibility for Business and Office Occupations Education, Washington: U.S.O.E., 1975.

<sup>2</sup>United States Office of Education, Department of Health, Education, and Welfare, Directory of State Supervisory Personnel for Distributive Education, Washington: U.S.O.E., 1975.

### The Panel of Consultants

The Panel of Consultants consisted of state supervisors of business and office education and/or distributive education who were attending the American Vocational Association conference at Anaheim, California in December of 1975. The state supervisors used for the Panel of consultants were from the states of Arizona, Alabama, Colorado, Florida, Georgia, Hawaii, Indiana, Kentucky, Michigan, Minnesota, Nebraska, New York, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, West Virginia, Wisconsin, and Wyoming.

Thirty-nine state supervisors of business and office education and/or distributive education were personally contacted by the researcher at the conference. Of the thirty-nine state supervisors contacted thirty of them volunteered to assist the researcher by serving on his Panel of Consultants. The Panel of Consultants reviewed tasks written by the researcher to be certain that the tasks were understandable the way they were written. The Panel of Consultants also checked the tasks to be certain that they were applicable to persons serving in a state supervisory role for business and office education and/or distributive education. The Panel of Consultants made revisions to seventeen of the tasks that had been written and suggested that eighteen tasks be added to the survey instrument because they had been overlooked by the researcher. The Panel of Consultants also reviewed the layout of the rating scales and the instrument design. The Panel of Consultants made three suggestions for improving the instrument design.

Table I below represents the allocation of tasks by major classifications which were presented to the Panel of Consultants. The table shows the number of tasks that were allocated before and after the review by the Panel of Consultants.

Table I  
The Addition of Tasks  
Provided by the Panel of Consultants

Major Classifications of Tasks Used:	Number of Tasks:		
	Initial List	Panel of Consultants Additions	Finalized List
Planning and Organizing	15	4	19
Developing Programs and Personnel	15	3	18
Staffing	5	0	5
Compliance	6	2	8
Public Relations	15	1	16
Financing and Budgeting	13	2	15
Coordinating and Communicating	18	1	19
Reviewing and Evaluating	24	5	29
Total	111	18	129

### Instrumentation

A list of tasks performed by state supervisors of business and office education and distributive education was developed from a review of the researchers personal calendar of professional activities as a state staff member. Several state plans from the state of Michigan and other states were reviewed and found to be beneficial sources for identifying tasks. Also used was the Michigan annual program plan, monthly and annual objectives, and management-by-objective program materials developed by the Vocational-Technical Education Service of the Michigan Department of Education. The Michigan Vocational-Technical Education Service, "Evaluation Pilot: A Prospectus," an evaluation model for vocational education administrators, was also reviewed for tasks performed by persons in administrative positions in vocational education.<sup>3</sup> The review of the related literature and research set forth in Chapter II also identified many tasks performed by state supervisors and was used in the development of the list of tasks for the survey instrument.

After an initial list of tasks was developed, the researcher took the opportunity of receiving additional assistance and input from professionals in supervisory roles in the Vocational-Technical Education Service of the Michigan Department of Education. These persons included chiefs, supervisors, and specialists for business and office education, distributive education, home economics, health education, trade and

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<sup>3</sup>State of Michigan, Michigan Department of Education, Vocational-Technical Education Service, Evaluation Pilot: A Prospectus, Lansing, Michigan, 1975.

industrial education, and agricultural education. These personnel reviewed the task list and made suggestions for improvement and expansion of the list. Further input was received from three state supervisors, four teacher educators, and six consultants for business and distributive education who were in attendance at the Region V distributive education conference sponsored by the Region V office of the United States Office of Education in October, 1975. Persons that assisted were representatives of the states of Indiana, Illinois, Michigan, Minnesota, Ohio, and Wisconsin.

The Survey Instrument. The survey instrument used in this study was designed from a survey instrument that had been used in three doctoral studies conducted at Wayne State University which dealt with teacher competencies for business education, distributive education, and trade and industrial education.<sup>4</sup> The survey instrument used in this study incorporated two rating scales for delineating (1) the degree of frequency of performing the task, and (2) the degree of significance of performing the task. A cover page was attached to the survey instrument. The cover page requested demographic data about the respondent and his position in the state vocational education division. A sample of the survey instrument and the letter of transmittal used in this study are presented in Appendix A and B of this study.

The tasks listed on the survey instrument were representative of the total spectrum of tasks performed by state supervisors of business and office and distributive education. Valid sources such as the state plans, management-by-objective systems, annual program plans, monthly

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<sup>4</sup>Cf. p. 105 (Broder, Graziano, and Popovich)

and annual objectives, the review of the literature and research, and other input from state supervisors and teacher educators of business and office education and distributive education, a panel of consultants review, and the pilot study verified and validated the list of tasks to be broad and comprehensive.

### The Pilot Study

After all revisions of tasks and additional tasks suggested by the panel of consultants had been incorporated into the survey instrument a pilot study was initiated in January of 1976. The pilot study population consisted of a selection of twenty state supervisors of business and office education and distributive education. The twenty state supervisors were selected by the researcher. The only criteria used were that the pilot study people had not been used on the panel of consultants and that they were spread throughout the country so that as representative a population as possible could be used. The twenty subjects used in the pilot study were requested to complete the survey instrument and identify any rating scale problems or items on the survey instrument which were believed to be (1) ambiguous, (2) impossible to answer, and/or (3) inappropriate. Each of the pilot study subjects was asked to record the amount of time it required to complete the survey instrument and were given the opportunity to add any tasks they felt should be included on the instrument. None of the tasks were reported by the pilot study subjects to be ambiguous, impossible to answer, or inappropriate, and the average length of time taken to complete the survey instrument was calculated to be a mean time of forty-two minutes. No additional tasks were listed by the pilot study

subjects and no rating scale problems were identified by the respondents.

The pilot study was conducted with a sample of twenty subjects. Nineteen of the twenty pilot study subjects completed the survey instrument. This was a return rate of ninety percent. The survey instrument as piloted was proven to be valid and no further revisions were made to the instrument. Because the pilot study instruments were received with no changes needed, the survey instrument was printed and copies of it were sent to the remaining ninety-five state supervisors and the nineteen pilot study instruments were used to determine data for the study.

#### Data Collection

Information was returned by mail from state supervisors of business and office education and distributive education. The information was a rating of the degree of frequency of performing the tasks, the degree of significance of performing the tasks, and demographic data such as (1) the organizational pattern of the state's vocational education division, (2) the number of state staff members for the vocational program of business and office education and/or distributive education, (3) where the state supervisors were assigned within the vocational education division of the state department of education, (4) the titles of the state supervisors, and (5) the titles of subordinates to the state supervisors.

When the survey instruments were mailed a self-addressed stamped return envelope was enclosed in the mailing of the survey instrument

and a two-week return date from the respondent was requested. At the completion of the third week after the survey instrument had been mailed a personal phone call was made to every non-respondent. Thirty-eight state supervisors received a phone call following up on the survey instrument status. At that time a request was made to the state supervisor to return the survey instrument within the next ten days. In cases where this telephone follow-up technique failed to receive a return of the survey instrument, a final request was made through a second follow-up phone call and a second mailing of the survey instrument with a follow-up letter. The researcher, in his follow-up letter, requested that the survey instrument be returned within the next ten days. At the closure of the research study an eighty-nine percent return rate had been reached.

Completion of the survey instrument required that the respondent had a perception of how frequently the tasks would be performed over a period of a calendar year. This fact required that the state supervisor responding to the survey instrument would have been in his state supervisory position for at least one year or have been promoted to the supervisor's position from a subordinate position which allowed him to be knowledgeable of how frequently the tasks were performed. All of the respondents met this requirement. In addition to completing the eight-page survey instrument and demographic data the respondents were requested to enclose, in the return envelope, (1) a copy of the state's vocational education division organizational chart, (2) a copy of the state supervisor's job description, and (3) a copy of the

state's policy manual for state supervisors of business and office education and distributive education.

Two measures were used to analyze data, (1) the Frequency Choice Index, and (2) the Significance Choice Index. The Frequency Choice Index was calculated using the following formula:

$$\text{F.C.I.} = \frac{(7 \times A) + (6 \times B) + (5 \times C) + (4 \times D) + (3 \times E) + (2 \times F) + (1 \times G)}{\text{Total Number of Respondents}}$$

The method used in calculating the Frequency Choice Index was the same method as used by Brown<sup>5</sup> in his study of faculty mobility patterns. The respondents' total ratings for each task were added together and the total for each task was divided by the number of respondents to determine the Frequency Choice Index.

The rating for the frequency of performing the task was done on a scale which had weights of seven through one. The choices and weights were as follows:

<u>Choice:</u>	<u>Weight:</u>
A. Hourly	7
B. Daily	6
C. Weekly	5
D. Monthly	4
E. Twice Yearly	3
F. Once Yearly	2
G. Never	1

To determine the Significance Choice Index (importance in the mind of the respondent), the method used by Brown<sup>6</sup> was used. For each task which was rated on the survey instrument the Significance Choice Index was calculated using the following formula:

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<sup>5</sup>David E. Brown, The Mobile Professor, Washington, D.C., American Council on Education, 1967.

<sup>6</sup>Op.Cit.

$$S.C.I. = \frac{(5xa) + (4xb) + (3xc) + (2xd) + (1xe)}{\text{Total Number of Respondents}}$$

The respondents' total ratings for each task were added and the total for each task was divided by the number of respondents to determine the Significance Choice Index.

The rating for the significance of performing the task was done on a scale which had weights of five through one. The choices and weights were as follows:

<u>Choice:</u>	<u>Weight:</u>
a. Strongly agree - it should be done	5
b. Agree - it should be done	4
c. Disagree - it shouldn't be done	3
d. Strongly disagree - it shouldn't be done	2
e. No opinion	1

### Analysis of the Data

As survey instruments were received they were reviewed and checked to be sure that all items had been rated on both the frequency and the significance scales. Data sheets were kept on all respondents. The data sheets recorded the state supervisor's assignments and responsibilities within the state vocational education division, the number of state staff members for the vocational program, the organizational pattern of the state vocational education division, titles of the state supervisors, and titles of the subordinates. The data sheets were used to summarize findings of the demographic data.

A maintenance record was completed for all of the respondents involved in the study. The maintenance forms listed phone calls made to non-respondents and showed whether the survey instrument, organization chart, job description, and policy manual had been received. The

maintenance form is not included in the study or appendix because it would identify the respondents and anonymity of the respondents of the study was guaranteed.

After the data were received the ratings of the tasks for frequency and significance were coded for computer cards to be key-punched for each of the respondents. Two sorts of responses were made: for ratings on frequency and for ratings on significance for the state supervisors of business and office education and/or distributive education. A latter sorting was made by one, two, or three or more staff members. A final sorting of the data was made according to the organizational pattern of the state vocational education division. The data were sorted by service, service and function, and other organizational patterns.

## Chapter IV

### FINDINGS

Chapter IV is divided into five parts for ease of the reader. The five parts include: (1) Demographic Data, (2) the Relationship of Tasks to Business and Office Education and Distributive Education State Supervisors, (3) the Relationship of Tasks to the Type of State Department of Education Organization, (4) the Relationship of Tasks to the Size of the State Staff, and (5) the Discussion of the Findings.

#### Demographic Data

##### Program Responsibilities of the Respondents

Every state supervisor works in a given organizational pattern and has program responsibilities. Table II shows the detailed responsibilities of each respondent.

Of the respondents, over half (52 percent) said they were responsible for the program at the secondary, post-secondary, and adult levels. It is apparent that about half (48 percent) of the state supervisors are responsible for only one level of the total program. It is important to note that over two-thirds (68 percent) of the state supervisors were responsible for a vocational student organization. About one-fifth (19 percent) of the respondents were responsible for only secondary programs and 15 percent were responsible for adult and secondary programming. Only 3 percent of the respondents were responsible for post-secondary and adult programs while another four percent were responsible for secondary and post-secondary programs.

Table II  
Program Responsibilities of the Respondents

N = 94

Number of Respondents	Percent of Respondents	Secondary	Post-Secondary	Adult	Vocational Student Organization	Teacher Education	Disadvantaged	Handicapped	Other
5	5	X							
6	6	X			X				
1	1	X				X			
3	3	X			X	X			
1	1	X			X		X	X	
2	2	X			X	X	X	X	
1	1					X			
2	2		X		X				
10	11	X	X	X					
11	12	X	X	X	X				
1	1	X	X	X		X			
11	12	X	X	X	X	X			
1	1	X	X	X	X	X	X	X	
3	3	X	X	X	X	X	X	X	
10	11	X	X	X	X	X	X	X	
1	1	X	X		X				
2	2	X	X		X				
1	1	X	X			X	X	X	
5	5	X		X		X			
3	3	X		X		X			
1	1	X		X		X			

Table II (continued)  
Program Responsibilities of the Respondents

N = 94

Number of Respondents	Percent of Respondents	Secondary	Post-Secondary	Adult	Vocational Student Organization	Teacher Education	Disadvantaged	Handicapped	Other
1	1	X		X	X		X	X	
4	4	X		X	X	X	X	X	
2	2		X	X					
1	1		X	X	X				
1	1		X	X	X		X	X	
1	1			X	X	X	X	X	
1	1				X	X	X	X	
2	2	X	X	X	X	X	X	X	X
94	100%	84	59	66	64	37	26	25	2

### The Organizational Assignments of the Respondents

From analysis of the data it appears that state vocational education divisions are organized in several different patterns.

Over one-third (36 percent) of the state supervisors were assigned in a business education service. Another one-third (36 percent) were assigned in a distributive education service. Eleven percent of the state supervisors were assigned in a service for business and distributive education. The remaining seventeen percent were assigned to other units or divisions within the state vocational education division such as: secondary units, post-secondary units, adult units, area vocational-technical center units, curriculum units, research units, and personnel development units. Table III shows the specific assignments reported by the state supervisors responding to the survey instrument.

### Organizational Patterns of the State Vocational Education Divisions

The organizational pattern of the state's vocational education division was a major consideration in analyzing the data for this study. Figure 1 indicates that 51 percent of the respondents worked in a state vocational education division that was organized according to service, while 32 percent of the state supervisors worked in a state vocational education division that was organized by both service and function. The third classification of the state vocational education division was other which included all organizational

Table III

Where the Respondents were Assigned within  
the State Vocational Education Division

N = 94

Number	Percent	Business Education	Distrib- utive Education	Secondary	Post- Secondary	Adult	Area voc-Tech. Center	Curr- iculum	Research	Personnel	Other
34	36%	X									
1	1%	X		X							
34	36%		X								
2	2%		X	X							
1	1%		X			X					
6	5%	X	X			X					
1	1%	X	X	X							
2	2%	X	X		X						
1	1%	X	X					X			
1	1%	X	X	X	X	X	X	X	X		
6	6%		X								
1	1%			X							
3	3%				X						X
94	100%	46	48	11	5	3	2	2	1	1	3

patterns that did not comply to the definition of the service or the service and function classifications.

It is apparent that in spite of a lack of ear-marked funding from federal legislation that state vocational education divisions are for the most part (51% of the times) currently organized by the traditional service organizational pattern.

The Organization of the State's  
Vocational-Technical Education Division

N = 94

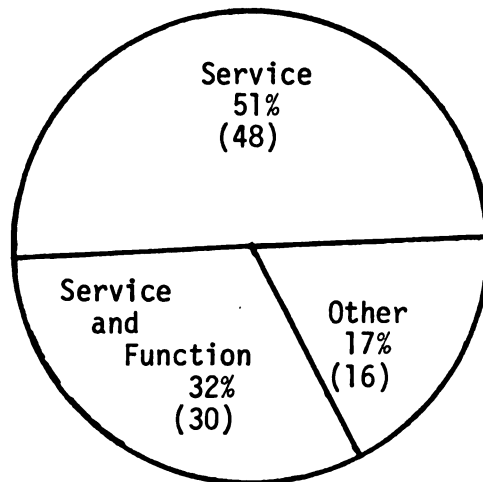


Figure 2

### The Size of the State Staffs

Most states assigned only one person to state supervision of the business education or distributive education program. Forty-one percent of the state supervisors reported that they had no staff beside themselves for the vocational program. About one-fourth (22 percent) of the state supervisors had two staff members including themselves while over a third (37 percent) of the state supervisors had three or more state staff members including themselves. Those states that had larger staffs (of three or more) for both business education and distributive education were: Alabama, Arkansas, Colorado, Louisiana, New Jersey, New York, North Carolina, Ohio, Tennessee, Texas, and Virginia. Six states reported large staffs for business education at the state level. They were: Florida, Massachusetts, Mississippi, Missouri, West Virginia, and Wisconsin. Three states reported staffs of three or more for the distributive education. They were: Kentucky, South Carolina, and Washington. Figure 2 summarizes these findings.

Respondents Reporting "One," "Two," or  
"Three or More" Staff Members (including themselves)

N = 94

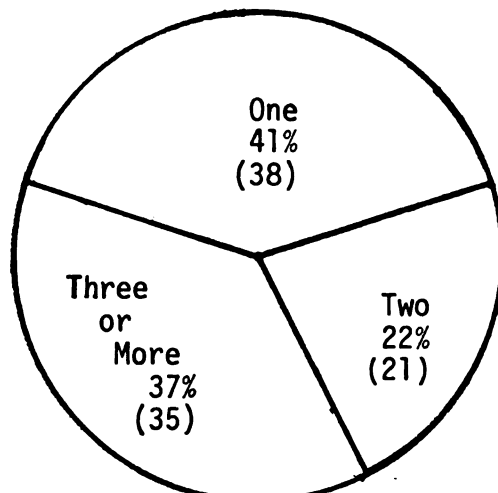


Figure 2

### Titles of State Supervisors

The titles of the state supervisory personnel are reported in Figure 3. About a third (31 percent) of the state supervisors were titled "state supervisor," twenty percent of the state supervisory persons were titled "consultant," sixteen percent were titled "specialist," and nineteen percent were titled "director." Only eight percent were titled "chief," and five percent were titled with other various titles.

It is apparent from the data gathered in the survey, that the title of the state supervisory person makes little difference in what the person does in his role. The tasks were performed by all of the state supervisory persons no matter what the person's title. It appears that the titles are reflective of the state supervisors' role of "persuasion" rather than of "direct control."

Titles of State Supervisory Personnel

N = 94

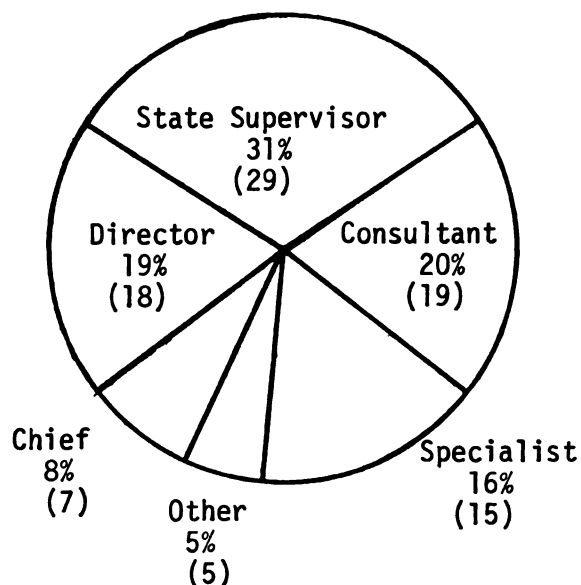


Figure 3

### Titles of Subordinates

The titles of the subordinates to the state supervisory personnel vary throughout the United States. Figure 4 shows about a third (32 percent) of the subordinates were titled "consultant," a quarter of the subordinates were titled "supervisor," eighteen percent of the subordinates were titled "specialist," sixteen percent were titled "assistant supervisor," five percent were titled "associate," to a chief, and four percent were titled "executive director" for the state association of the Distributive Education Clubs of America.

In 75 percent of the cases reported in this study the person who served in a subordinate role to the state supervisor was titled by some title other than "supervisor."

Titles of Subordinates to  
the State Supervisory Personnel

N = 56

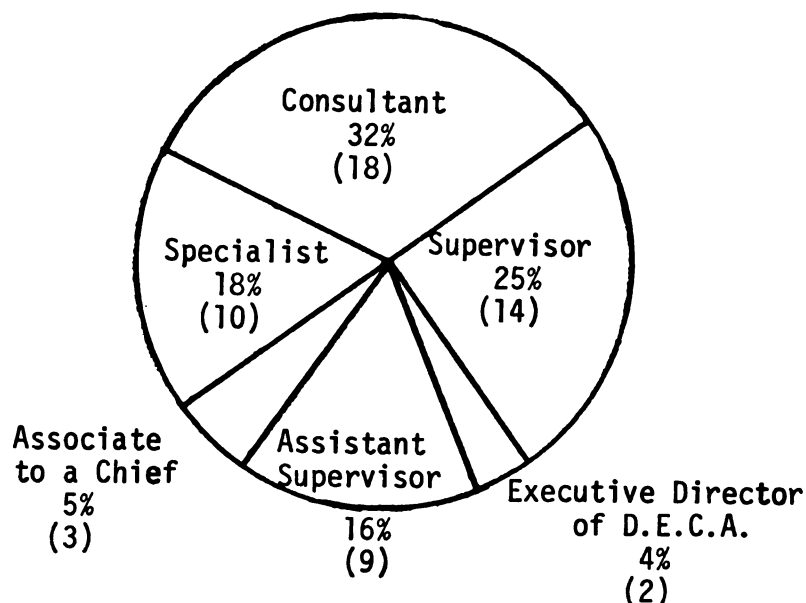


Figure 4

Table IV

Number and Percentage of Job Descriptions,  
Organization Charts, and Policy Manuals Returned

Item Requested:	Returns:	
	Number:	Percent:
Job Description N=105	39	37%
Organization Chart of the State Vocational Education Division N=51	22	43%
Policy Manual for State Supervisors of Business and Office Education and/or Distributive Education N=51	2	4%

Table V  
Number and Percentage of Returns

Original Population Identified by U.S.O.E.*	Revised Population	Usable Returns		Unusable Returns		Non- Respondents		Total Returns	
		N	%	N	%	N	%	N	%
Business and Office Education N=49	45	38	84%	1	2%	6	13%	39	87%
Distributive Education N=49	49	45	92%	0	0	4	8%	45	92%
Dual Role N=11	11	9	82%	0	0	2	17%	9	82%
TOTALS 109	105	92	88%	1	1%	12	11	93	89%

\* United States Office of Education Directories

THE RELATIONSHIP OF TASKS TO BUSINESS AND OFFICE  
EDUCATION AND DISTRIBUTIVE EDUCATION STATE SUPERVISORS

The Most Frequently Performed Tasks

Tasks that were found from the data to be the most frequently performed by state supervisors of business and office education and distributive education are listed below. The tasks listed are the tasks that were ranked in the top ten percent based on the rank-order of the tasks by the Frequency Choice Index.

The task number, task, and rank-order were:

<u>Number:</u>	<u>Task:</u>	<u>B. &amp; O.E.</u>	<u>D.E.</u>
7-7	Responding to telephone calls.	1	1
7-6	Responding to correspondence.	2	2
2-1	Consulting visits to schools to assist with new or on-going programs.	3	7
7-11	Responding to requests and assignments made by the state director of vocational education.	4	3
1-17	Serving as the state advisor for the vocational student organization.	5	5
5-3	Disseminating materials and information.	6	9
1-5	Attending staff meetings to plan and organize your activities.	7	6
7-13	Providing feedback from the field to your administrators.	7	10
4-1	Reviewing reports and forms submitted by local educational agencies.	9	
5-15	Articulating and working closely with other divisions within the state department of education.	9	4
2-2	Consulting visits to schools to assist with in-service for program personnel.	11	
5-10	Disseminating information about the vocational student organization.	11	
8-2	Making recommendations about programs to the local educational agency.	11	11
7-16	Working with colleagues in other units such as: secondary, post-secondary, and adult education.		8
7-2	Sharing information and materials with your teacher educators .		12
6-4	Maintaining financial records for the vocational student organization.		13

### The Most Significant Tasks

Tasks that were found from the data to be the most significant to perform by state supervisors of business and office education and distributive education are listed below. The tasks listed are the tasks that were ranked in the top ten percent based on the rank-order of the tasks by the Significance Choice Index scores.

The task number, task, and rank-order were:

<u>Number:</u>	<u>Task:</u>	<u>B. &amp; O.E.</u>	<u>D.E.</u>
2-1	Consulting visits to schools to assist with new or on-going programs.	1	1
2-5	Attending in-service workshops and conferences for vocational education in your discipline.	2	
1-6	Developing an annual plan of work for your unit, division, or service.	3	
2-2	Consulting visits to schools to assist with in-service for program personnel.	4	5
8-2	Making recommendations about programs to local educational agencies.	4	8
7-6	Responding to correspondence	6	7
1-12	Planning and organizing workshops and conferences.	7	8
7-2	Sharing information and materials with your teacher educators.	7	4
1-1	Assisting local educational agencies in designing new facilities.	10	
7-7	Responding to telephone calls.	10	8
8-1	Evaluating programs at the local educational agency's site.	10	
2-7	Attending professional development programs in vocational education.	13	
5-1	Working with professional teacher organizations.	13	3
8-21	Reviewing and evaluating teacher certification standards.	13	
8-29	Reviewing and updating the services your division can provide.	13	
7-1	Meeting regularly with the teacher educators in your discipline.		5
5-3	Disseminating materials and information.		8
5-1	Reviewing reports and forms submitted by the local educational agencies.		8

6-1	Assisting schools in meeting standards to qualify for funding.	8
8-4	Reviewing follow-up data about students in your discipline.	8

### The Least Frequently Performed Tasks

Tasks that were found from the data to be the least frequently performed by state supervisors of business and office education and distributive education are listed below. The tasks listed are the tasks that were ranked in the lowest ten percent based on the rank-order of the tasks by the Frequency Choice Index.

The task number, task, and rank-order were:

<u>Number:</u>	<u>Task:</u>	<u>B. &amp; O.E.</u>	<u>D.E.</u>
6-12	Conducting cost-benefit studies.	129	125
6-15	Auditing construction projects at the local educational agency.	128	129
8-16	Evaluating vocational education administrators.	127	122
6-13	Auditing budgets and records at the local educational agency.	126	128
6-14	Auditing federal grants to local educational agencies.	125	126
3-5	Assisting with locating and hiring administrative staff for your vocational division.	124	122
6-11	Preparing budgets and end-of-the-year reports.	122	120
4-5	Conducting and assisting with state plan hearings.	122	122
6-7	Negotiating contracts with agencies.	121	117
4-8	Assisting with preparing the annual statistical report.	120	121
3-2	Interviewing and hiring state staff employees.	118	119
1-18	Planning the three-year and five-year plan.	118	
8-18	Evaluating professional staff members in your division.	115	
8-15	Conducting research projects.	115	
4-6	Preparing and assisting with the annual descriptive report.	115	

2-12	Assisting and developing in-service programs for your clerical and secretarial staff.	127
2-17	Developing programs for handicapped students.	116
1-9	Developing objectives for local educational agencies' programs.	117

### The Least Significant Tasks

Tasks that were found from the data to be the least significant by state supervisors of business and office education and distributive education are listed below. The tasks listed are the tasks that were ranked in the lowest ten percent based on the rank-order of the tasks by the Significance Choice Index.

The task number, task, and rank-order were:

<u>Number:</u>	<u>Task:</u>	<u>B. &amp; O.E.</u>	<u>D.E.</u>
6-15	Auditing construction projects at the local educational agency.	129	129
6-13	Auditing budgets and records at the local educational agency.	128	128
8-16	Evaluating vocational education administrators.	127	123
6-14	Auditing federal grants to local educational agencies.	125	127
6-12	Conducting cost-benefit studies.	125	126
4-7	Preparing quarterly reports.	124	125
6-7	Negotiating contracts with agencies.	123	120
4-5	Conducting and assisting with state plan hearings.	122	118
6-10	Preparing financial expenditure reports.	121	
7-12	Preparing reports to other agencies outside of the department of education.	120	
6-11	Preparing budgets and end-of-the-year reports.	119	
8-26	Reviewing and evaluating textbooks for adoption.	117	
6-5	Maintaining financial records for your discipline.	117	
8-23	Reviewing courses and programs that are non-approved.		124

1-9	Developing objectives for local educational agency's programs.	122
2-12	Assisting and developing in-service programs for your clerical and secretarial staff.	121
8-5	Reviewing contracted programs.	118
3-5	Assisting with locating and hiring administrative staff for your vocational division.	116

Table VI

The Rank-Order by Frequency Choice Index of the Tasks Performed by  
State Supervisors of Business and Office Education and Distributive Education

Task Number:	Task:	Rank Order	
		Bus.Ed.	Dist.Ed.
7-7	Responding to telephone calls.	1	1
7-6	Responding to correspondence.	2	2
2-1	Consulting visits to schools to assist with new or on-going programs.	3	7
7-11	Responding to requests and assignments made by the state director of vocational education.	4	3
1-17	Serving as the state advisor for the vocational student organization.	5	5
5-3	Disseminating materials and information.	6	9
1-5	Attending staff meetings to plan and organize your activities.	7	6
7-13	Providing feedback from the field to your administrators.	7	10
4-1	Reviewing reports and forms submitted by local educational agencies.	9	16
5-15	Articulating and working with other divisions within the state department of education.	9	4
2-2	Consulting visits to schools to assist with in-service for program personnel.	11	25
5-10	Disseminating information about the vocational student organization.	11	17
8-2	Making recommendations about programs to the local educational agency.	11	11
7-16	Working with colleagues in other units such as: secondary, post-secondary, and adult education.	14	8

8-1	Evaluating programs at the local educational agency's site.	15	18
4-2	Completing reports for your state department of education.	16	20
6-1	Assisting schools in meeting standards to qualify them for funding.	16	15
5-1	Working with professional teacher organizations.	18	14
7-2	Sharing information and materials with your teacher educators.	19	12
6-4	Maintaining financial records for the vocational student organization.	20	13
2-10	Developing in-service workshops for state officers of the vocational student organization.	21	71
5-9	Working with commercial publishers and equipment manufacturers.	21	57
7-10	Responding to requests and assignments made by the state superintendent.	21	21
8-13	Reviewing vocational equipment at the local site.	21	25
8-25	Reviewing and evaluating instructional materials.	21	32
8-12	Reviewing vocational education facilities.	26	25
1-1	Assisting local educational agencies in designing new facilities.	27	37
6-2	Assisting schools in receiving equipment funding.	27	36
1-12	Planning and organizing workshops and conferences.	29	25
2-8	Developing curriculum and instructional materials.	30	55

8-8	Evaluating activities and operations of the vocational student organization.	30	18
7-1	Meeting regularly with the teacher educators in your discipline.	32	23
1-2	Assisting local educational agencies in remodeling existing facilities.	33	52
2-9	Developing in-service programs for local teachers and administrators.	33	44
2-5	Attending in-service workshops and conferences for vocational education in your discipline.	35	49
7-19	Serving as a consultant to professional teacher associations.	36	37
8-10	Reviewing proposals.	37	33
2-7	Attending professional development programs in vocational education.	38	54
8-29	Reviewing and updating the services your division can provide.	38	48
8-19	Evaluating data about new and emerging occupations.	40	46
1-13	Planning program standards of quality for local educational agencies' programs.	41	65
5-2	Preparing and disseminating newsletters.	41	42
5-12	Developing and organizing public relations activities for the vocational student organization.	41	46
5-7	Soliciting business and industry support, participation, and involvement in vocational education.	44	22
5-13	Promoting vocational education with groups outside of education.	44	24

8-14	Reviewing manpower and labor market data.	44	40
1-11	Developing monthly objectives for your program of work.	47	71
8-11	Reviewing applications for new fundable programs.	47	42
8-22	Reviewing applications for vocational teaching certificates.	49	34
1-15	Assisting in planning career development activities and materials.	50	77
7-9	Working with the state advisory council for vocational education.	50	63
7-17	Coordinating activities with other agencies outside of education.	50	29
2-3	Assisting with the planning and development of area vocational-technical education centers.	53	91
7-14	Preparing newsletters.	53	44
7-18	Coordinating activities with other educational divisions such as: special education, vocational rehabilitation, or higher education.	53	31
8-7	Reviewing programs for handicapped students.	53	88
1-16	Developing standards and guidelines for fundable programs.	57	77
3-3	Assisting local educational agencies in locating qualified and certified vocational staff members.	57	29
8-23	Reviewing courses and programs that are non-approved.	57	107
8-6	Reviewing programs for disadvantaged students.	60	84
8-27	Reviewing and updating your job responsibilities.	60	69
1-3	Planning and organizing the state conference for the vocational student organization.	62	57
5-6	Serving as a speaker for outside agencies.	62	60
6-6	Developing funding criteria for programs.	62	79

8-17	Evaluating clerical and secretarial personnel in your office.	62	67
8-20	Reviewing and evaluating guidelines for fundable programs.	62	63
5-8	Working with a state level advisory committee for your field.	67	49
7-8	Working with the state board of education.	67	49
2-13	Developing the program of activities for the state conference of the vocational student organization.	69	75
7-4	Working closely with agencies outside of the department of education such as: the state department of labor, or state employment service.	69	34
8-9	Reviewing and analyzing pending bills and legislation.	69	60
1-9	Developing objectives for local educational agency's programs.	72	117
5-11	Developing and disseminating brochures.	72	74
1-14	Assisting in planning annual vocational education conferences.	74	88
2-4	Assisting with the planning of programs jointly operated by several school districts.	74	100
4-3	Completing reports for the U.S. Office of Education.	74	79
5-14	Developing handbooks and materials for the vocational student organization.	77	84
6-9	Analyzing financial data and reported expenditures.	77	60
8-3	Reviewing expenditure reports for vocational funds spent by the local educational agency.	77	100

1-10	Developing performance objectives for your division or service.	80	91
2-18	Developing district and regional conferences.	80	79
6-5	Maintaining financial records for your discipline.	80	55
2-16	Developing programs for disadvantaged students.	83	107
5-16	Serving as a member of the board of directors or executive board of associations.	83	52
7-12	Preparing reports to other agencies outside of the department of education.	83	57
8-21	Reviewing and evaluating teacher certification standards.	87	79
1-7	Developing a management-by-objective plan for short-range goals.	87	79
6-3	Budgeting funds to meet the annual plan of work.	87	100
2-11	Conducting workshops for state officers of the vocational student organization.	89	96
2-17	Developing programs for handicapped students.	89	116
5-5	Serving as a speaker at cooperative education employer-employee banquets.	89	40
6-8	Negotiating proposals.	89	70
8-24	Reviewing and evaluating teacher education programs.	89	88
1-6	Developing an annual plan of work for your unit, division, or service.	94	91
7-3	Assisting with the placement of undergraduate and graduate teachers.	94	37

8-28	Reviewing and updating reporting forms.	94	96
1-4	Planning and organizing the state's participation at the national conference of the vocational student organization.	97	107
8-4	Reviewing follow-up data about students in your discipline.	97	75
2-6	Attending classes and workshops for your graduate program at a college or university.	99	67
2-14	Developing programs to in-service local chapter advisors of the vocational student organization.	99	87
8-5	Reviewing contracted programs.	101	86
7-5	Disseminating information about state or national legislation.	102	66
2-15	Developing pilot, demonstration, and exemplary programs.	103	99
3-4	Assisting with and hiring clerical and secretarial staff.	103	100
5-4	Writing articles for journals and publications.	103	81
7-15	Preparing guidelines for the administration of vocational education.	103	71
1-8	Developing a management-by-objective plan for long-range goals.	107	113
4-4	Assisting with the development of the state plan for vocational education.	108	96
6-10	Preparing financial expenditure reports.	109	111
3-1	Making recommendations for hiring new state staff employees.	110	100
2-12	Assisting and developing in-service programs for your clerical and secretarial staff.	111	127

4-7	Preparing quarterly reports.	111	111
8-26	Reviewing and evaluating textbooks for adoption.	111	107
1-19	Planning budgets for your service.	114	91
4-6	Preparing and assisting with the annual descriptive report.	115	114
8-15	Conducting research projects.	115	115
8-18	Evaluating professional staff members in your division.	115	106
3-2	Interviewing and hiring state staff employees.	118	119
4-8	Assisting with preparing the annual statistical report.	120	121
6-7	Negotiating contracts with agencies.	121	117
4-5	Conducting and assisting with state plan hearings.	122	122
6-11	Preparing budgets and end-of-the-year reports.	122	120
3-5	Assisting with locating and hiring administrative staff for your vocational division.	124	122
6-14	Auditing federal grants to local educational agencies.	125	126
6-13	Auditing budgets and records at the local educational agency.	126	128
8-16	Evaluating vocational education administrators.	127	122
6-15	Auditing construction projects at the local educational agency.	128	129
6-12	Conducting cost-benefit studies.	129	125

Table VII

The Rank-Order by Significance Choice Index of the Tasks Performed by  
State Supervisors of Business and Office Education and Distributive Education

Task Number:	Task:	Rank Order	
		Bus.Ed.	Dist.Ed.
2-1	Consulting visits to schools to assist with new or on-going programs.	1	1
2-5	Attending in-service workshops and conferences for vocational education in your discipline.	2	18
1-6	Developing an annual plan of work for your unit, division or service.	3	37
2-1	Consulting visits to schools to assist with in-service for program personnel.	4	5
8-2	Making recommendations about programs to the local educational agency.	4	8
7-6	Responding to correspondence.	6	7
1-12	Planning and organizing workshops and conferences.	7	8
1-16	Developing standards and guidelines for fundable programs.	7	2
7-2	Sharing information and materials with your teacher educators.	7	4
1-1	Assisting local educational agencies in designing new facilities.	10	40
7-7	Responding to telephone calls.	10	8
8-1	Evaluating programs at the local educational agency's site.	10	25

2-7	Attending professional development programs in vocational education.	13	18
5-1	Working with professional teacher organizations.	13	3
8-21	Reviewing and evaluating teacher certification standards.	13	52
8-29	Reviewing and updating the services your division can provide.	13	15
1-3	Planning and organizing the state conference for the vocational student organization.	17	15
1-5	Attending staff meetings to plan and organize your activities.	17	27
7-1	Meeting regularly with the teacher educators in your discipline.	17	5
8-27	Reviewing and updating your job responsibilities.	17	31
5-3	Disseminating materials and information.	21	8
8-11	Reviewing applications for new fundable programs.	21	40
1-14	Assisting in planning annual vocational education conferences.	23	54
5-15	Articulating and working with other divisions within the state department of education.	23	18
7-13	Providing feedback from the field to your administrators.	23	40
8-19	Evaluating data about new and emerging occupations.	23	80
8-20	Reviewing and evaluating guidelines for fundable programs.	23	52
1-13	Planning program standards of quality for local educational agency's programs.	28	23
2-9	Developing in-service programs for local teachers and administrators.	28	18

4-1	Reviewing reports and forms submitted by local educational agencies.	28	8
6-1	Assisting schools in meeting standards to qualify for funding.	28	8
8-12	Reviewing vocational education facilities.	32	70
8-13	Reviewing vocational education equipment at the local site.	32	64
8-25	Reviewing and evaluating instructional materials.	32	59
8-28	Reviewing and updating reporting forms.	32	40
1-10	Developing performance objectives for your division or service.	36	68
3-1	Making recommendations for hiring new state staff employees.	36	78
7-11	Responding to requests and assignments made by the state director of vocational education.	36	18
7-16	Working with colleagues in other units such as: secondary, post-secondary, and adult education.	36	31
1-2	Assisting local educational agencies in remodeling existing facilities.	40	54
1-4	Planning and organizing the states participation at the national conference of the vocational student organization.	40	37
4-2	Completing reports for your state department of education.	40	31
5-8	Working with a state level advisory committee for your field.	40	27
8-14	Reviewing manpower and labor market data.	40	31

2-8	Developing curriculum and instructional materials.	45	59
2-15	Developing pilot, demonstration, and exemplary programs,	45	83
4-4	Assisting with the development of the state plan for vocational education.	45	15
3-2	Interviewing and hiring state staff employees.	48	90
8-17	Evaluating clerical and secretarial personnel in your office.	48	73
8-24	Reviewing and evaluating teacher education programs.	48	40
2-3	Assisting with the planning and development of area vocational-technical education centers.	51	80
2-17	Developing programs for handicapped students.	51	105
5-9	Working with commercial publishers and equipment manufacturers.	51	109
6-3	Budgeting funds to meet the annual plan of work.	51	68
7-14	Preparing newsletters.	51	90
8-4	Reviewing follow-up data about students in your discipline.	51	8
8-10	Reviewing proposals.	51	54
2-16	Developing programs for disadvantaged students.	58	90
5-2	Preparing and disseminating newsletters.	58	31
2-18	Developing district and regional conferences.	60	87
5-10	Disseminating information about the vocational student organization.	60	37
1-17	Serving as the state advisor for the vocational student organization.	62	40

2-10	Developing in-service workshops for the state officers of the vocational student organization.	62	27
3-3	Assisting local educational agencies in locating qualified and certified vocational staff members.	62	40
5-13	Promoting vocational education with groups outside of education.	62	40
7-10	Responding to requests and assignments made by the state super-intendent.	62	54
8-6	Reviewing programs for disadvantaged students.	62	114
8-7	Reviewing programs for handicapped students.	62	115
1-15	Assisting in planning career development activities and materials.	69	97
1-19	Planning budgets for your service.	69	23
6-2	Assisting schools in receiving equipment funding.	69	54
6-6	Developing funding criteria for programs.	69	51
2-11	Conducting workshops for state officers of the vocational student organization.	73	64
5-7	Soliciting business and industry support, participation, and involvement in vocational education.	73	40
8-8	Evaluating activities and operations of the vocational student organization.	73	25
1-8	Developing a management-by-objective plan for long-range planning.	76	40
2-4	Assisting with the planning of programs jointly operated by several school districts.	76	99

3-4	Assisting with and hiring clerical and secretarial staff.	76	64
5-4	Writing articles for journals and publications.	76	93
7-9	Working with the state advisory council for vocational education.	76	70
1-7	Developing a management-by-objective plan for short-range goals.	81	75
5-6.	Serving as a speaker for outside agencies.	81	75
5-11	Developing and disseminating brochures.	81	93
5-14	Developing handbooks and materials for the vocational student organization.	81	75
7-15	Preparing guidelines for the administration of vocational education.	81	59
8-9	Reviewing and analyzing pending bills and legislation.	81	70
2-6	Attending classes and workshops for your graduate program at a college or university.	87	87
2-14	Developing programs to in-service local chapter advisors of the vocational student organizations.	87	70
7-19	Serving as a consultant to professional teacher associations.	87	70
2-13	Developing the program of activities for the state conference of the vocational student organization.	90	31
5-5	Serving as the speaker at cooperative education employer-employee banquets.	90	80
4-3	Completing reports for the U. S. Office of Education.	92	59

4-6	Preparing and assisting with the annual descriptive report.	92	64
5-12	Developing and organizing public relations activities for the vocational student organization.	92	78
1-18	Planning the three-year and five-year plan.	95	27
5-16	Serving as a member of the board of directors or executive board of associations.	95	101
7-4	Working closely with agencies outside of the department of education such as: the department of labor or state employment service.	95	59
8-23	Reviewing courses and programs that are non-approved.	95	124
7-18	Coordinating activities with other educational divisions such as: special education, vocational rehabilitation, or higher education.	99	103
1-9	Developing objectives for local educational agencies' programs.	100	122
7-5	Disseminating information about state and national legislation.	100	83
7-17	Coordinating activities with other agencies outside of education.	102	83
1-11	Developing monthly objectives for your program of work.	102	105
2-12	Assisting and developing in-service programs for your clerical and secretarial staff.	102	121
4-8	Assisting with preparing the annual statistical report.	102	97
6-4	Maintaining financial records for the vocational student organization.	102	93

7-3	Assisting with the placement of undergraduate and graduate teachers.	102	40
8-3	Reviewing expenditure reports for vocational funds spent by the local educational agency.	102	112
6-8	Negotiating proposals.	109	87
8-15	Conducting research projects.	110	107
8-18	Evaluating professional staff members in your division.	110	113
8-22	Reviewing applications for vocational teaching certificates.	110	99
7-8	Working with the state board of education.	113	103
6-9	Analyzing financial data and reported expenditures.	114	93
8-5	Reviewing contracted programs.	115	118
3-5	Assisting with locating and hiring administrative staff for your vocational division.	116	116
6-5	Maintaining financial records for your discipline.	117	107
8-26	Reviewing and evaluating textbooks for adoption.	117	116
6-11	Preparing budgets and end-of-the-year reports.	119	101
7-12	Preparing reports to other agencies outside of the department of education.	120	110
6-10	Preparing financial expenditure reports.	121	110
4-5	Conducting and assisting with state plan hearings.	122	118
6-7	Negotiating contracts with agencies.	123	120

4-7	Preparing quarterly reports.	124	125
6-12	Conducting cost-benefit studies.	125	126
6-14	Auditing federal grants to local educational agencies.	125	127
8-16	Evaluating vocational education administrators.	127	123
6-13	Auditing budgets and records at the local educational agency.	128	128
6-15	Auditing construction projects at the local educational agency.	129	129

THE RELATIONSHIP OF TASKS TO THE TYPE  
OF STATE DEPARTMENT OF EDUCATION ORGANIZATION

The Most Frequently Performed Tasks

Tasks that were found from the data to be the most frequently performed by state supervisors of business and office education and distributive education who worked in a service, service and function, or an other organizational pattern are listed. The tasks below are those that were in the top ten percent based upon the rank-order by the Frequency Choice Index scores. The size of the state staff includes the state supervisor as a staff member. In the case of those vocational education divisions in the states that reported only one staff member, this would be the state supervisor.

The task number, task, and rank-order are listed for the three optional kinds of organizational patterns. They are:

<u>Number</u>	<u>Task:</u>	<u>S</u>	<u>S&amp;F</u>	<u>Other</u>
7-7	Responding to telephone calls.	1	1	1
7-6	Responding to correspondence.	2	2	2
7-11	Responding to requests and assignments made by the state director of vocational education.	3	3	9
2-1	Consulting visits to schools to assist with new or on-going programs.	4	6	8
1-17	Serving as the state advisor for the vocational student organization.	5	6	
5-4	Writing articles for journals and publications.			
1-5	Attending staff meetings to plan and organize your activities.	7	9	11
1-14	Assisting in planning annual vocational education conferences.	8		
7-13	Providing feedback from the field to your administrators.	9	9	5
5-15	Articulating and working closely with other divisions within the state department of education.	10	4	3

5-3	Disseminating materials and information.	11	5	6
4-1	Reviewing reports and forms submitted by the local educational agencies.	12		
8-2	Making recommendations about programs to the local educational agency.	13		9
7-16	Working with colleagues in other units such as: secondary, post-secondary, and adult education.		8	4
4-2	Completing reports for your state department of education.		11	
6-1	Assisting schools in meeting standards to qualify for funding.		12	6
7-2	Sharing information and materials with your teacher educators.		13	12
5-1	Working with professional teacher organizations.			12
7-18	Coordinating activities with other educational divisions such as: special education, vocational rehabilitation, or higher education.			12

### The Most Significant Tasks

Tasks that were found from the data to be the most significant by state supervisors of business and office education and distributive education who worked in a service, service and function, or other organizational pattern are listed. The tasks below are those that were in the top ten percent based upon the rank-order by the Frequency Choice Index scores. The size of the state staff includes the state supervisor as a staff member. In the cases of those vocational education divisions in the states that reported only one staff member, this would be the state supervisor,

The task number, task, and rank-order are listed for the three optional kinds of organizational patterns. They are:

<u>Number</u>	<u>Task</u>	<u>S</u>	<u>S&amp;F</u>	<u>Other</u>
2-1	Consulting visits to schools to assist with new or on-going programs.	1	1	1
2-5	Attending in-service workshops and conferences for vocational education in your discipline.	2	12	6
7-2	Sharing information and materials with your teacher educators.	3		6
7-6	Responding to correspondence.	3	4	9
1-16	Developing standards and guidelines for fundable programs.	3	4	1
1-6	Developing an annual plan of work for your unit, division or service.	6	4	
7-1	Meeting regularly with the teacher educators in your discipline.	6		
5-1	Working with professional teacher organizations.	8		1
8-2	Making recommendations about programs to the local educational agency.	8	4	9
1-12	Planning and organizing workshops and conferences.	8	2	
2-2	Consulting visits to schools to assist with in-service for program personnel.	11	4	
7-7	Responding to telephone calls.	11		6
8-11	Reviewing applications for new fundable programs.	13		
1-5	Attending staff meetings to plan and organize your activities.		2	
7-11	Responding to requests and assignments made by the state director of vocational education.		4	
8-1	Evaluating programs at the local educational site.		4	
1-8	Developing a management-by-objective plan for long-range planning.		4	
1-10	Developing performance objectives for your division or service.		12	

7-13	Providing feedback from the field to your administrators.	12	
7-16	Working with colleagues in other units such as: secondary, post-secondary, and adult education.		1
5-15	Articulating and working closely with other divisions within the state department of education.		5
6-1	Assisting schools in meeting standards for funding.		9

### The Least Frequently Performed Tasks

Tasks that were found from the data to be the least frequently performed by state supervisors who worked in a service, service and function, or other organizational pattern are listed below. The tasks listed are the tasks that were ranked in the lowest ten percent based on the rank-order of the tasks by the Frequency Choice Index scores. The task number, task, and rank-order was:

<u>Number</u>	<u>Task</u>	<u>S</u>	<u>S&amp;F</u>	<u>Other</u>
6-15	Auditing construction projects at the local educational agency.	129	129	125
6-14	Auditing federal grants to local educational agencies.	128	122	114
6-12	Conducting cost-benefit studies.	127	127	122
6-13	Auditing budgets and records at the local educational agency.	126	128	
8-16	Evaluating vocational education administrators.	125	126	
3-5	Assisting with locating and hiring administrative staff for your vocational division.	124	123	127
2-12	Assisting and developing in-service programs for your clerical and secretarial staff.	123	123	
4-5	Conducting and assisting with state plan hearings.	122	125	124
3-2	Interviewing and hiring state staff employees.	120		127
8-18	Evaluating professional staff members in your division.	120		

6-7	Negotiating contracts with agencies.	119	119	
6-11	Preparing budgets and end-of-the-year reports.	117	121	122
8-26	Reviewing and evaluating textbooks for adoption.	117		
4-8	Assisting with preparing the annual statistical report.		120	125
2-17	Developing programs for handicapped students.		118	
4-7	Preparing quarterly reports.			129
2-11	Conducting workshops for the state officers of the vocational student organization.			120
1-18	Planning the three-year and five-year plan.			118
1-4	Planning and organizing the state's participation at the national conference of the vocational student organization.			114
3-1	Making recommendations for hiring new state staff employees.			114
3-4	Assisting with and hiring clerical and secretarial staff.			114
5-4	Writing articles for journals and publications.			114

### The Least Significant Tasks

Tasks that were found from the data to be the least significant by state supervisors who worked in a service, service and function, and other organizational patterns are listed below. The tasks listed are the tasks that were ranked in the lowest ten percent based on the rank-order of the tasks by the Significance Choice Index scores.

The task number, task, and rank-order was:

<u>Number</u>	<u>Task</u>	<u>S</u>	<u>S&amp;F</u>	<u>Other</u>
6-15	Auditing construction projects at the local educational agency.	129	129	128
6-13	Auditing budgets and records at the local educational agency.	127	128	127
6-14	Auditing federal grants to local educational agencies.	127	126	124

8-16	Evaluating vocational education administrators.	126	120
6-12	Conducting cost-benefit studies.	125	127
4-5	Conducting and assisting with state plan hearings.	124	
4-7	Preparing quarterly reports.	122	123
6-7	Negotiating contracts with agencies.	122	123
8-26	Reviewing and evaluating text-books for adoption.	121	123
1-9	Developing objectives for local educational agencies' programs.	120	126
8-18	Evaluating professional staff members in your division.	119	
3-5	Assisting with locating and hiring administrative staff for your vocational division.	118	
7-12	Preparing reports for other agencies outside of the department of education.	116	
8-5	Reviewing contracted programs.	116	115
6-10	Preparing financial expenditure reports.		120
8-22	Reviewing applications for vocational teaching certificates.		119
8-23	Reviewing courses and programs that are non-approved.		124
8-3	Reviewing expenditure reports for vocational funds spent by the local educational agency.		118
2-12	Assisting and developing in-service programs for your clerical and secretarial staff.		115
6-11	Preparing budgets and end-of-the-year reports.		115
2-13	Developing the program of activities for the state conference of the vocational student organization.		125
2-14	Developing the program to in-service local chapter advisors of the vocational student organization.		121
6-4	Maintaining financial records for the vocational student organization.		121
6-5	Maintaining financial records for your discipline.		120
1-4	Planning and organizing the state's participation at the national conference of the vocational student organization.		117

2-11	Conducting workshops for state officers of the vocational student organization.	117
7-14	Preparing newsletters.	117

### THE RELATIONSHIP OF TASKS TO THE SIZE OF THE STATE STAFF

#### The Most Frequently Performed Tasks

Tasks that were found from the data to be the most frequently performed by state supervisors of business and office education and distributive education with one, two, or three or more staff members are listed. In the cases of those vocational education divisions in the states that reported only one staff member, that person would be the state supervisor. In two, or three or more, the state supervisor is also included in the count for the size of the state staff.

The tasks below were those that were ranked in the top ten percent by a rank-order based upon use of the Frequency Choice Index scores. The task number, task, and rank-order was:

<u>Number</u>	<u>Task</u>	<u>1</u>	<u>2</u>	<u>3+</u>
7-7	Responding to telephone calls.	1	1	1
7-6	Responding to correspondence.	2	2	2
1-17	Serving as the state advisor for the vocational student organization.	3	10	13
2-1	Consulting visits to schools to assist with new or on-going programs.	4	7	5
7-11	Responding to requests and assignments made by the state director of vocational education.	5	3	3
7-13	Providing feedback from the field to your administrators.	6	6	6
7-16	Working with colleagues in other units such as: secondary, post-secondary, and adult education.	7	12	
1-5	Attending staff meetings to plan and organize your activities.	8	3	
5-3	Disseminating materials and information.	9	3	7

5-15	Articulating and working closely with other divisions within the state department of education.	10	7	4
4-2	Completing reports for your state department of education.	11		13
8-2	Making recommendations about programs to the local educational agency.	12	13	11
8-1	Evaluating programs at the local educational agency site.	13		
4-1	Reviewing reports and forms submitted by local educational agencies.		9	
5-10	Disseminating information about the vocational student organization.		10	
1-15	Assisting in planning career development activities and materials.			5
6-1	Assisting schools to meet standards to qualify for funding.			9
7-10	Responding to requests and assignments made by the state superintendent.			10
7-2	Sharing information and materials with your teacher educators.			12
5-1	Working with professional teacher organizations.			13

### The Most Significant Tasks

Tasks that were found from the data to be the most significant by state supervisors of business and office education and distributive education with one, two, or three or more staff members are listed. In the cases of those vocational education divisions in the states that reported only one staff member, that person would be the state supervisor. In two, or three or more, the state supervisor is also included in the count for the size of the state staff.

The tasks below were those that were ranked in the top ten percent by a rank-order based upon use of the Significance Choice Index scores. The task number, task, and rank-order was:

<u>Number</u>	<u>Task</u>	<u>1</u>	<u>2</u>	<u>3+</u>
2-1	Consulting visits to schools to assist with new or on-going programs.	1	4	1
1-16	Developing standards and guidelines for fundable programs.	2	10	8
8-2	Making recommendations about programs to local educational agencies.	2		5
8-1	Evaluating programs at the local educational agency's site.	2		
2-5	Attending in-service workshops and conferences for vocational education in your discipline.	5	4	5
5-1	Working with professional teacher organizations.	5		3
7-2	Sharing information and materials with your teacher educators.	7	3	9
2-7	Attending professional development programs in vocational education.	8	10	
7-1	Meeting regularly with the teacher educators in your discipline.	8	11	11
7-6	Responding to correspondence.	8	1	
1-6	Developing an annual plan of work for your unit, division, or service.	11		3
7-7	Responding to telephone calls.	11	2	
7-13	Providing feedback from the field to your administrators.	11		
1-12	Planning and organizing workshops and conferences.		4	5
2-2	Consulting visits to schools to assist with in-service for program personnel.		4	2
8-29	Reviewing and updating the services your division can provide.		8	9
1-14	Assisting in planning annual vocational education conferences.		10	
6-1	Assisting schools in meeting standards to qualify for funding.		10	
1-5	Attending staff meetings to plan and organize your activities.		10	11
5-10	Disseminating information about the vocational student organization.		10	
5-3	Disseminating materials and information.			11
5-15	Articulating and working closely with other divisions within the state department of education.			11

### The Least Frequently Performed Tasks

Tasks that were found from the data to be the least frequently performed by state supervisors with one, two, or three or more staff members are listed below. The tasks listed are the tasks that were ranked in the lowest ten percent based on the rank-order of the tasks by the Frequency Choice Index scores. The task number, task, and rank-order was:

<u>Number</u>	<u>Task</u>	<u>1</u>	<u>2</u>	<u>3+</u>
6-15	Auditing construction projects at the local educational agency.	129	129	129
3-5	Assisting with locating and hiring administrative staff for your vocational division.	127	118	124
6-13	Auditing budgets and records at the local educational agency.	127	127	124
6-12	Conducting cost-benefit studies.	126	128	127
6-14	Auditing federal grants to local educational agencies.	124	124	128
3-2	Interviewing and hiring state staff employees.	124		
8-16	Evaluating vocational education administrators.	123	125	126
8-18	Evaluating professional staff members in your division.	122		
4-5	Conducting and assisting with state plan hearings.	120	125	123
6-11	Preparing budgets and end-of-the-year reports.	120	118	118
2-12	Assisting and developing in-service programs for your clerical and secretarial staff.		123	122
3-1	Making recommendations for hiring new state staff employees.	117		
6-7	Negotiating contracts with agencies.	117		
4-8	Assisting with preparing the annual statistical report.		121	118
8-3	Reviewing expenditure reports for vocational funds spent by the local educational agency.		121	
1-18	Planning the three-year and five-year plan.		118	

8-26	Reviewing and evaluating textbooks for adoption.	115	121
4-7	Preparing the quarterly reports.		120
4-6	Preparing and assisting with the annual descriptive report.		117

### The Least Significant Tasks

Tasks that were found from the data to be the least significant by state supervisors with one, two, or three or more staff members are listed below. The tasks listed are the tasks that were ranked in the lowest ten percent based on the rank-order of the tasks by the Significance Choice Index scores. The task number, task, and rank-order was:

<u>Number</u>	<u>Task</u>	<u>1</u>	<u>2</u>	<u>3+</u>
6-13	Auditing budgets and records at the local educational agency.	129	127	127
6-15	Auditing construction projects at the local educational agency.	129	129	129
6-14	Auditing federal grants to local educational agencies.	127	124	128
6-12	Conducting cost-benefit studies.	126	127	125
4-7	Preparing quarterly reports.	125..		126
8-18	Evaluating professional staff members in your division.	124		
3-5	Assisting with locating and hiring administrative staff for your vocational division.	123		
1-9	Developing programs for local educational agency's programs.	122		
8-16	Evaluating vocational education administrators.	120	125	124
4-5	Conducting and assisting with state plan hearings.	120		119
6-7	Negotiating contracts with agencies.	119	123	
2-12	Assisting and developing in-service programs for your clerical and secretarial staff.			
8-26	Reviewing and evaluating textbooks for adoption.	117	118	123

7-12	Preparing reports to other agencies outside of the department of education.	121	119
8-5	Reviewing contracted programs.	121	
6-5	Maintaining financial records for your discipline.	118	
6-10	Preparing financial expenditure reports.	118	
8-3	Reviewing expenditure reports for vocational funds spent by the local educational agency.	115	
8-23	Reviewing courses and programs that are non-approved.	115	122
7-8	Working with the state board of education.	121	
8-15	Conducting research projects.	117	

#### DISCUSSION OF THE FINDINGS

##### Analysis of the Most Frequent and/or Most Significant Tasks

Only one task was ranked in the top ten percent of the tasks based on frequency and significance by all eight sorts of the data. State supervisors of business and office education and distributive education, state supervisors who worked in a service, service and function, and other organizational patterns, and state supervisors with one, two, or three or more staff members all ranked "Consulting visits to schools to assist with new or on-going program (2-1)" as the one task that was ranked in the top ten percent of the tasks on both scales. As cited in several previous studies reported in Chapter II, it is a major role of a state supervisor to assist in the development, maintenance, and improvement of programs in business and office education and distributive education. It is common practice that a state supervisor would be involved in planning new programs with local educational agencies, be asked to assist in improving an existing program, or solve programming problems that may arise, or evaluate

the program, and assist with future plans for program improvement. Therefore, it can be concluded that the state supervisors spend frequent time in this role and also they perceive the role to be an important one. State supervisors through federal legislation were to implement coordination, planning, and implementation of vocational education programs. This study shows that state supervisors are frequently consulting and assisting local educational agencies, so it appears that the intentions of the legislation are being met.

Five tasks were ranked in the top ten percent of the frequent tasks by the state supervisors of business and office education, state supervisors who worked in a service, service and function, or other organizational pattern, and state supervisors with one, two, or three or more staff members. "Responding to telephone calls (7-7)", and "Responding to correspondence (7-6)" were performed very frequently. The state supervisor responds to policy questions and assists the local educational agencies by providing information relative to curriculum planning, funding policy, the completion of reports and forms that are returned to the state agency, and with long-range and short-range planning. Therefore, tasks 7-7 and 7-6 substantiate that the tasks are a major function of the state supervisor's role.

The state director of vocational education is the person who serves as the administrator in charge of the program and services that are available from the state vocational education division. In his role, the state director develops plans and overall direction, and coordinates the activities of the division's staff. This was verified through the frequent ranking of "Responding to requests and assignments

made by the state director of vocational education (7-11)." As a result of the plans and coordinated effort of the director, delegated responsibilities may be made to state supervisors. It is apparent that this is why the task was performed very frequently by state supervisors.

State supervisors are frequently spending a considerable amount of their time in the field consulting to local educational agencies. It is necessary that communications between staff in various vocational programs and administrative levels occurs. "Providing feedback from the field to your administrators (7-13)" related to this role and was one of the most frequently performed tasks. As problems arise and are solved, policy changes, and new thrusts are created and implemented, it is necessary for state staff to communicate with their superiors who are not in the field as frequently as state supervisors. It appears that through the frequency of this task (7-13) the state supervisors are performing a role frequently in the communications channel.

"Articulating and working closely with other divisions in the state department of education (5-15)" was the fifth task that was performed frequently based on the eight sorts of data. The high ranking of this task would indicate that independent of the disciplines, the number of staff members, or the organizational pattern of the state vocational education division, the task is performed frequently. Apparently state supervisors do spend a great deal of time working with other disciplines (such as: agriculture, home economics, health, and trade and industrial education) or with other units (such as: secondary,

post-secondary, or adult). In the researcher's opinion, the need for a higher degree of frequency for this task would occur as the number of staff members and complexity of the organization increases.

Two tasks were ranked in the top ten percent by frequency of all tasks by seven of the eight sorts of the data. "Attending staff meetings to plan and organize your activities (1-5)" was one of the two tasks. Because state supervisors spend a frequent amount of their time in the field consulting to local educational agencies the high ranking of this task is understandable. To coordinate activities with objectives of the state plan and/or objectives of a unit whether it is by service or by service and function or any other organizational pattern, the state supervisor would need to periodically meet with his staff or other supervisors to discuss mutual problems and concerns and to plan for future activities for himself or his staff. Therefore, staff meetings are the common vehicle to accomplish this goal. The researcher can attest to this fact by pointing out that he is committed to a two-hour staff meeting of his unit each week and a half-day staff meeting for the state vocational education division each month. In addition, other meetings are called for staff who are assigned to special committees that may be within the division, interdepartmental, or intradepartmental.

The second task that was ranked high by seven of the eight sorts of the data was "Serving as the state advisor for the vocational student organization (1-17)." This task would involve activities such as: meeting and planning with an executive council, planning and

organizing regional, district, state, and national conferences for the vocational student organization, providing in-service to the state officers and chapter advisors of the vocational student organization, preparing handbooks and materials for use by teachers who are advisors for a local chapter, planning and organizing workshops, and overseeing budgets and resources for the vocational student organization. Because the vocational student organizations are a co-curricular component of the vocational program, they would be frequently addressed and integrated into the vocational program. Hence, this would be the reason why the task is performed very frequently. All states have a degree of involvement in the vocational student organizations.

State supervisors of business and office education, and distributive education, those state supervisors who worked in a service, service and function, or other organizational pattern, and those state supervisors with one, two, or three or more staff members ranked only one task as a most significant task in their perception. "Developing standards and guidelines for fundable programs (1-16)" was the task. It is common for state supervisors to develop program guidelines. The guidelines must be in conformity to legislative thrusts and the state plan for vocational education. Guidelines usually address criteria in specific terms and the details of the vocational program that will be complied to by a local educational agency. The guidelines will usually establish standards of quality for the program, a level of skill development which is expected to be attained by students enrolled in the program, follow-up procedures to be used to obtain data about program

completions, and funding criteria and conditions to be met by the local educational agency. It is apparent that the reviewing and updating of guidelines is a common practice among state supervisors. To avoid arbitrary decisions guidelines are established in writing and all local educational agencies then are dealt with on the same criteria.

Four tasks were ranked as most significant by seven of the eight sorts of the data. "Responding to correspondence (7-6)" which was explained when it was previously listed as one of the most frequent tasks was one of the tasks. "Making recommendations about programs to local educational agencies (8-2)" was a very significant task. It is apparent that this task would be closely affiliated with consulting to new or on-going programs. Recommendations back to the local educational agency would be the result of the program visitation. Since state supervisors are curriculum and program specialists it would be expected that there would be feedback that would include suggestions for improving the program or the state supervisor would be considered as a high-priced tourist on the state's payroll.

State supervisors (in seven out of the eight sorts of the data) perceived "Sharing information and materials with teacher educators (7-2)" as a highly significant task. The high perception of this task is indicative of the respect that state staff has for teacher educators. At one time many teacher educators were on a contract with the state vocational education divisions and teacher education was considered to be an extension or part of state supervision. In some states this is still true. The importance of this task is that state supervisors feel

that they should share important materials and information with teacher educators. Apparently state staff want to keep the communications channels open and view teacher educators as a support group to their efforts.

There is a concern for in-service education by state supervisors. Seven of the eight sorts of the data ranked "Attending in-service workshops and conferences for vocational education in your discipline (2-5)" as a very significant task. The researcher interprets this high significance to be two pronged: (1) state supervisors have a concern for their own in-service, and (2) for the personnel whom they work with in their leadership roles. Therefore, adequate updating and training for local personnel and state personnel is perceived highly significant if programs are to be improved and developed to the maximum potential of the personnel. A high degree of professional competency must be reached.

Four tasks were ranked highly significant by six of the eight sorts of the data. The first task was previously mentioned and explained when it was also reported as a most frequently performed task. It was "Responding to telephone calls (7-7)."

"Consulting visits to schools to assist with in-service for program personnel (2-2)" was the second significant task ranked high by six of the eight sorts of the data. The researcher interprets this task to be closely related to task 2-5 (attending in-service workshops and conferences for vocational education in your discipline) and task 1-12 (planning and organizing workshops and conferences). Obviously, the state supervisor places a high degree of significance in in-service

and views himself as a resource to be used in these efforts, The third significant task was "planning and organizing workshops and conferences (1-12)" which relates closely with the mentioned in-service efforts.

The fourth very significant task ranked high by six of the eight sorts of the data was "working with professional teacher organizations (5-1)." Because state supervisors operate under restraints that are dictated by the number of man-hours and time-management, priorities must be set. Therefore one significant means of having impact on programs and personnel would be through appealing to the masses through professional organizations. Apparently state staff are aware of this means and perceive it as a way of "keeping a finger on the pulse" and addressing a broad representative selection of the state's teachers.

#### Analysis of the Least Frequent and/or Least Significant Tasks

Only two tasks were ranked as least frequently performed and least significantly perceived by state supervisors of business and office education, state supervisors who worked in a service, service and function, or other organizational pattern, and state supervisors with one, two, or three or more staff members. Both of these tasks dealt with auditing activities at the local educational agency level. "Auditing federal grants to local educational agencies (6-14)" and "auditing construction projects at the local educational agency (6-15)" were the two tasks. Although several respondents reported some auditing through their compliance activities, it is a difficult role for the state supervisor to perform. There is a conflict on the one

side in the role of serving as a resource person and helper in program development and on the other side serving as an auditor of the program in the opinion of the researcher. In addition, the researcher feels that these tasks have not been given a high priority by state vocational education divisions and state supervisors may lack the necessary skills to perform the task. In the current mode of accountability, states are addressing these issues through such efforts as expenditure revenue reporting, program audit trails, and construction management systems.

Four tasks were found to be ranked least frequently performed by state supervisors of business and office education, state supervisors who worked in a service, service and function, or other organizational patterns, and state supervisors with one, two, or three or more staff members. The first task was "conducting cost-benefit studies (6-12)." The task relates closely to efforts that justify, from a financial base, the value of programs. Efforts are made to determine the exact costs that went into programs and then the end results are reviewed. Many times comparisons are made to academic programs, projected tax dollars returned to the system after the students are employed, and projected costs if trainees were unemployed and drawing aid from other state agencies. Such a system is nebulous to education because we don't turn out a product that is for sale and profits and losses can not be easily calculated. To implement such an approach would require a detailed amount of accounting and specialized training. Therefore, there are few state supervisors performing this task in any frequency.

"Assisting with locating and hiring administrative staff for the vocational education division (3-5)" was the second least frequently performed task for all eight sorts of the data. State supervisors are spending little time on this task for several reasons. There are only fifty state directors in the United States and the rate of turn-over, as observed by the researcher, is not high. Secondly, internal promotional policies may be a critical factor. Many organizations today have to post positions and notify current staff of vacancies and allow for possible promotion internally. Finally, when vacancies do occur today many organizations establish national search committees to locate candidates. Therefore, the task is not one that is a common role of the state supervisor and is verified by the data.

The "preparation of budgets and end-of-the-year reports (6-11)" was the third task that was selected as a least frequently performed task. Because state agencies operate on a fiscal year basis this is an annual task. Several states, from observations made by the researcher, receive quarterly reports to assist in pacing and planning the annual status of the budgets. This task is usually performed by an accounting section and therefore it is not a task that is performed frequently by state supervisors.

State supervisors would be most knowledgeable of the state plan in the specific areas where it was applicable to their program responsibilities. It would be unusual for a state vocational education division to expect a state supervisor to have an understanding of all of the parts or details of a state plan since it is a comprehensive plan of how every dollar granted by the federal government would be

spent. Based upon the knowledge of the researcher, an administrative council would work toward developing the state plan and it would be a team effort to write, edit, and submit the state plan. State plans are submitted on an annual basis in response to federal guidelines. Hence, it is common practice for this task to be done once a year.

Two tasks were ranked as least significant by seven of the eight sorts of the data. The first task was "auditing budgets and records at the local educational agency (6-13)." Traditionally state agencies have been known to allocate funds to local educational agencies with little auditing occurring. In some cases the researcher has even heard the accusation of "setting the money on a stump and looking the other way" as being described as the state's role in auditing. With an increasing effort for accountability for programs and funds this is a position that is changing in a positive direction but it still is not a frequent role performed by state supervisors.

"Evaluating vocational education administrators (7-16)" is the second task that was rated least significant by seven of the eight sorts of the data. Most states have certification standards for vocational administrators. This allows them to be eligible to direct vocational education at the local level. In addition, the evaluation of specific personnel has traditionally been a "local control" issue and state vocational education divisions have made little effort to challenge this philosophy. With efforts that are under way in several states, the researcher believes that in future years performance based evaluation will start to take place but currently it is not a frequently performed role of state supervisors.

One task was ranked as performed of least frequency by six of the eight sorts of data. Because the annual statistical report is an analysis of the fiscal year programming it is done once a year. Hence, "assisting with preparing the annual statistical report (4-8)" was a least frequently performed task.

Only one task was perceived to be a least significant task by state supervisors of business and office education and distributive education, state supervisors who worked in a service, service and function, or other organizational pattern, and state supervisors with one, two, or three or more staff members. "Auditing budgets and records at the local educational agency (6-13)" which was previously discussed was that one task.

Three tasks were previously discussed and are now listed again as ranked least significant by seven of the eight sorts of the data. The three tasks were: "Conducting cost-benefit studies (6-12), Auditing construction projects at the local educational agency (6-15), and Evaluating vocational education administrators (8-16)."

"Preparing the quarterly reports (4-7)" was one of the three tasks ranked least significant by six of the eight sorts of the data. Because many of the states have a compliance and reporting unit, the researcher believes that this task is performed by other personnel in the state vocational education division. Therefore, it is not perceived as a highly significant task with all of the other priorities placed on a state supervisor.

"Negotiating contracts with agencies (6-7)" was the second task perceived as least significant by six of the eight data sorts. Because several states have converted to a request for proposal system or an allocated amount of dollars made available for contracted arrangements institutions and other agencies are notified of contract requirements and budget restraints prior to proposing a bid on a project. Hence, the role of the state supervisor in negotiating contract cost has diminished to the point where it has become an insignificant task.

Because of local educational agencies and teacher preferences, the selection of textbooks has been left to the local educational agency's discretion. Few states, to the knowledge of the researcher, have adopted any kind of a state adoption policy for textbooks. Therefore, "reviewing and evaluating textbooks for adoption (8-26)" was perceived to be a least significant task.

## Chapter V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### The Problem

The problem of this study was the identification and analysis of tasks performed by state supervisors of business and office education and/or distributive education. An assessment was conducted using a task analysis approach to determine: (1) how frequently tasks were performed, and (2) how significant tasks were perceived by state supervisors of business and office education and/or distributive education.

Tasks were ranked on the basis of frequency and significance scores and comparisons were made to ascertain if there was a difference in the frequency and significance of the tasks for: (1) business and office education and distributive education state supervisors, (2) state supervisors who worked in a service, service and function, or other organizational pattern of the state vocational education division, and (3) state supervisors who had one, two, or three or more staff members.

Program responsibilities, assignments within the state vocational education division, organizational patterns of the state vocational education division, the number of staff members, titles of state supervisors, and titles of subordinates to the state supervisors provided data that were analyzed in the study.

### Research Questions

The following research questions were the focus of this study:

1. What was the frequency of tasks performed by state supervisors of business and office education, distributive education, and those who served in a dual role for both vocational programs?
2. What was the significance of tasks performed by state supervisors of business and office education, distributive education, and those state supervisors who served in a dual role for both vocational programs?
3. What was the frequency of tasks performed by state supervisors who had one, two, or three or more staff members for the vocational program?
4. What was the significance of tasks performed by state supervisors who had one, two, or three or more staff members for the vocational program?
5. What was the frequency of tasks performed by state supervisors who worked in a state vocational education division that was organized by a service, service and function, or other organizational pattern?
6. What was the significance of tasks performed by state supervisors who worked in a state vocational education division that was organized by a service, service and function, or other organizational pattern?

### Background of the Problem

There were in 1975 forty-five chief state supervisors of business and office education, forty-nine chief state supervisors of distributive education, and eleven chief state supervisors who were in charge of both vocational programs. Of these persons, some were entitled state supervisors while others were entitled consultants, specialists, assistant directors, and other various titles. Some were assigned to a business education division, distributive education division, business and distributive education division, while others worked in

divisions determined by curriculum level or functions. It appeared from personal contacts by the researcher before the study was undertaken that state supervisors played different roles and performed different tasks based on the organization of the state vocational education division and the number of professional persons employed by the division. State supervisors without other subordinates were able to do only the barest essentials, others had support staffs to perform additional functions, and a few state supervisors had large enough staff to undertake a comprehensive program.

#### Need for the Study

This study responded to needs expressed by state supervisors of business and office education, state supervisors of distributive education, the United States Office of Education, teacher educators of business and office education and distributive education, and state directors of vocational education. There is need to provide a comprehensive list of tasks performed by state supervisors including the frequency and significance of the tasks . The results of this study will assist state supervisors of business and office education and distributive education to review their roles so that tasks may be addressed which will assist state supervisors in improving their coverage of responsibilities.

#### Limitations of the Research Study

This study was completed with the following limitations:

1. The study was based upon the results of tasks rated by state supervisors based upon their self-perceptions. No diary was kept by the respondents,
2. The results of the study were based upon data provided by only the state supervisors of the vocational program not by any subordinates.
3. The study did not attempt to determine, evaluate, or predict the state supervisor's degree of current or future success in his role.
4. No attempt was made to compare various states or state supervisors.

### Review of Related Literature

The review of the related literature and research revealed a number of research studies and numerous articles written about state supervision that the researcher considered to be related and relevant to the present study. Articles, research reports, and legislation reported about the history and development of state supervision although the vast majority of the literature reported on the role of the state supervisor, his responsibilities, leadership function, and efficiency and effectiveness of state supervisors.

The review of related literature and research was found to be useful for the development of a list of tasks that are performed by state supervisors. An E.R.I.C. (educational research information center) search was conducted by the researcher to determine if any research studies of a similar nature had been conducted. The results of the E.R.I.C. search listed twenty-three studies about state supervision. After a review of all the studies, the researcher found that none of the studies in the E.R.I.C. system were similar to the proposed study.

### The Population

The population used in this study was the total number of state supervisors of business and office education and/or distributive education in the United States and the District of Columbia (N = 105). The population consisted of forty-five state supervisors of business and office education, forty-nine state supervisors of distributive education, and eleven state supervisors who served in a dual role for both vocational programs. The state supervisors of business and office education and/or distributive education were indentified from directories of state supervisors that were available from the United States Office of Education.

### The Panel of Consultants

The panel of consultants consisted of state supervisors of business and office education and/or distributive education who were attending a national conference. The thirty state supervisors were representatives of twenty-two different states. The thirty state supervisors were personally contacted by the researcher at the national conference and they were asked to serve on the researcher's panel of consultants. Their role was to review a list of tasks written by the researcher. The panel of consultants reviewed the tasks to be certain they were understandable as written, applicable to persons serving in state supervisory roles for business and office education and distributive education, edit and revise tasks, add tasks that were needed, and review the survey instrument layout and the two rating scales.

### Instrumentation

A list of tasks performed by state supervisors of business and office education and distributive education was developed from a review of the researcher's personal calendar of professional activities as a state staff member. Several state plans from the State of Michigan and other states were reviewed and found to be beneficial sources for identifying tasks. The researcher also used the Michigan annual program plan, monthly and annual objectives, and management-by-objective programs developed by the Vocational-Technical Education Service of the Michigan Department of Education. An evaluation model for vocational education administrators was also reviewed for tasks performed by persons working in administrative positions in vocational education. The review of related literature and research also identified many tasks performed by state supervisors and was used in development of the list of tasks for the survey instrument.

After the initial list of tasks was developed, the researcher took the opportunity of receiving additional assistance and input from professionals in supervisory roles in the Vocational-Technical Education Service of the Michigan Department of Education. Those persons reviewed the task list and made suggestions for improving and expanding the task list. Further input was received from three state supervisors, four teacher educators, and six consultants for business and office and distributive education who were in attendance at a United States Office of Education regional conference. These persons were representatives from the states of Indiana, Illinois, Michigan, Minnesota, Ohio, and Wisconsin.

The Survey Instrument. The survey instrument used in this study was designed from a survey instrument that had been used in three doctoral studies that dealt with teacher competencies. The survey instrument used in this study incorporated two rating scales for delineating the frequency and significance of tasks. A cover page was used to collect demographic data about the respondents, their positions, the organization of their state vocational education division, and the number of staff members they had working for them.

#### The Pilot Study

After the panel of consultants review, the survey instrument was tested in a pilot study. The pilot study population consisted of a selection of twenty state supervisors of business and office education and distributive education. The pilot study population was selected so that a representative spread of state supervisors throughout the country was used. The twenty subjects used in the pilot study were requested to complete the survey instrument and identify any rating scale problems or items on the survey instrument which were believed to be ambiguous, impossible to answer, and/or inappropriate. None of the tasks were reported by the pilot study subjects to be of those classifications. No additional tasks were listed by the subjects, and no rating scale problems were identified by the respondents. The survey instrument as piloted was proven to be valid through the results of a ninety percent return rate. Because no changes were needed in the survey instrument the pilot study results were used to determine data for the study and survey instruments were sent to the remaining ninety-five state supervisors who were part of the total population.

### Data Collection

Survey instruments were returned in self-addressed stamped envelopes from state supervisors of business and office education and distributive education. One hundred and twenty-nine tasks were rated for the degree of frequency of performing the tasks and the degree of significance of performing the tasks. Demographic data was also received regarding: (1) the organizational pattern of the state vocational education division, (2) the number of state staff members for the vocational program of business and office education and/or distributive education, (3) where the state supervisor was assigned within the vocational education division of the state department of education, (4) the titles of state supervisors, and (5) the titles of subordinates to the state supervisor. In addition, state supervisors were asked to return a copy of (1) the state's vocational education division organization chart, (2) the state supervisor's job description, and (3) the state's policy manual for state supervisors of business and office education and/or distributive education. Respondents were given two weeks to return the survey instrument and after three weeks the researcher followed up with personal phone calls to all non-respondents to request the return of the survey instrument. At the close of the study an eighty-nine percent rate of return had been reached.

Two measures were used to analyze data, (1) the Frequency Choice Index, and (2) the Significance Choice Index. The Frequency Choice Index was calculated using the following formula:

$$F.C.I. = \frac{(7 \times A) + (6 \times B) + (5 \times C) + (4 \times D) + (3 \times E) + (2 \times F) + (1 \times G)}{\text{Total Number of Respondents}}$$

The respondents' total ratings for each task were added together and the total for each task was divided by the number of respondents to determine the Frequency Choice Index. The ratings for the frequency of performing the tasks were done on a scale of seven through one.

The rating choices and weights were:

A. Hourly = 7	E. Twice Yearly = 3
B. Daily = 6	F. Once Yearly = 2
C. Weekly = 5	G. Never = 1
D. Monthly = 4	

To determine the Significance Choice Index (importance in the mind of the respondent) calculations were made using the following formula:

$$S.C.I. = \frac{(5 \times a) + (4 \times b) + (3 \times c) + (2 \times d) + (1 \times e)}{\text{Total Number of Respondents}}$$

The respondents' total ratings for each task were added together and the total for each task was divided by the number of respondents to determine the Significance Choice Index. The ratings for the significance of performing the tasks were done on a scale of five through one. The rating choices and weights were:

a. Strongly Agree - it should be done.	= 5
b. Agree - it should be done.	= 4
c. Disagree - it shouldn't be done.	= 3
d. Strongly Disagree - it shouldn't be done.	= 2
e. No Opinion	= 1

### Analysis of the Data

As survey instruments were received they were reviewed and checked to be sure all items had been rated on both the frequency and the significance scales. Data sheets containing demographic data were summarized for the findings.

After data were recieved computer cards were key-punched which included the ratings of each task for frequency and significance for each of the respondents. Sorts of the data for ratings of frequency and significance were made for: (1) business and office education state supervisors, (2) distributive education state supervisors, (3) the organizational patterns of the state vocational education division, and (4) the number of state staff members for the vocational programs.

A special computer program had to be written to calculate the data by frequency and significance for the mentioned sorts. The computer analysis of the data was completed at the Computer Science Center at Michigan State University.

#### FINDINGS

Based on the problem of the study and its assumptions and limitations the following were the findings:

1. Approximately half of the respondents were responsible for programming at all levels (secondary, post-secondary, and adult). About half of the state supervisors were responsible for only one level of programming.
2. Over one-third of the state supervisors were assigned in a business education service and another one-third were assigned in a distributive education service. Approximately eleven percent were assigned in a service for both business and distributive education, while the remaining seventeen percent of the state supervisors were assigned to other units or divisions within the state vocational education division such as: secondary units, post-secondary units, adult units, area vocational-technical center units, curriculum units, research units, and personnel development units,
3. Fifty-one percent of the state supervisors worked in a state vocational education division that was organized according to service such as; agriculture, business and office, distributive, health, home economics, and trade and industrial education. Thirty-two percent of the state supervisors worked in a state vocational education

division that was organized by both service and function. Seventeen percent of the state supervisors worked in a state vocational education division that was organized in some other organizational pattern,

4. Forty-one percent of the state supervisors reported that they had no staff besides themselves. About one-fourth of the state supervisors had two staff members including themselves. Over a third of the states had larger staffs which consisted of three or more staff members.
5. About a third of the state supervisors were titled "state supervisor." Twenty percent of the state supervisory persons were titled "consultant." Sixteen percent were titled "specialist." Nineteen percent were titled "director." Eight percent were titled "chief," and five percent were titled with other various titles.
6. One third of the subordinates to state supervisory personnel were titled "consultant," a quarter of the subordinates were titled "supervisor," eighteen percent were titled "specialist," sixteen percent were titled "assistant supervisor," five percent were titled "associate" to a chief, and four percent were titled "executive director" for the state association of the distributive education clubs of America.
7. Job descriptions returned by thirty-seven percent of the respondents were similar. Responsibilities and tasks were broadly defined for the state supervisors.
8. Forty-three percent of the respondents returned copies of the state vocational education division organization chart. Organizational patterns varied except for those states (51%) which were organized by service.
9. Policy manuals for state supervisors of business and office education and distributive education do not exist as a separate document. Only two respondents (4%) returned a policy manual as requested. Nine state supervisors noted that a copy of the state plan for vocational education could be sent because it is the operational document for vocational education.
10. The most frequent and the most significant tasks performed by state supervisors of distributive education were:

- 2-1 Consulting visits to schools to assist with new or on-going programs.
  - 5-3 Disseminating materials and information.
  - 7-6 Responding to correspondence.
  - 7-7 Responding to telephone calls.
  - 8-2 Making recommendations to local educational agencies about programs.
11. The most frequent and the most significant tasks performed by state supervisors of distributive education were:
- 2-1 Consulting visits to schools to assist with new or on-going programs.
  - 5-3 Disseminating materials and information.
  - 7-6 Responding to correspondence.
  - 7-7 Responding to telephone calls.
  - 8-2 Making recommendations to local educational agencies about programs.
12. The least frequent and the least significant tasks performed by state supervisors of business and office education were:
- 2-12 Assisting and developing in-service programs for your clerical and secretarial staff.
  - 4-5 Conducting and assisting with state plan hearings.
  - 6-7 Negotiating contracts with agencies.
  - 6-12 Conducting cost-benefit studies.
  - 6-13 Auditing budgets and records at the local educational agency.
  - 6-14 Auditing federal grants to local educational agencies.
  - 6-15 Auditing construction projects at the local educational agency.
  - 6-11 Preparing budgets and end-of-the-year reports.
  - 8-16 Evaluating vocational education administrators.
13. The least frequent and the least significant tasks performed by state supervisors of distributive education were:
- 1-9 Developing objectives for local educational agency's programs.
  - 2-12 Assisting and developing in-service programs for your clerical and secretarial staff.
  - 3-5 Assisting with locating and hiring administrative staff for your vocational division.
  - 4-5 Conducting and assisting with state plan hearings.
  - 6-7 Negotiating contracts with agencies.
  - 6-12 Conducting cost-benefit studies.
  - 6-13 Auditing budgets and records at the local educational agency.
  - 6-14 Auditing federal grants to local educational agencies.

- 6-15 Auditing construction projects at the local educational agency.
  - 8-16 Evaluating vocational education administrators.
14. The most frequent and the most significant tasks performed by state supervisors who worked in a service organization were:
- 2-1 Consulting visits to schools to assist with new or on-going programs.
  - 7-6 Responding to correspondence.
  - 7-7 Responding to telephone calls.
  - 8-2 Making recommendations about programs to local educational agencies.
15. The most frequent and the most significant tasks performed by state supervisors who worked in a service and function organization were:
- 2-1 Consulting visits to schools to assist with new or on-going programs.
  - 7-6 Responding to correspondence.
  - 1-5 Attending staff meetings to plan and organize your activities.
  - 7-11 Responding to requests and assignments made by the state director of vocational education.
16. The most frequent and the most significant tasks performed by state supervisors who worked in an other organizational pattern were:
- 2-1 Consulting visits to schools to assist with new or on-going programs.
  - 7-6 Responding to correspondence.
  - 7-7 Responding to telephone calls.
  - 5-15 Articulating and working closely with other divisions within the state department of education.
  - 7-16 Working with colleagues in other units such as: secondary, post-secondary, and adult education.
  - 6-1 Assisting school districts in meeting standards to qualify for funding.
  - 8-2 Making recommendations about programs to the local educational agency.
  - 5-1 Working with professional teacher organizations.
  - 7-2 Sharing information and materials with your teacher educators.
17. The least frequent and the least significant tasks performed by state supervisors who worked in a service organization were:
- 3-5 Assisting with locating and hiring administrative staff for your vocational service.
  - 4-5 Conducting and assisting with state plan hearings.
  - 6-7 Negotiating contracts with agencies.
  - 6-12 Conducting cost-benefit studies.

- 6-13 Auditing budgets and records at the local educational agency.
  - 6-14 Auditing federal grants to local educational agencies.
  - 6-15 Auditing construction projects at the local educational agency.
  - 8-16 Evaluating vocational education administrators.
  - 8-18 Evaluating professional staff members in your division.
  - 8-26 Reviewing and evaluating textbooks for adoption.
18. The least frequent and the least significant tasks performed by state supervisors who worked in a service and function organization were:
- 2-12 Assisting and developing in-service programs for your clerical and secretarial staff.
  - 6-7 Negotiating contracts with agencies.
  - 6-11 Preparing budgets and end-of-the-year reports.
  - 6-12 Conducting cost-benefit studies.
  - 6-13 Auditing budgets and records at the local educational agency.
  - 6-14 Auditing federal grants to local educational agencies.
  - 6-15 Auditing construction projects at the local educational agency.
  - 8-16 Evaluating vocational education administrators.
19. The least frequent and the least significant tasks performed by state supervisors who worked in other organizational patterns were:
- 1-4 Planning and organizing the state's participation at the national conference of the vocational student organization.
  - 2-11 Conducting workshops for the state officers of the vocational student organization.
  - 4-7 Preparing quarterly reports.
  - 6-14 Auditing federal grants to local educational agencies.
  - 6-15 Auditing construction projects at the local educational agency.
  - 8-26 Reviewing and evaluating textbooks for adoption.
20. The most frequent and the most significant tasks performed by state supervisors with one staff member were:
- 2-1 Consulting visits to schools to assist with new or on-going programs.
  - 7-6 Responding to correspondence.
  - 7-7 Responding to telephone calls.
  - 7-13 Providing feedback from the field to your administrators.

- 8-1 Evaluating programs at the local educational agency site.
  - 8-2 Making recommendations about programs to the local educational agency.
21. The most frequent and the most significant tasks performed by state supervisors with two staff members were:
- 2-1 Consulting visits to schools to assist with new or on-going programs.
  - 1-5 Attending staff meetings to plan and organize your activities.
  - 5-10 Disseminating information about the vocational student organization.
  - 7-6 Responding to correspondence.
  - 7-7 Responding to telephone calls.
22. The most frequent and the most significant tasks performed by state supervisors with three or more staff members were:
- 2-1 Consulting visits to schools to assist with new or on-going programs.
  - 5-1 Working with professional teacher organizations.
  - 5-3 Disseminating materials and information.
  - 5-15 Articulating and working closely with other divisions within the state department of education.
  - 7-2 Sharing information and materials with your teacher educators.
  - 8-2 Making recommendations about programs to the local educational agency.
23. The least frequent and the least significant tasks performed by state supervisors with one staff member were:
- 2-12 Assisting and developing in-service programs for your clerical and secretarial staff.
  - 3-5 Assisting with locating and hiring administrative staff for your vocational division.
  - 4-5 Conducting and assisting with state plan hearings.
  - 6-7 Negotiating contracts with agencies.
  - 6-12 Conducting cost-benefit studies.
  - 6-13 Auditing budgets and records at the local educational agency.
  - 6-14 Auditing federal grants to local educational agencies.
  - 6-15 Auditing construction projects at the local educational agency.
  - 8-16 Evaluating vocational education administrators.
  - 8-18 Evaluating professional staff members in your division.

24. The least frequent and the least significant tasks performed by state supervisors with two staff members were:
  - 6-12 Conducting cost-benefit studies,
  - 6-13 Auditing budgets and records at the local educational agency,
  - 6-14 Auditing federal grants to local educational agencies,
  - 6-15 Auditing construction projects at the local educational agency,
  - 8-3 Reviewing expenditure reports for vocational funds spent by the local educational agency,
  - 8-16 Evaluating vocational education administrators,
  - 8-26 Reviewing and evaluating textbooks for adoption,
25. The least frequent and the least significant tasks performed by state supervisors with three or more staff members were:
  - 4-5 Conducting and assisting with state plan hearings,
  - 4-7 Preparing quarterly reports,
  - 6-12 Conducting cost-benefit studies,
  - 6-13 Auditing budgets and records at the local educational agency,
  - 6-14 Auditing federal grants to local educational agencies,
  - 6-15 Auditing construction projects at the local educational agency,
  - 8-16 Evaluating vocational education administrators,
  - 8-26 Reviewing and evaluating textbooks for adoption.

### CONCLUSIONS

Based upon the findings of the study, the following conclusions were made:

1. Only seven of the top ten percent of the most frequently performed tasks by state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as most frequently performed tasks. Therefore, it has been concluded that there is a difference in the most frequently performed tasks for the eight groups.
2. Only two of the top ten percent of the most significant tasks by state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as most

significant tasks. Therefore, it has been concluded that there is a difference in the most significant tasks for the eight groups.

3. Only two of the top ten percent of the most frequent and the most significant tasks selected by the state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as most frequently performed and most significant tasks. Therefore, it has been concluded that state supervisors view different tasks to be most significant than those that they are performing most frequently.
4. Only five of the lowest ten percent of the least frequent tasks performed by state supervisors of business and office education and distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as least frequently performed tasks. Therefore, it has been concluded that there is a difference in the least frequently performed tasks for the eight groups.
5. Only three of the lowest ten percent of the least significant tasks performed by state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected as least significant. Therefore, it has been concluded that there is a difference in the least significant tasks for the eight groups.
6. Only two of the lowest ten percent of the least frequent and least significant tasks selected by state supervisors of business and office education and/or distributive education, state supervisors working in a service, service and function, or other organizational pattern, and state supervisors who had one, two, or three or more staff members were mutually selected. Therefore, it has been concluded that state supervisors view different tasks to be least significant than those that are least frequently performed.
7. The number of staff members, vocational program, and/or organizational pattern of the state vocational education division do have an impact on the frequency and the significance of the tasks.

## RECOMMENDATIONS

Based upon the review of the literature and the findings of this study, the following recommendations for action and further study are made:

1. The task analysis should be used by state supervisors of business and office education and distributive education, professional associations, and state vocational education divisions to review, analyze, and up-grade the job descriptions of state supervisors of business and office education and distributive education.
2. A policy manual for state supervisors of business and office education and distributive education should be developed because only one policy manual was returned to the researcher as requested. It has been interpreted that policy manuals do not exist for state supervisors of business and office education and distributive education.
3. Regional workshops for state supervisors of business and office education and distributive education should be planned to review and discuss the findings and conclusions of this study.
4. The decision-making process for developing the priorities for the state's goals and objectives should be reviewed by the state vocational education director because state supervisors are performing most frequently tasks that they do not perceive to be the most significant tasks.
5. The tasks in this study should be reviewed by teacher educators of business and office education and distributive education to assist them in planning in-service programs for state supervisors of business and office education and distributive education.

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**APPENDIX A**  
**COVER LETTER FOR SURVEY INSTRUMENT**

APPENDIX A

COVER LETTER FOR SURVEY INSTRUMENT

January 8, 1976

Dear Fellow State Supervisor:

As a part of my professional development, I am writing my doctoral dissertation at Michigan State University. Because of my interest and concern about state supervision, I am attempting to determine the frequency and significance of tasks performed by state supervisors of business/office and distributive education in the United States. It is believed the results of this study will be a useful contribution to our profession.

Your cooperation in participating in this research effort will be sincerely appreciated. In December, 1975, the tasks of this study were piloted and reviewed by many of our associates at the American Vocational Association conference. There was a high degree of cooperation and a fine willingness to assist by those who were asked to pilot the study.

Will you please take time to provide your responses to the personal data sheet and questionnaire attached. Will you, also, please forward to me a copy of your organization chart for your vocational-technical education division, a copy of your policy manual for state supervisors, and a copy of your job description for my review as a part of this study.

After reading the instructions carefully, please supply the ratings in the two columns on the questionnaire. This should not take more than twenty minutes and should be mailed to me by Friday, January 23, 1976. A self-addressed stamped envelope is enclosed for your convenience. Naturally, your responses will be kept in strict professional confidence. No state or individual will be identified in the study.

Permit me to thank you in advance for your cooperation and mutual interest in state supervision. You will be advised of the results of this study.

Sincerely yours,

John A. Daenzer, State Supervisor  
Distributive Education  
Vocational-Technical Education Service  
Michigan Department of Education

APPENDIX B  
SAMPLE SURVEY INSTRUMENT

APPENDIX B  
SAMPLE SURVEY INSTRUMENT

"THE FREQUENCY AND SIGNIFICANCE OF TASKS  
PERFORMED BY STATE SUPERVISORS OF BUSINESS  
AND DISTRIBUTIVE EDUCATION IN THE UNITED STATES"

BY

John A. Daenzer  
State Supervisor, Distributive Education  
Vocational-Technical Education Service  
Michigan Department of Education  
Lansing, Michigan  
48904

I N S T R U C T I O N S

I would like to determine how frequently you, as a State Supervisor, perform the listed tasks and how significant you perceive the performing of each of these tasks.

You can provide this information by performing the following two steps for each of the tasks on the survey questionnaire:

1. Check one box on the left side of the questionnaire for each task listed. The left side is the FREQUENCY side of the questionnaire.
2. Check one box on the right side of the questionnaire for each task listed. The right side is the SIGNIFICANCE side of the questionnaire.

I would like you to rate each task on the two scales provided. I will go through the first task with you.

The first one -- "Assisting local educational agencies in designing new facilities." Do you perform this task frequently? Check the column on the left side that best indicates how frequently you perform this task: "Hourly, Daily, Weekly, Monthly, Twice Yearly, Once Yearly, or Never?"

Now, how significant do you perceive your performing of this task? Check the column on the right side that best indicates how significant you feel the performing of this task is to you: "Strongly Agree-it should be done, Agree-it should be done, Disagree-it shouldn't be done, Strongly Disagree-it shouldn't be done, or No Opinion?"

On the last page there is space for you to fill-in any tasks that you feel should be added to the list. Please proceed down the list of tasks; it will take about twenty minutes of your time.

PERSONAL DATA

Name: \_\_\_\_\_ State: \_\_\_\_\_

## 1. I am responsible for:

- ☐ Secondary Programs Only  
☐ Post-Secondary Programs Only  
☐ Adult Programs Only  
☐ Secondary, Post-Secondary and Adult Programs  
☐ Secondary and Post-Secondary Programs  
☐ Secondary and Adult Programs  
☐ Post-Secondary and Adult Programs  
☐ Teacher Education Programs  
☐ Disadvantaged Programs  
☐ Handicapped Programs  
☐ A Vocational Student Organization  
☐ Other - Please Explain: \_\_\_\_\_

## 2. I work in the State Dept. of Education, Voc-Tech. Education Division in a:

- ☐ Business/Office Education Service  
☐ Business and Distributive Education Service  
☐ Distributive Education Service  
☐ Secondary Unit  
☐ Post-Secondary Unit  
☐ Adult Unit  
☐ Area Voc-Tech. Education Center Unit  
☐ Curriculum Unit  
☐ Research Unit  
☐ Personnel Unit  
☐ Other - Please Explain: \_\_\_\_\_

## 3. I have \_\_\_\_\_ (number) professional staff members including myself.

## 4. The title for my position is: \_\_\_\_\_

## 5. My subordinates (if any) have the title of: \_\_\_\_\_

## 6. Our state's Vocational-Technical Education Division is organized by:

- ☐ Services (such as: agriculture, business/office, distributive, health, home economics, trade & industrial)  
☐ Function (such as: personnel, administration, in-service, curriculum, certification, etc.)  
☐ Curriculum Level (such as: secondary, post-secondary, adult)  
☐ Both Service and Function  
☐ Other - Please Explain: \_\_\_\_\_

## 7. I am enclosing copies of the following documents for your review:

- ☐ A copy of the organization chart of our voc-tech. education division.  
☐ A copy of our policy manual for state supervisors.  
☐ A copy of my job description.

DEGREE OF FREQUENCY:							TASK	DEGREE OF SIGNIFICANCE:				
HOURLY	DAILY	WEEKLY	MONTHLY	TWICE YEARLY	ONCE YEARLY	NEVER		STRONGLY AGREE-IT SHOULD BE DONE	AGREE-IT SHOULD BE DONE	DISAGREE-IT SHOULDN'T BE DONE	STRONGLY DISAGREE-IT SHOULDN'T BE DONE	NO OPINION
7	6	5	4	3	2	1		5	4	3	2	1
							1. PLANNING & ORGANIZING:					
							1-1. ASSISTING LOCAL EDUCATIONAL AGENCIES IN DESIGNING NEW FACILITIES.					
							1-2. ASSISTING LOCAL EDUCATIONAL AGENCIES IN REMODELING EXISTING FACILITIES.					
							1-3. PLANNING AND ORGANIZING THE STATE CONFERENCE FOR THE VOCATIONAL STUDENT ORGANIZATION.					
							1-4. PLANNING AND ORGANIZING THE STATES PARTICIPATION AT THE NATIONAL CONFERENCE OF THE VOCATIONAL STUDENT ORGANIZATION.					
							1-5. ATTENDING STAFF MEETINGS TO PLAN AND ORGANIZE YOUR ACTIVITIES.					
							1-6. DEVELOPING AN ANNUAL PLAN OF WORK FOR YOUR UNIT, DIVISION, OR SERVICE.					
							1-7. DEVELOPING A MANAGEMENT-BY-OBJECTIVE PLAN FOR SHORT-RANGE GOALS.					
							1-8. DEVELOPING A MANAGEMENT-BY-OBJECTIVE PLAN FOR LONG-RANGE GOALS.					
							1-9. DEVELOPING OBJECTIVES FOR LOCAL EDUCATIONAL AGENCY'S PROGRAMS.					
							1-10. DEVELOPING PERFORMANCE OBJECTIVES FOR YOUR DIVISION OR SERVICE.					
							1-11. DEVELOPING MONTHLY OBJECTIVES FOR YOUR PROGRAM OF WORK.					
							1-12. PLANNING AND ORGANIZING WORKSHOPS AND CONFERENCES.					
							1-13. PLANNING PROGRAM STANDARDS OF QUALITY FOR LOCAL EDUCATIONAL AGENCIES PROGRAMS.					
							1-14. ASSISTING IN PLANNING ANNUAL VOCATIONAL EDUCATION CONFERENCES.					
							1-15. ASSISTING IN PLANNING CAREER DEVELOPMENT ACTIVITIES AND MATERIALS.					
							1-16. DEVELOPING STANDARDS AND GUIDELINES FOR FUNDABLE PROGRAMS.					
							1-17. SERVING AS THE STATE ADVISOR FOR THE VOCATIONAL STUDENT ORGANIZATION.					
							1-18. PLANNING THE THREE-YEAR AND FIVE-YEAR PLAN.					
							1-19. PLANNING BUDGETS FOR YOUR SERVICE.					

DEGREE OF FREQUENCY:								TASK	DEGREE OF SIGNIFICANCE:				
HOURLY	DAILY	WEEKLY	MONTHLY	TWICE YEARLY	ONCE YEARLY	NEVER	STRONGLY AGREE-IT SHOULD BE DONE		AGREE-IT SHOULD BE DONE	DISAGREE-IT SHOULDN'T BE DONE	STRONGLY DISAGREE-IT SHOULDN'T BE DONE	NO OPINION	
7	6	5	4	3	2	1	5		4	3	2	1	
								2. DEVELOPING PROGRAMS & PERSONNEL:					
							2-1. CONSULTING VISITS TO SCHOOLS TO ASSIST WITH NEW OR ON-GOING PROGRAMS.						
							2-2. CONSULTING VISITS TO SCHOOLS TO ASSIST WITH IN-SERVICE FOR PROGRAM PERSONNEL.						
							2-3. ASSISTING WITH THE PLANNING AND DEVELOPMENT OF AREA VOCATIONAL-TECHNICAL EDUCATION CENTERS.						
							2-4. ASSISTING WITH THE PLANNING OF PROGRAMS JOINTLY OPERATED BY SEVERAL SCHOOL DISTRICTS.						
							2-5. ATTENDING IN-SERVICE CONFERENCES AND WORKSHOPS FOR VOCATIONAL EDUCATION IN YOUR DISCIPLINE.						
							2-6. ATTENDING CLASSES AND WORKSHOPS FOR YOUR GRADUATE PROGRAM AT A COLLEGE OR UNIVERSITY.						
							2-7. ATTENDING PROFESSIONAL DEVELOPMENT PROGRAMS IN VOCATIONAL EDUCATION.						
							2-8. DEVELOPING CURRICULUM AND INSTRUCTIONAL MATERIALS.						
							2-9. DEVELOPING IN-SERVICE PROGRAMS FOR LOCAL TEACHERS AND ADMINISTRATORS.						
							2-10. DEVELOPING IN-SERVICE WORKSHOPS FOR STATE OFFICERS OF THE VOCATIONAL STUDENT ORGANIZATION.						
							2-11. CONDUCTING WORKSHOPS FOR STATE OFFICERS OF THE VOCATIONAL STUDENT ORGANIZATION.						
							2-12. ASSISTING AND DEVELOPING IN-SERVICE PROGRAMS FOR YOUR CLERICAL AND SECRETARIAL STAFF.						
							2-13. DEVELOPING THE PROGRAM OF ACTIVITIES FOR THE STATE CONFERENCE OF THE VOCATIONAL STUDENT ORGANIZATION.						
							2-14. DEVELOPING PROGRAMS TO IN-SERVICE LOCAL CHAPTER ADVISORS OF THE VOCATIONAL STUDENT ORGANIZATION.						
							2-15. DEVELOPING PILOT, DEMONSTRATION AND EXEMPLARY PROGRAMS.						
							2-16. DEVELOPING PROGRAMS FOR DISADVANTAGED STUDENTS.						
							2-17. DEVELOPING PROGRAMS FOR HANDICAPPED STUDENTS.						
							2-18. DEVELOPING DISTRICT AND REGIONAL CONFERENCES.						

DEGREE OF FREQUENCY:							TASK	DEGREE OF SIGNIFICANCE:				
HOURLY	DAILY	WEEKLY	MONTHLY	TWICE YEARLY	ONCE YEARLY	NEVER		STRONGLY AGREE-IT SHOULD BE DONE	AGREE-IT SHOULD BE DONE	DISAGREE-IT SHOULDN'T BE DONE	STRONGLY DISAGREE-IT SHOULDN'T BE DONE	NO OPINION
7	6	5	4	3	2	1		5	4	3	2	1
							3. STAFFING:					
							3-1. MAKING RECOMMENDATIONS FOR HIRING NEW STATE STAFF EMPLOYEES.					
							3-2. INTERVIEWING AND HIRING STATE STAFF EMPLOYEES.					
							3-3. ASSISTING LOCAL EDUCATIONAL AGENCIES IN LOCATING QUALIFIED AND CERTIFIED VOCATIONAL STAFF MEMBERS.					
							3-4. ASSISTING WITH AND HIRING CLERICAL AND SECRETARIAL STAFF.					
							3-5. ASSISTING WITH LOCATING AND HIRING ADMINISTRATIVE STAFF FOR YOUR VOCATIONAL DIVISION.					
							4. COMPLIANCE:					
							4-1. REVIEWING REPORTS AND FORMS SUBMITTED BY LOCAL EDUCATIONAL AGENCIES.					
							4-2. COMPLETING REPORTS FOR YOUR STATE DEPARTMENT OF EDUCATION.					
							4-3. COMPLETING REPORTS FOR THE U. S. OFFICE OF EDUCATION.					
							4-4. ASSISTING WITH THE DEVELOPMENT OF THE STATE PLAN FOR VOCATIONAL EDUCATION.					
							4-5. CONDUCTING AND ASSISTING WITH STATE PLAN HEARINGS.					
							4-6. PREPARING AND ASSISTING WITH THE ANNUAL DESCRIPTIVE REPORT.					
							4-7. PREPARING QUARTERLY REPORTS.					
							4-8. ASSISTING WITH PREPARING THE ANNUAL STATISTICAL REPORT.					
							5. PUBLIC RELATIONS:					
							5-1. WORKING WITH PROFESSIONAL ORGANIZATIONS.					
							5-2. PREPARING AND DISSEMINATING NEWSLETTERS.					
							5-3. DISSEMINATING MATERIALS AND INFORMATION.					
							5-4. WRITING ARTICLES FOR JOURNALS AND PUBLICATIONS.					
							5-5. SERVING AS A SPEAKER AT COOPERATIVE EDUCATION EMPLOYER-EMPLOYEE BANQUETS.					

DEGREE OF FREQUENCY:							TASK	DEGREE OF SIGNIFICANCE:				
HOURLY	DAILY	WEEKLY	MONTHLY	TWICE YEARLY	ONCE YEARLY	NEVER		STRONGLY AGREE-IT SHOULD BE DONE	AGREE-IT SHOULD BE DONE	DISAGREE-IT SHOULDN'T BE DONE	STRONGLY DISAGREE-IT SHOULDN'T BE DONE	NO OPINION
7	6	5	4	3	2	1		5	4	3	2	1
							5-6. SERVING AS A SPEAKER FOR OUTSIDE AGENCIES.					
							5-7. SOLICITING BUSINESS AND INDUSTRY SUPPORT, PARTICIPATION AND INVOLVEMENT IN VOCATIONAL EDUCATION.					
							5-8. WORKING WITH A STATE LEVEL ADVISORY COMMITTEE FOR YOUR FIELD.					
							5-9. WORKING WITH COMMERCIAL PUBLISHERS AND EQUIPMENT MANUFACTURERS.					
							5-10. DISSEMINATING INFORMATION ABOUT THE VOCATIONAL STUDENT ORGANIZATION.					
							5-11. DEVELOPING AND DISSEMINATING BROCHURES.					
							5-12. DEVELOPING AND ORGANIZING PUBLIC RELATIONS ACTIVITIES FOR THE VOCATIONAL STUDENT ORGANIZATION.					
							5-13. PROMOTING VOCATIONAL EDUCATION WITH GROUPS OUTSIDE OF EDUCATION.					
							5-14. DEVELOPING HANDBOOKS AND MATERIALS FOR THE VOCATIONAL STUDENT ORGANIZATIONS.					
							5-15. ARTICULATING AND WORKING COOPERATIVELY WITH OTHER DIVISIONS WITHIN THE STATE DEPARTMENT OF EDUCATION.					
							5-16. SERVING AS A MEMBER OF THE BOARD OF DIRECTORS OR EXECUTIVE BOARD OF ASSOCIATIONS.					
							C. FINANCING & BUDGETING:					
							6-1. ASSISTING SCHOOLS IN MEETING STANDARDS TO QUALIFY FOR FUNDING.					
							6-2. ASSISTING SCHOOLS IN RECEIVING EQUIPMENT FUNDING.					
							6-3. BUDGETING FUNDS TO MEET THE ANNUAL PLAN OF WORK.					
							6-4. MAINTAINING FINANCIAL RECORDS FOR THE VOCATIONAL STUDENT ORGANIZATION.					
							6-5. MAINTAINING FINANCIAL RECORDS FOR YOUR DISCIPLINE.					
							6-6. DEVELOPING FUNDING CRITERIA FOR PROGRAMS.					
							6-7. NEGOTIATING CONTRACTS WITH AGENCIES.					
							6-8. NEGOTIATING PROPOSALS.					
							6-9. ANALYZING FINANCIAL DATA AND REPORTED EXPENDITURES.					

DEGREE OF FREQUENCY:								TASK	DEGREE OF SIGNIFICANCE:				
HOURLY	DAILY	WEEKLY	MONTHLY	TWICE YEARLY	ONCE YEARLY	NEVER	STRONGLY AGREE-IT SHOULD BE DONE		AGREE-IT SHOULD BE DONE	DISAGREE-IT SHOULDN'T BE DONE	STRONGLY DISAGREE-IT SHOULDN'T BE DONE	NO OPINION	
7	6	5	4	3	2	1	5		4	3	2	1	
							6-10. PREPARING FINANCIAL EXPENDITURE REPORTS.						
							6-11. PREPARING BUDGETS AND END-OF-THE-YEAR REPORTS						
							6-12. CONDUCTING COST-BENEFIT STUDIES.						
							6-13. AUDITING BUDGETS AND RECORDS AT THE LOCAL EDUCATIONAL AGENCY.						
							6-14. AUDITING FEDERAL GRANTS TO LOCAL EDUCATIONAL AGENCIES.						
							6-15. AUDITING CONSTRUCTION PROJECTS AT THE LOCAL EDUCATIONAL AGENCY.						
7. COORDINATING & COMMUNICATING:													
							7-1. MEETING REGULARLY WITH THE TEACHER EDUCATORS IN YOUR DISCIPLINE.						
							7-2. SHARING INFORMATION AND MATERIALS WITH YOUR TEACHER EDUCATORS.						
							7-3. ASSISTING WITH THE PLACEMENT OF UNDERGRADUATE AND GRADUATE TEACHERS.						
							7-4. WORKING CLOSELY WITH AGENCIES OUTSIDE OF THE DEPARTMENT OF EDUCATION SUCH AS THE STATE DEPT. OF LABOR OR STATE EMPLOYMENT SERVICE.						
							7-5. DISSEMINATING INFORMATION ABOUT STATE OR NATIONAL LEGISLATION.						
							7-6. RESPONDING TO CORRESPONDENCE.						
							7-7. RESPONDING TO TELEPHONE CALLS.						
							7-8. WORKING WITH THE STATE BOARD OF EDUCATION.						
							7-9. WORKING WITH THE STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION.						
							7-10. RESPONDING TO REQUESTS AND ASSIGNMENTS MADE BY THE STATE SUPERINTENDENT.						
							7-11. RESPONDING TO REQUESTS AND ASSIGNMENTS MADE BY THE STATE DIRECTOR OF VOCATIONAL EDUCATION.						
							7-12. PREPARING REPORTS TO OTHER AGENCIES OUTSIDE OF THE DEPARTMENT OF EDUCATION.						
							7-13. PROVIDING FEEDBACK FROM THE FIELD TO YOUR ADMINISTRATORS.						
							7-14. PREPARING NEWSLETTERS.						

DEGREE OF FREQUENCY:							TASK	DEGREE OF SIGNIFICANCE:				
HOURLY	DAILY	WEEKLY	MONTHLY	TWICE YEARLY	ONCE YEARLY	NEVER		STRONGLY AGREE-IT SHOULD BE DONE	AGREE-IT SHOULD BE DONE	DISAGREE-IT SHOULDN'T BE DONE	STRONGLY DISAGREE-IT SHOULDN'T BE DONE	NO OPINION
7	6	5	4	3	2	1		5	4	3	2	1
							7-15. PREPARING GUIDELINES FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION.					
							7-16. WORKING WITH COLLEAGUES IN OTHER UNITS SUCH AS: SECONDARY, POST-SECONDARY AND ADULT EDUCATION.					
							7-17. COORDINATING ACTIVITIES WITH OTHER AGENCIES OUTSIDE OF EDUCATION					
							7-18. COORDINATING ACTIVITIES WITH OTHER EDUCATIONAL DIVISION SUCH AS: SPECIAL EDUCATION, VOCATIONAL REHABILITATION OR HIGHER ED.					
							7-19. SERVING AS A CONSULTANT TO PROFESSIONAL TEACHER ASSOCIATIONS.					
							8. REVIEWING & EVALUATING:					
							8-1. EVALUATING PROGRAMS AT THE LOCAL EDUCATIONAL AGENCY'S SITE.					
							8-2. MAKING RECOMMENDATIONS ABOUT PROGRAMS TO THE LOCAL EDUCATIONAL AGENCY.					
							8-3. REVIEWING EXPENDITURE REPORTS FOR VOCATIONAL FUNDS SPENT BY THE LOCAL EDUCATIONAL AGENCY.					
							8-4. REVIEWING FOLLOW-UP DATA ABOUT STUDENTS IN YOUR DISCIPLINE.					
							8-5. REVIEWING CONTRACTED PROGRAMS.					
							8-6. REVIEWING PROGRAMS FOR DISADVANTAGED STUDENTS.					
							8-7. REVIEWING PROGRAMS FOR HANDICAPPED STUDENTS.					
							8-8. EVALUATING ACTIVITIES AND OPERATIONS OF THE VOCATIONAL STUDENT ORGANIZATION.					
							8-9. REVIEWING AND ANALYZING PENDING BILLS AND LEGISLATION.					
							8-10. REVIEWING PROPOSALS.					
							8-11. REVIEWING APPLICATIONS FOR NEW FUNDABLE PROGRAMS.					
							8-12. REVIEWING VOCATIONAL EDUCATION FACILITIES.					
							8-13. REVIEWING VOCATIONAL EDUCATION EQUIPMENT AT THE LOCAL SITE.					
							8-14. REVIEWING MANPOWER AND LABOR MARKET DATA.					
							8-15. CONDUCTING RESEARCH PROJECTS.					

DEGREE OF FREQUENCY:							TASK	DEGREE OF SIGNIFICANCE:				
HOURLY	DAILY	WEEKLY	MONTHLY	TWICE YEARLY	ONCE YEARLY	NEVER		STRONGLY AGREE-IT SHOULD BE DONE	AGREE-IT SHOULD BE DONE	DISAGREE-IT SHOULDN'T BE DONE	STRONGLY DISAGREE-IT SHOULDN'T BE DONE	NO OPINION
7	6	5	4	3	2	1		5	4	3	2	1
							8-16. EVALUATING VOCATIONAL EDUCATION ADMINISTRATORS.					
							8-17. EVALUATING CLERICAL AND SECRETARIAL PERSONNEL IN YOUR OFFICE.					
							8-18. EVALUATING PROFESSIONAL STAFF MEMBERS IN YOUR DIVISION.					
							8-19. EVALUATING DATA ABOUT NEW AND EMERGING OCCUPATIONS.					
							8-20. REVIEWING AND EVALUATING GUIDELINES FOR FUNDABLE PROGRAMS.					
							8-21. REVIEWING AND EVALUATING TEACHER CERTIFICATION STANDARDS.					
							8-22. REVIEWING APPLICATIONS FOR VOCATIONAL TEACHING CERTIFICATES.					
							8-23. REVIEWING COURSES AND PROGRAMS THAT ARE NON-APPROVED.					
							8-24. REVIEWING AND EVALUATING TEACHER EDUCATION PROGRAMS.					
							8-25. REVIEWING AND EVALUATING INSTRUCTIONAL MATERIALS.					
							8-26. REVIEWING AND EVALUATING TEXTBOOKS FOR ADOPTION.					
							8-27. REVIEWING AND UPDATING YOUR JOB RESPONSIBILITIES.					
							8-28. REVIEWING AND UPDATING REPORTING FORMS.					
							8-29. REVIEWING AND UPDATING THE SERVICES YOUR DIVISION CAN PROVIDE.					
PLEASE ADD TO THE BELOW COLUMNS ANY TASKS THAT YOU PERFORM THAT HAVE NOT BEEN LISTED. YOUR SCORING OF THEM IN THE SAME METHOD WILL BE APPRECIATED.												
							9-1.					
							9-2.					
							9-3.					
							9-4.					
							9-5.					
							9-6.					
							9-7.					
							9-8.					
							9-9.					
							9-10.					

APPENDIX C  
FOLLOW-UP LETTER

APPENDIX C  
FOLLOW-UP LETTER

February 25, 1976

On January 9, 1976, I sent a survey instrument to every chief supervisory person of business and distributive education in the United States and its territories. To date, I have received 81% of the survey instruments by return mail. I am still hoping for a higher percentage of return.

I know that this is a busy time of the year for many of us, but I am hopeful that I may receive the survey instrument from you. If you did not receive my original mailing, would you please complete the enclosed survey instrument and return it at the first opportunity you have. I would like to finalize my results and analyze my data by March 5, 1976. A study of this nature has never been undertaken and we will all benefit from the results. I hope that you will assist me by taking thirty minutes of your time to complete this questionnaire and return it to me.

Once the study is completed, an abstract of the results, summary, and conclusions will be sent to you. Thank you for this cooperation.

Sincerely,

John A. Daenzer  
State Supervisor  
Distributive Education

JAD/ds

PS If your instrument has been mailed, kindly disregard this request.

APPENDIX D  
RESPONSE DATA



APPENDIX D  
RESPONSE DATA

STATE:	BUS. ED:	DIST. ED:	DUAL ROLE:
Alabama	X	X	
Alaska			0
Arizona	X	X	
Arkansas	X	X	
California			X X
Colorado	X	X	
Connecticut	X	X	
Delaware	X	X	
Dist. of Col.	X	X	
Florida	X	X	
Georgia	0	X 0	
Hawaii			X
Idaho	X	X	
Illinois	X	X	
Indiana	X	X	
Iowa			X 0
Kansas			X
Kentucky	0	X	
Louisiana	X	X	
Maine			X
Maryland	X	0	
Massachusetts	X	X	
Michigan	X	X	X
Minnesota	X 0	X 0 0	
Mississippi	X	X	
Missouri	X	X	
Montana	X	X	
Nebraska	X	X	
Nevada	X	X	
New Hampshire	X	X	
New Jersey	X	X	
New Mexico	X	X	
New York	X	X	
North Carolina	X	X X	
North Dakota	X	X	
Ohio	X	X	
Oklahoma	0	X	
Oregon	X	X	
Pennsylvania	X	X	
Rhode Island			X
South Carolina	0	X	
South Dakota	X	X	
Tennessee	X	X	
Texas	X	X X	
Utah	X	X	
Vermont			X
Virginia	X	X	
Washington	X	X	
West Virginia	X	X	
Wisconsin	XXX	X	
Wyoming	X	X	

X = Respondent  
0 = Non-respondent

APPENDIX E

F.C.I. AND S.C.I. SCORES

## Appendix E

TASKS:	FREQUENCY CHOICE INDEX SCORES								
	B.D.	D.E.	Dual Role	One	Two	Three or More	Service	Service or Function	Other
I-1	3.63	3.16	2.93	3.23	3.47	3.29	3.38	3.30	3.07
I-2	3.31	2.95	2.47	2.90	3.26	3.00	2.94	3.13	3.00
I-3	2.71	2.86	2.27	2.83	2.79	2.53	2.56	3.03	2.53
I-4	2.37	2.19	1.80	2.28	2.26	2.06	2.25	2.20	2.00
I-5	4.34	4.42	4.40	4.40	4.47	4.32	4.40	4.40	4.33
I-6	2.40	2.35	2.67	2.38	2.26	2.56	2.52	2.27	2.40
I-7	2.46	2.56	2.93	2.48	2.53	2.74	2.73	2.47	2.33
I-8	2.23	2.12	2.53	2.08	2.21	2.41	2.29	2.20	2.07
I-9	2.63	2.02	2.07	2.03	2.42	2.44	2.25	2.23	2.33
I-10	2.51	2.35	2.40	2.28	2.47	2.56	2.48	2.87	2.33
I-11	2.91	2.65	3.40	2.73	2.84	3.06	2.92	2.87	2.73
I-12	3.54	3.42	3.53	3.23	3.53	3.76	3.38	3.67	3.47
I-13	2.97	2.77	2.73	2.70	3.16	2.82	2.73	2.97	2.93
I-14	2.60	2.40	2.13	2.38	2.42	2.50	4.24	2.47	2.40
I-15	2.83	2.58	2.87	2.75	2.74	2.68	2.60	2.63	3.27
I-16	2.77	2.58	2.53	2.60	2.37	2.86	2.65	2.53	2.87
I-17	4.43	4.44	3.93	4.78	4.16	3.97	4.54	4.47	3.53
I-18	1.87	2.26	2.00	2.05	1.89	2.18	2.04	2.17	1.93
I-19	2.03	2.35	2.47	2.13	2.11	2.47	2.19	2.40	2.13

2-1	4.77	4.40	4.53	4.65	4.37	4.56	4.50	4.47	4.60
2-2	4.09	3.42	3.67	3.70	3.58	3.79	3.65	3.67	4.00
2-3	2.80	2.35	2.33	2.30	2.37	2.85	2.60	2.30	2.67
2-4	2.60	2.28	2.40	2.35	2.42	2.50	2.56	2.27	2.60
2-5	3.29	2.98	3.33	3.18	3.11	3.15	3.08	3.10	3.47
2-6	2.34	2.72	2.00	2.45	2.21	2.62	2.44	2.53	2.40
2-7	3.03	2.91	2.80	2.93	3.16	2.80	2.85	2.87	3.33
2-8	3.40	2.88	3.67	3.35	3.05	3.12	3.33	2.87	3.47
2-9	3.31	3.05	2.93	3.13	3.21	3.09	3.00	3.20	3.40
2-10	3.71	2.65	2.33	2.63	2.74	2.56	2.71	2.63	2.33
2-11	2.43	2.33	1.73	2.23	2.37	2.26	2.38	2.30	1.87
2-12	2.06	1.47	2.07	1.85	1.79	1.71	1.77	1.57	2.27
2-13	2.66	2.60	2.27	2.78	2.42	2.41	2.56	2.67	2.40
2-14	2.34	2.49	2.33	2.40	2.26	2.50	2.48	2.23	2.53
2-15	2.26	2.30	2.87	2.35	2.21	2.50	2.33	2.07	3.13
2-16	2.49	2.19	2.27	2.28	2.16	2.44	2.38	2.07	2.60
2-17	2.43	2.05	2.27	2.15	2.16	2.35	2.31	2.00	2.40
2-18	2.51	2.56	2.53	2.30	2.53	2.82	2.50	2.53	2.67
3-1	2.09	2.28	1.87	1.90	2.32	2.32	2.17	2.17	2.00
3-2	1.86	2.00	1.73	1.63	2.00	2.18	1.92	2.07	1.53
3-3	2.77	3.40	2.33	3.00	3.21	2.85	2.83	3.17	3.13
3-4	2.26	2.28	1.93	2.05	2.63	2.18	2.19	2.37	2.00
3-5	1.57	1.67	1.53	1.45	1.89	1.65	1.67	1.57	1.53
4-1	4.23	3.91	3.73	3.98	4.21	3.91	4.06	3.97	3.87
4-2	4.00	3.77	4.40	4.15	3.53	3.97	3.92	4.13	3.73
4-3	2.60	2.56	2.33	2.68	2.26	2.53	2.60	2.53	2.33
4-4	2.20	2.33	2.73	2.35	2.26	2.38	2.38	2.28	2.40

4-5	1.69	1.67	1.80	1.75	1.63	1.68	1.81	1.53	1.67
4-6	1.97	2.09	2.27	2.13	2.05	2.03	2.13	2.10	1.87
4-7	2.05	2.14	2.40	2.23	2.32	1.97	2.31	2.27	1.40
4-8	1.83	1.91	2.33	1.95	1.84	2.00	2.10	1.87	1.60
5-1	3.86	3.98	2.73	3.88	3.79	3.97	3.85	3.83	4.13
5-2	2.97	3.09	2.07	3.78	3.05	2.91	2.96	3.03	2.33
5-3	4.37	4.33	4.40	4.38	4.47	4.26	4.15	4.50	4.73
5-4	2.26	2.35	2.27	2.25	2.37	2.32	4.42	2.17	2.20
5-5	2.43	3.14	2.27	2.63	2.74	2.85	2.81	2.60	2.73
5-6	2.71	2.84	3.20	2.78	2.84	2.94	2.96	2.73	2.73
5-7	2.94	3.60	2.37	2.08	3.53	3.44	3.25	3.03	4.00
5-8	2.69	2.98	2.87	2.78	3.16	2.76	2.71	2.80	3.40
5-9	3.71	2.86	3.00	3.38	2.00	3.12	2.19	3.20	3.27
5-10	4.09	3.88	3.67	3.95	4.16	3.76	3.96	3.97	3.73
5-11	2.63	2.63	2.47	2.63	2.58	2.58	2.56	2.63	2.67
5-12	2.97	3.02	2.33	2.85	3.05	2.85	2.98	2.97	2.47
5-13	2.94	3.51	3.53	3.23	3.37	3.35	3.23	3.13	3.87
5-14	2.54	2.53	2.27	2.48	2.53	2.50	2.56	2.60	2.07
5-15	4.23	4.63	4.53	4.30	4.37	4.71	4.17	4.67	5.00
5-16	2.49	2.95	2.53	2.75	2.84	2.59	2.63	2.97	2.47
6-1	4.00	3.93	4.33	3.95	3.95	4.15	3.77	4.07	4.73
6-2	3.63	3.19	3.47	3.38	3.68	3.26	3.38	3.17	3.93
6-3	2.46	2.28	2.87	2.25	2.74	2.50	2.23	2.70	2.60
6-4	3.74	4.02	2.80	3.73	3.63	2.76	2.75	2.90	3.27
6-5	2.51	2.88	2.67	2.63	2.32	3.03	2.67	2.70	2.80
6-6	2.71	2.56	2.47	2.60	2.53	2.65	2.44	2.73	2.87
6-7	1.74	2.02	2.53	1.90	2.00	2.12	1.94	1.90	2.40

6-8	2.43	2.67	3.00	2.48	2.84	2.71	2.54	2.80	2.60
6-9	2.54	2.84	3.47	2.73	2.63	3.06	2.67	3.17	2.67
6-10	2.17	2.14	3.33	2.20	.95	2.74	2.29	2.23	2.73
6-11	1.69	1.95	2.07	1.75	.89	2.00	2.00	1.70	1.80
6-12	1.20	1.63	1.73	1.48	1.42	1.53	1.46	1.37	1.80
6-13	1.49	1.37	2.13	1.45	1.53	1.65	1.48	1.33	2.13
6-14	1.54	1.49	1.80	1.63	1.68	1.41	1.40	1.60	2.00
6-15	1.23	1.26	1.40	1.23	1.32	1.29	1.23	1.17	1.60
7-1	3.37	3.53	3.67	3.73	3.37	3.29	3.60	3.33	3.47
7-2	3.80	4.12	3.80	3.95	3.84	4.00	3.83	4.03	4.13
7-3	2.40	3.16	2.33	2.58	2.89	2.85	2.58	2.87	3.00
7-4	2.66	3.21	3.00	3.00	2.74	3.06	2.94	2.73	3.53
7-5	2.29	2.74	2.87	2.60	2.58	2.59	2.52	2.37	3.27
7-6	6.14	6.09	6.07	6.08	5.89	6.26	6.15	6.03	6.13
7-7	6.57	6.53	6.53	6.43	6.53	6.71	6.54	6.53	6.60
7-8	2.69	2.98	3.33	3.25	3.37	2.29	2.73	3.17	3.07
7-9	2.83	2.79	2.73	2.85	3.32	2.84	2.77	2.87	2.73
7-10	3.71	3.72	3.93	3.50	3.68	4.09	3.71	3.90	3.60
7-11	4.54	4.88	4.67	4.58	4.47	5.03	4.71	4.87	4.47
7-12	2.49	2.86	3.00	2.88	2.26	2.85	2.67	2.77	2.93
7-13	4.34	4.19	5.07	4.43	4.42	4.32	4.23	4.40	4.87
7-14	2.80	3.05	2.20	2.68	2.95	2.91	2.77	2.07	2.47
7-15	2.26	2.65	2.93	2.58	2.32	2.65	2.60	2.50	2.47
7-16	4.06	4.37	4.60	4.40	4.11	4.26	4.00	4.43	4.93
7-17	2.83	3.40	2.47	3.20	3.11	3.24	3.08	2.97	4.00
7-18	2.80	3.37	3.33	3.35	2.89	3.06	2.92	3.03	4.13
7-19	3.14	3.16	3.07	3.13	3.00	3.24	3.08	3.07	3.47

8-1	4.03	3.79	3.67	4.03	3.63	3.79	3.85	3.93	3.73
8-2	4.09	4.16	3.87	4.10	4.11	4.06	4.02	4.00	4.47
8-3	2.54	2.28	2.67	2.55	1.84	2.65	2.48	2.20	2.80
8-4	2.37	2.60	2.40	2.50	2.42	2.50	2.54	2.43	2.40
8-5	2.31	2.51	2.80	2.43	2.11	2.76	2.44	2.30	3.00
8-6	2.74	2.53	2.13	2.63	2.11	2.71	2.63	2.40	2.60
8-7	2.80	2.40	2.13	2.58	2.11	2.65	2.54	2.47	2.47
8-8	3.40	3.79	2.93	3.63	3.53	3.85	3.44	3.53	3.67
8-9	2.66	2.84	3.00	2.70	2.95	2.89	2.60	2.97	3.07
8-10	3.11	3.23	3.27	3.05	.347	3.21	3.21	3.20	3.13
8-11	2.91	3.09	3.00	2.80	3.26	3.12	3.00	3.07	2.93
8-12	3.66	3.42	3.00	3.43	3.58	3.38	3.46	3.30	3.67
8-13	3.71	3.42	3.53	3.48	3.63	3.59	3.48	3.50	3.87
8-14	2.94	3.14	3.07	2.95	3.37	3.00	2.85	3.33	3.13
8-15	1.97	2.07	2.60	2.20	1.95	2.12	2.06	2.10	2.33
8-16	1.43	1.67	2.00	1.65	1.63	1.62	1.56	1.47	2.02
8-17	2.71	2.72	2.33	2.75	2.42	2.68	2.58	2.43	3.33
8-18	1.97	2.23	2.00	1.68	2.37	2.40	1.92	2.40	2.07
8-19	3.00	3.02	3.27	3.13	3.05	2.97	2.85	3.13	3.53
8-20	2.71	2.79	2.73	2.88	2.68	2.65	2.75	2.57	3.13
8-21	2.49	2.56	2.00	2.33	2.53	2.53	2.56	2.43	2.40
8-22	2.89	3.21	2.07	2.80	2.89	3.03	3.15	2.57	2.80
8-23	2.77	2.19	2.87	2.60	2.21	2.59	2.52	2.37	2.80
8-24	2.43	2.40	2.00	2.28	2.79	2.18	2.44	2.33	2.07
8-25	3.71	3.35	3.53	3.70	3.32	3.41	3.31	3.63	3.93
8-26	2.06	2.19	1.73	2.38	1.95	1.76	2.00	2.23	1.93
8-27	2.74	2.70	2.73	2.93	2.42	2.65	2.73	2.33	3.47
8-28	2.40	2.33	2.67	2.43	2.47	2.35	2.50	2.17	2.60
8-29	3.03	3.00	3.00	2.90	2.95	3.18	3.19	2.73	3.00

TASK:	SIGNIFICANCE CHOICE INDEX SCORES:								
	B.E.	D.E.	Dual Role	One	Two	Three or More	Service	Service or Function	Other
1-1	4.51	4.47	4.33	4.45	4.47	4.47	4.55	4.53	4.00
1-2	4.29	4.40	4.27	4.40	4.21	4.32	4.40	4.40	4.40
1-3	4.46	4.63	3.67	4.30	4.53	4.47	4.45	4.60	4.60
1-4	4.29	4.49	3.47	4.08	4.47	4.32	4.38	4.40	3.53
1-5	4.46	4.53	4.60	4.33	4.63	4.68	4.48	4.70	4.27
1-6	4.71	4.49	4.80	4.50	4.58	4.79	4.65	4.67	4.47
1-7	4.400	4.28	4.67	4.05	4.11	4.53	4.10	4.53	4.07
1-8	4.03	4.47	4.67	4.10	4.32	4.62	4.21	4.67	4.07
1-9	3.80	3.51	3.18	3.35	3.58	3.79	3.50	3.87	3.13
1-10	4.31	4.33	4.33	4.15	4.37	4.50	4.17	4.63	4.20
1-11	3.74	3.93	3.87	3.85	3.53	4.03	3.75	4.03	3.80
1-12	4.57	4.65	4.07	4.45	4.74	4.76	4.63	4.70	4.40
1-13	4.37	4.58	4.40	4.33	4.47	4.65	4.46	4.47	4.53
1-14	4.40	4.40	4.00	4.15	4.63	4.38	4.35	4.40	4.13
1-15	4.09	4.12	4.20	3.98	4.32	4.18	4.13	4.10	4.13
1-16	4.54	4.79	4.80	4.70	4.63	4.74	4.67	4.67	4.87
1-17	4.11	4.47	4.00	4.18	4.32	4.32	4.27	4.50	3.73
1-18	3.86	4.53	4.27	4.33	4.11	4.21	4.10	4.43	4.27
1-19	4.09	4.58	4.20	4.23	4.00	4.65	4.27	4.43	4.33

2-1	4.74	4.88	4.84	4.83	4.74	4.91	4.81	4.87	4.87
2-2	4.63	4.70	4.53	4.45	4.74	4.82	4.60	4.67	4.73
2-3	4.20	4.23	3.47	3.78	4.11	4.47	4.13	4.00	4.20
2-4	4.03	4.02	4.00	3.85	3.89	4.29	3.96	3.83	4.60
2-5	4.74	4.60	4.80	4.60	4.74	4.76	4.69	4.63	4.80
2-6	3.97	4.19	3.73	4.13	4.11	3.88	4.00	4.12	3.93
2-7	4.49	4.60	4.53	4.55	4.63	4.50	4.52	4.53	4.67
2-8	4.26	4.37	4.67	4.28	4.37	4.50	4.29	4.43	4.53
2-9	4.37	4.60	4.33	4.40	4.47	4.56	4.42	4.57	4.47
2-10	4.11	4.53	3.93	4.15	4.53	4.29	4.27	4.60	3.67
2-11	4.06	4.35	3.73	4.00	4.21	4.26	4.23	4.30	3.53
2-12	3.74	3.53	3.67	3.53	3.58	3.79	3.65	3.60	3.67
2-13	3.94	4.51	3.40	3.98	4.32	4.18	4.43	4.33	3.16
2-14	3.97	4.30	3.67	3.95	4.26	4.12	4.21	4.20	3.40
2-15	4.26	4.21	4.27	4.05	4.21	4.47	4.23	4.10	4.53
2-16	4.17	4.16	4.20	4.13	4.05	4.29	4.13	4.07	4.53
2-17	4.20	3.93	4.20	4.08	3.68	4.29	4.08	4.00	4.20
2-18	4.14	4.19	3.80	3.95	4.11	4.29	4.04	4.17	4.20
3-1	4.31	4.26	4.00	3.85	4.32	4.65	4.08	4.30	4.60
3-2	4.23	4.16	3.60	3.68	4.11	4.59	3.96	4.20	4.27
3-3	4.11	4.47	3.87	4.15	4.32	4.29	4.25	4.37	3.93
3-4	4.03	4.85	3.80	4.10	3.84	4.35	3.98	4.40	4.13
3-5	3.51	3.65	3.60	3.33	3.58	3.91	3.58	3.33	4.13
4-1	4.37	4.65	4.40	4.48	4.53	4.53	4.52	4.53	4.40
4-2	4.29	4.51	4.40	4.35	4.53	4.41	4.46	4.40	4.27
4-3	3.91	4.37	3.80	4.10	3.95	4.21	4.06	4.30	3.87
4-4	4.26	4.63	4.47	4.45	4.42	4.50	4.42	4.53	4.47

4-5	3.26	3.63	3.67	3.40	3.32	3.71	3.31	3.67	3.73
4-6	3.91	4.35	4.20	4.08	4.37	4.15	4.21	4.23	3.87
4-7	3.20	3.14	3.27	3.15	3.42	3.09	3.33	3.20	2.67
4-8	3.74	4.12	4.00	3.93	3.95	4.00	3.92	4.13	3.73
5-1	4.49	4.77	4.73	4.60	4.53	4.79	4.63	4.60	4.87
5-2	4.17	4.51	3.73	4.13	4.42	4.32	4.31	4.20	4.20
5-3	4.43	4.65	4.60	4.48	4.53	4.68	4.56	4.50	4.67
5-4	4.03	4.14	3.60	3.98	4.26	3.91	4.04	3.83	4.27
5-5	3.94	4.23	3.47	4.00	4.11	3.94	4.02	3.97	4.00
5-6	4.00	4.28	4.13	4.08	4.11	4.26	4.15	4.13	4.20
5-7	4.06	4.47	4.07	4.18	4.53	4.18	4.15	4.17	4.73
5-8	4.29	4.53	4.40	4.38	4.42	4.47	4.46	4.23	4.67
5-9	4.20	3.86	3.53	3.98	4.05	3.82	3.83	3.97	4.20
5-10	4.14	4.49	4.33	4.28	4.63	4.24	4.29	4.43	4.27
5-11	4.00	4.14	3.73	4.03	3.84	4.12	3.96	4.02	4.20
5-12	3.91	4.26	3.73	3.90	4.26	4.09	3.96	4.30	3.80
5-13	4.11	4.47	4.60	4.38	4.21	4.41	4.27	4.33	4.67
5-14	4.00	4.28	3.80	4.00	4.32	4.00	4.10	4.33	3.60
5-15	4.40	4.60	4.67	4.48	4.42	4.68	4.46	4.53	4.83
5-16	3.86	4.00	4.00	4.05	4.00	3.79	3.90	4.10	3.80
6-1	4.37	4.65	4.67	4.48	4.63	4.59	4.52	4.50	4.73
6-2	4.09	4.40	4.47	4.15	4.47	4.35	4.33	4.07	4.60
6-3	4.20	4.83	4.27	4.23	4.37	4.26	4.33	4.10	4.40
6-4	3.74	4.14	3.60	3.80	4.11	3.91	3.94	4.10	3.40
6-5	3.46	3.91	3.13	3.58	3.32	3.88	3.65	3.63	3.47
6-6	4.09	4.44	4.27	4.80	4.05	4.38	4.10	4.43	4.53
6-7	3.23	3.56	3.93	3.40	3.05	3.82	3.38	3.30	4.27

6-8	3.71	3.19	4.33	4.10	4.00	3.97	3.94	4.13	4.13
6-9	3.57	4.14	4.13	3.95	3.47	4.15	3.65	4.23	4.20
6-10	3.31	3.79	3.67	3.58	3.21	3.82	3.67	3.33	3.87
6-11	3.40	4.00	4.07	3.70	3.74	3.91	3.83	3.60	4.00
6-12	2.94	3.05	3.27	3.13	2.63	3.18	3.21	2.47	3.67
6-13	2.80	2.42	3.00	2.55	2.63	2.79	2.88	2.20	2.87
6-14	2.94	2.63	3.33	2.95	2.95	2.71	2.88	2.67	3.20
6-15	2.63	2.14	2.87	2.45	2.37	2.47	2.56	2.13	2.67
7-1	4.46	4.70	4.80	4.55	4.68	4.68	4.65	4.57	4.67
7-2	4.54	4.72	4.80	4.58	4.79	4.71	4.67	4.60	4.80
7-3	3.74	4.47	3.73	4.18	4.21	3.88	4.04	4.33	3.67
7-4	3.86	4.37	4.33	4.15	4.21	4.18	4.02	4.23	4.53
7-5	3.80	4.31	3.93	3.95	4.16	4.00	4.00	3.97	4.13
7-6	4.60	4.67	4.67	4.55	4.89	4.62	4.67	4.67	4.72
7-7	4.51	4.65	4.73	4.50	4.84	4.62	4.60	4.53	4.80
7-8	3.60	3.95	4.47	4.18	3.79	3.65	3.81	3.93	4.13
7-9	4.03	4.30	4.33	4.33	4.11	4.12	4.27	4.10	4.20
7-10	4.11	4.40	4.27	4.10	4.21	4.50	4.23	4.30	4.33
7-11	4.31	4.60	4.67	4.45	4.42	4.62	4.50	4.67	4.20
7-12	3.37	3.79	3.87	3.85	3.11	3.71	3.60	3.63	3.80
7-13	4.40	4.47	4.73	4.50	4.32	4.56	4.35	4.63	4.60
7-14	4.20	4.16	3.27	3.90	4.26	4.86	4.23	3.97	3.53
7-15	4.00	4.37	4.13	4.25	4.00	4.24	4.10	4.13	4.60
7-16	4.31	4.51	4.80	4.43	4.47	4.56	4.46	4.33	4.87
7-17	3.77	4.21	4.53	4.15	4.05	4.06	4.10	3.87	4.53
7-18	3.83	3.95	4.47	4.15	3.68	3.97	3.92	3.83	4.53
7-19	3.97	4.30	4.53	4.23	4.16	4.24	4.17	4.17	4.47

8-1	4.51	4.56	4.73	4.63	4.47	4.56	4.56	4.67	4.40
8-2	4.63	4.65	4.73	4.63	4.53	4.76	4.63	4.67	4.73
8-3	3.74	3.77	4.27	4.00	3.37	3.91	3.94	3.53	4.13
8-4	4.20	4.64	4.60	4.38	4.47	4.59	4.46	4.47	4.53
8-5	3.54	3.63	4.40	3.65	3.11	4.15	3.60	3.60	4.33
8-6	4.11	3.72	3.87	3.95	3.58	4.00	3.90	3.83	4.00
8-7	4.11	3.70	3.87	3.95	3.53	4.00	3.88	3.77	4.13
8-8	4.06	4.56	4.07	4.33	4.26	4.26	4.25	4.37	4.27
8-9	4.00	4.30	4.20	4.20	4.32	4.06	4.13	4.17	4.33
8-10	4.20	4.40	4.47	4.28	4.58	4.26	4.44	4.30	4.07
8-11	4.43	4.47	4.47	4.48	4.58	4.35	4.58	4.27	4.40
8-12	4.34	4.30	4.40	4.40	4.37	4.24	4.44	4.27	4.13
8-13	4.34	4.35	4.27	4.35	4.37	4.29	4.44	4.23	4.20
8-14	4.29	4.51	4.47	4.33	4.42	4.53	4.38	4.43	4.53
8-15	3.69	3.91	3.67	3.88	3.68	3.74	3.79	3.70	3.93
8-16	2.91	3.40	3.67	3.40	2.84	3.32	2.92	3.33	4.20
8-17	4.23	4.21	4.00	4.15	4.16	4.24	4.13	4.20	4.33
8-18	3.69	3.74	3.93	3.20	3.84	4.35	3.54	4.00	3.93
8-19	4.40	4.23	4.53	4.38	4.32	4.32	4.31	4.33	4.47
8-20	4.40	4.42	4.53	4.48	4.32	4.44	4.42	4.40	4.53
8-21	4.49	4.42	4.47	4.43	4.47	4.47	4.46	4.43	4.47
8-22	3.69	4.02	3.67	3.88	3.84	3.79	4.06	3.43	3.93
8-23	3.86	3.19	3.93	3.60	3.37	3.62	3.67	3.23	3.87
8-24	4.23	4.47	4.13	4.33	4.37	4.24	4.35	4.17	4.53
8-25	4.34	4.37	4.13	4.35	4.42	4.24	4.38	4.30	4.20
8-26	3.46	3.65	3.00	3.53	3.21	3.56	3.40	3.70	3.27
8-27	4.46	4.51	4.67	4.48	4.42	4.62	4.48	4.50	4.67
8-28	4.34	4.47	4.13	4.25	4.58	4.38	4.42	4.33	4.27
8-29	4.49	4.63	4.53	4.38	4.68	4.71	4.56	4.53	4.60

## APPENDIX F

## Appendix F

### RANK ORDER OF TASKS BY FCI AND SCI SCORES FOR BUSINESS EDUCATION, DISTRIBUTIVE EDUCATION AND DUAL ROLE STATE SUPERVISORS

	Business Education:		Distributive Education:		Dual Role:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
PLANNING AND ORGANIZING:						
1-1. Assisting local educational agencies in designing new facilities.	7	10	37	38	48	43
1-2. Assisting local educational agencies in remodeling existing facilities.	33	40	53	56	78	50
1-3. Planning and organizing the state conference for the vocational student organization.	62	17	57	14	95	100
1-4. Planning and organizing the states participation at the national conference of the vocational student organization.	97	40	110	36	120	113
1-5. Attending staff meetings to plan and organize your activities.	7	17	6	26	8	22
1-6. Developing an annual plan of work for your unit, division, or service.	94	3	91	36	68	2
1-7. Developing a management-by-objective plan for short-range goals.	87	81	79	73	48	13
1-8. Developing a management-by-objective plan for long-range goals.	107	75	113	38	73	13
1-9. Developing objectives for local educational agency's programs.	72	10	116	122	107	126
1-10. Developing performance objectives for your division or services.	80	36	91	66	82	43
1-11. Developing monthly objectives for your program of work.	47	103	72	104	29	85
1-12. Planning and organizing workshops and conferences.	29	7	25	8	22	13

		Business Education:		Distributive Education:		Dual Role:	
		FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
1-13.	Planning program standards of quality for local educational agencies programs.	41	28	65	22	62	38
1-14.	Assisting in planning annual vocational education conferences.	74	23	88	52	103	73
1-15.	Assisting in planning career development activities and materials.	50	69	78	96	53	58
1-16.	Developing standards and guidelines for fundable programs.	57	8	78	2	73	2
1-17.	Serving as the state advisor for the vocational student organization.	5	62	5	38	12	73
1-18.	Planning the three year and five-year plan.	118	95	105	26	112	50
1-19.	Planning budgets for your service.	114	69	91	22	78	58
DEVELOPING PROGRAMS & PERSONNEL							
2-1.	Consulting visits to schools to assist with new or on-going programs.	3	1	7	1	6	1
2-2.	Consulting visits to schools to assist with in-service for program personnel.	11	4	25	5	17	23
2-3.	Assisting with the planning and development of area vocational-technical education centers.	53	51	91	78	86	30
2-4.	Assisting with the planning of programs jointly operated by several school districts.	74	75	100	98	82	73
2-5.	Attending in-service conferences and workshops for vocational education in your discipline.	35	1	49	17	30	2

	Business Education:		Distributive Education:		Dual Role:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
2-6. Attending classes and workshops for your graduate program at a college or university.	99	87	67	85	112	94
2-7. Attending professional development programs in vocational education.	38	13	54	17	59	23
2-8. Developing curriculum and instructional materials.	30	45	55	57	17	13
2-9. Developing in-service programs for local teachers and administrators.	33	28	44	17	48	43
2-10. Developing in-service workshops for state officers of the vocational student organization.	21	62	71	26	86	80
2-11. Conducting workshops for state officers of the vocational student organization.	89	73	96	62	123	94
2-12. Assisting and developing in-service programs for your clerical and secretarial staff	111	103	127	120	107	100
2-13. Developing the program of activities for the state conference of the vocational student organization.	69	90	75	30	95	116
2-14. Developing programs to in-service local chapter advisors of the vocational student organization.	99	87	87	68	86	100
2-15. Developing pilot, demonstrator and exemplary programs.	103	45	99	81	53	50
2-16. Developing programs for disadvantaged students.	80	58	107	89	100	58
2-17. Developing programs for handicapped students.	89	51	118	104	100	58
2-18. Developing district and regional conferences.	80	60	78	85	73	90

## STAFFING:

	Business Education:		Distributive Education:		Dual Role:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
3-1. Making recommendations for hiring new state staff employees.	110	36	100	76	119	73
3-2. Interviewing and hiring state staff employees.	119	48	119	84	123	108
3-3. Assisting local educational agencies in locating qualified and certified vocational staff members.	57	62	29	38	86	85
3-4. Assisting with and hiring clerical and secretarial staff.	103	75	100	62	118	90
3-5. Assisting with locating and hiring administrative staff for your vocational division.	124	116	124	115	128	108

## COMPLIANCE:

4-1. Reviewing reports and forms submitted by local educational agencies.	9	28	16	8	16	38
4-2. Completing reports for your state department of education.	16	40	20	30	8	38
4-3. Completing reports for the U. S. Office of Education.	74	92	79	57	86	90
4-4. Assisting with the development of the state plan for vocation education.	108	45	96	14	62	30
4-5. Conducting and assisting with state plan hearings.	122	122	122	117	120	100
4-6. Preparing and assisting with the annual descriptive report.	115	92	114	62	95	58
4-7. Preparing quarterly reports.	111	124	111	125	82	125
4-8. Assisting with preparing the annual statistical report.	120	103	121	96	86	73

## PUBLIC REALTIONS:

	Business Education:		Distributive Education:		Dual Role:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
5-1. Working with professional organizations.	18	13	14	3	62	8
5-2. Preparing and disseminating newsletters.	41	58	42	30	107	94
5-3. Disseminating materials and information.	6	21	9	8	8	22
5-4. Writing articles for journals and publications.	103	75	91	92	95	108
5-5. Serving as a speaker at cooperative education employer-employee banquets.	89	90	40	78	95	113
5-6. Serving as a speaker for outside agencies.	62	81	61	73	27	62
5-7. Soliciting business and industry support, participation and involvement in vocational education.	49	73	22	38	34	68
5-8. Working with a state level advisory committee for your field.	67	40	49	26	53	38
5-9. Working with commercial publishers and equipment manufacturers.	21	51	57	108	40	122
5-10. Disseminating information about the vocational student organization.	11	60	17	36	17	43
5-11. Developing and disseminating brochures.	72	81	74	92	78	94
5-12. Developing and organizing public relations activities for the vocational student	41	92	46	76	86	94
5-13. Promoting vocational education with groups outside of education.	44	62	24	38	22	22

	Business Education:		Distributive Education:		Dual Role:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
5-14. Developing handbooks and materials for the vocational student organizations.	77	81	84	73	100	90
5-15. Articulating and working with other divisions within the state department of education.	9	23	4	17	6	13
5-16. Serving as a member of the board of directors or executive board of associations.	83	95	52	100	73	73
FINANCING & BUDGETING:						
6-1. Assisting schools in meeting standards to qualify for funding.	16	28	15	8	11	13
6-2. Assisting schools in receiving equipment funding.	27	69	36	52	26	30
6-3. Budgeting funds to meet the annual plan of work.	87	51	100	66	53	50
6-4. Maintaining financial records for the vocational student organization.	20	103	13	92	59	108
6-5. Maintaining financial records for your discipline.	80	117	55	106	68	126
6-6. Developing funding criteria for programs.	62	69	77	49	78	50
6-7. Negotiating contracts with agencies.	121	123	110	119	73	80
6-8. Negotiating proposals.	89	109	67	85	40	43
6-9. Analyzing financial data and reported expenditures.	77	114	61	92	26	62
6-10. Preparing financial expenditure reports	109	121	111	109	30	100
6-11. Preparing budgets and end-of-the year reports.	122	119	120	100	107	68

		Business Education:		Distributive Education:		Dual Role:	
		FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
6-12.	Conducting cost-benefit studies.	129	125	125	126	123	125
6-13.	Auditing budgets and records at the local educational agency.	126	128	128	128	103	128
6-14.	Auditing federal grants to local educational agencies.	125	125	126	127	120	124
6-15.	Auditing construction projects at the local educational agency.	128	129	129	129	129	129
COORDINATING & COMMUNICATING:							
7-1.	Meeting regularly with the teacher educators in your discipline.	32	17	23	5	17	2
7-2.	Sharing information and materials with your teacher educators.	19	8	12	4	15	2
7-3.	Assisting with the placement of undergraduate and graduate teachers.	94	103	37	38	86	94
7-4.	Working closely with agencies outside of the department of education, such as: the state dept. of labor or state employment service.	69	95	34	57	40	43
7-5.	Disseminating information about state or national legislation.	102	100	60	81	53	80
7-6.	Responding to correspondence.	2	6	2	7	2	13
7-7.	Responding to telephone calls.	1	10	1	8	1	8
7-8.	Working with the state board of education.	67	113	49	102	30	30
7-9.	Working with the state advisory council for vocational education.	50	75	63	68	62	43
7-10.	Responding to requests and assignments made by the state superintendent.	21	62	21	52	12	50

		Business Education:		Distributive Education:		Dual Role:	
		FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
7-11.	Responding to requests and assignments made by the state director of vocational education.	4	36	3	18	4	13
7-12.	Preparing reports to other agencies outside of the department of education.	83	120	57	109	40	85
7-13.	Providing feedback from the field to your administrators.	7	23	10	38	3	8
7-14.	Preparing newsletters.	53	51	44	89	102	125
7-15.	Preparing guidelines for the administration of vocational education.	103	81	71	57	48	62
7-16.	Working with colleagues in other units such as: secondary, post-secondary and adult education.	14	36	8	30	5	2
7-17.	Coordinating activities with other agencies outside of education.	50	102	29	81	26	23
7-18.	Coordinating activities with other educational divisions such as: special education, vocational rehabilitation, or higher education.	53	99	31	102	30	30
7-19.	Serving as a consultant to professional teacher associations.	36	87	37	68	38	23
REVIEWING & EVALUATING:							
8-1.	Evaluating programs at the local educational agency's	15	10	18	24	17	8
8-2.	Making recommendations about programs to the local educational agency.	11	4	11	8	14	8
8-3.	Reviewing expenditure reports for vocational funds spent by the local educational agency.	77	103	100	111	68	50

	Business Education:		Distributive Education:		Dual Role:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
8-4. Reviewing follow-up data about students in your discipline.	97	51	75	8	82	22
8-5. Reviewing contracted programs.	101	115	86	117	59	38
8-6. Reviewing programs for disadvantaged students.	60	62	84	113	103	85
8-7. Reviewing programs for handicapped students.	53	62	88	114	03	85
8-8. Evaluating activities and operations of the vocational student organization.	30	73	18	24	48	68
8-9. Reviewing and analyzing pending bills and legislation.	69	81	61	68	40	58
8-10. Reviewing proposals.	37	51	33	52	34	30
8-11. Reviewing applications for new fundable programs.	47	21	42	38	40	30
8-12. Reviewing vocational education facilities.	26	32	25	68	40	38
8-13. Reviewing vocational education equipment at the local site.	21	32	25	62	22	50
8-14. Reviewing manpower and labor market data.	49	40	40	30	38	30
8-15. Conducting research projects.	115	110	115	106	72	100
8-16. Evaluating vocational education administrators.	127	127	122	123	112	100
8-17. Evaluating clerical and secretarial personnel in your office.	62	48	67	81	86	73
8-18. Evaluating professional staff members in your division.	115	110	106	112	112	80
8-19. Evaluating data about new and emerging occupations.	40	23	46	78	24	23
8-20. Reviewing and evaluating guidelines for fundable programs.	62	23	64	50	62	23

	Business Education:		Distributive Education:		Dual Role:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
8-21. Reviewing and evaluating teacher certification standards.	83	13	79	50	112	30
8-22. Reviewing applications for vocational teaching certificates.	49	110	34	98	107	100
8-23. Reviewing courses and programs that are non-approved.	57	95	107	124	53	80
8-24. Reviewing and evaluating teacher education programs.	89	48	88	38	112	62
8-25. Reviewing and evaluating instructional materials.	21	32	32	57	22	62
8-26. Reviewing and evaluating textbooks for adoption.	111	117	107	115	123	128
8-27. Reviewing and updating your job responsibilities.	60	17	67	30	62	13
8-28. Reviewing and updating reporting forms.	94	32	96	38	68	62
8-29. Reviewing and updating the services your division can provide.	38	13	48	14	40	43

## APPENDIX G

## Appendix G

Rank Order of Tasks by FCI and SCI  
One, Two, and Three or more Staff Members

	One		Two		Three or More	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
PLANNING & ORGANIZING:						
1-1. Assisting local educational agencies in designing new facilities.	32	20	28	28	28	28
1-2. Assisting local educational agencies in remodeling existing facilities.	47	27	36	67	46	54
1-3. Planning and organizing the state conference for the vocational student organization.	53	45	61	20	86	38
1-4. Planning and organizing the states participation at the national conference of the vocational student organization.	99	77	96	28	116	54
1-5. Attending staff meetings to plan and organize your activities.	8	38	3	10	5	11
1-6. Developing an annual plan of work for your unit, division, or service.	90	10	96	16	82	3
1-7. Developing a management-by-objective plan for short-range goals.	83	81	73	72	65	26
1-8. Developing a management-by-objective plan for long-range goals.	112	72	102	52	101	18
1-9. Developing objectives for local educational agency's programs.	115	122	80	107	97	14
1-10. Developing performance objectives for your division or services.	99	66	78	45	82	33
1-11. Developing monthly objectives for your program of work.	63	104	57	111	40	93
1-12. Planning and organizing workshops and conferences.	32	20	24	4	19	5

	One		Two		Three or More	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
1-13. Planning program standards of quality for local educational agencies programs.	64	38	40	28	59	15
1-14. Assisting in planning annual vocational education conferences.	90	66	80	10	89	47
1-15. Assisting in planning career development activities and materials.	60	89	63	52	69	79
1-16. Developing standards and guidelines for fundable programs.	74	2	87	10	52	8
1-17. Serving as the state advisor for the vocational student organization.	3	56	10	52	13	54
1-18. Planning the three-year and five-year plan.	113	38	118	77	110	79
1-19. Planning budgets for your service.	110	52	114	91	96	15

## DEVELOPING PROGRAMS &amp; PERSONNEL

2-1. Consulting visits to schools to assist with new or on-going programs.	4	1	7	4	5	1
2-2. Consulting visits to schools to assist with in-service for program personnel.	21	20	22	4	17	2
2-3. Assisting with the planning and development of area vocational-technical education centers.	97	109	87	77	52	38
2-4. Assisting with the planning of programs jointly operated by several school districts.	93	104	80	97	89	58
2-5. Attending in-service conferences and workshops for vocational education in your discipline.	36	4	43	4	35	5

	One		Two		Three or More	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
2-6. Attending classes and workshops for your graduate program at a college or university.	86	69	102	77	77	108
2-7. Attending professional development programs in vocational education.	45	7	40	10	59	33
2-8. Developing curriculum and instructional materials.	29	47	45	45	36	33
2-9. Developing in-service programs for local teachers and administrators.	37	27	38	28	39	26
2-10. Developing in-service workshops for state officers of the vocational student organization.	69	66	63	20	82	58
2-11. Conducting workshops for state officers of the vocational student organization.	105	86	87	67	109	65
2-12. Assisting and developing in-service programs for your clerical and secretarial staff	119	117	123	107	122	14
2-13. Developing the program of activities for the state conference of the vocational student organization.	56	89	80	52	101	79
2-14. Developing programs to in-service local chapter advisors of the vocational student organization.	89	93	96	62	89	86
2-15. Developing pilot, demonstration and exemplary programs.	93	81	102	67	89	38
2-16. Developing programs for disadvantaged students.	99	69	112	87	97	58
2-17. Developing programs for handicapped students.	109	77	112	104	104	59
2-18. Developing district and regional conferences.	97	93	73	77	59	58



STAFFING:		One		Two		Three or More	
		FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
3-1.	Making recommendations for hiring new state staff employees.	117	104	92	52	106	15
3-2.	Interviewing and hiring state staff employees.	124	112	113	77	110	23
3-3.	Assisting local educational agencies in locating qualified and certified vocational staff members.	42	66	38	52	52	58
3-4.	Assisting with and hiring clerical and secretarial staff.	113	72	69	98	110	50
3-5.	Assisting with locating and hiring administrative staff for your vocational division.	127	123	118	107	124	102
COMPLIANCE:							
4-1.	Reviewing reports and forms submitted by local educational agencies.	14	13	9	20	16	26
4-2.	Completing reports for your state department of education.	11	35	24	20	13	45
4-3.	Completing reports for the U. S. Office of Education.	67	72	96	95	86	79
4-4.	Assisting with the development of the state plan for vocational education.	93	20	96	37	103	33
4-5.	Conducting and assisting with state plan hearings.	120	120	125	117	123	119
4-6.	Preparing and assisting with the annual descriptive report.	110	77	112	45	117	83
4-7.	Preparing quarterly reports.	105	125	92	114	120	126
4-8.	Assisting with preparing the annual statistical report.	116	99	121	95	118	94

		One		Two		Three or More	
		FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
PUBLIC RELATIONS:							
5-1.	Working with professional organizations.	18	4	16	20	13	3
5-2.	Preparing and disseminating newsletters.	56	69	45	37	50	54
5-3.	Disseminating materials and information.	9	13	3	20	7	11
5-4.	Writing articles for journals and publications.	103	89	87	62	106	102
5-5.	Serving as a speaker at cooperative education employer-employee banquets.	69	86	63	77	52	101
5-6.	Serving as a speaker for outside agencies.	56	77	57	71	49	65
5-7.	Soliciting business and industry support, participation and involvement in vocational education.	40	56	24	20	23	79
5-8.	Working with a state level advisory committee for your field.	56	30	40	37	63	38
5-9.	Working with commercial publishers and equipment manufacturers.	27	89	49	87	36	111
5-10.	Disseminating information about the vocational student organization.	15	47	10	10	19	70
5-11.	Developing and disseminating brochures.	69	85	71	98	81	86
5-12.	Developing and organizing public relations activities for the vocational student organization.	51	100	45	62	52	89
5-13.	Promoting vocational education with groups outside of education.	32	30	30	67	26	45

	One		Two		Three or More	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
5-14. Developing handbooks and materials for the vocational student organizations.	83	77	73	52	89	94
5-15. Articulating and working with other divisions within the state department of education.	10	13	7	37	4	11
5-16. Serving as a member of the board of directors or executive board of associations.	60	81	57	91	78	14
FINANCING & BUDGETING:						
6-1. Assisting schools in meeting standards to qualify for funding.	15	13	14	10	9	23
6-2. Assisting schools in receiving equipment funding.	27	66	17	28	30	50
6-3. Budgeting funds to meet the annual plan of work.	103	52	63	45	89	65
6-4. Maintaining financial records for the vocational student organization.	19	108	19	77	19	102
6-5. Maintaining financial records for your discipline.	69	115	92	118	44	108
6-6. Developing funding criteria for programs.	74	45	73	87	71	47
6-7. Negotiating contracts with agencies.	117	119	113	123	114	111
6-8. Negotiating proposals.	83	72	57	91	67	99
6-9. Analyzing financial data and reported expenditures.	63	93	69	113	40	83
6-10. Preparing financial expenditure reports.	107	11	115	118	65	111
6-11. Preparing budgets and end-of-the-year reports.	120	110	118	103	118	102

	One		Two		Three or More	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
6-12. Conducting cost-benefit studies	126	126	128	127	127	125
6-13. Auditing budgets and records at the local educational agency.	127	129	127	127	124	127
6-14. Auditing federal grants to local educational agencies.	124	127	124	124	128	128
6-15. Auditing construction projects at the local educational agency.	129	129	129	129	129	129
COORDINATING & COMMUNICATING:						
7-1. Meeting regularly with the teacher educators in your discipline.	19	7	30	8	29	11
7-2. Sharing information and materials with your teacher educators.	15	6	15	3	12	9
7-3. Assisting with the placement of undergraduate and graduate teachers.	78	56	54	67	52	108
7-4. Working closely with agencies outside of the department of education, such as: the state dept. of labor or state employment service.	42	66	63	67	40	79
7-5. Disseminating information about state or national legislation.	74	93	71	74	78	94
7-6. Responding to correspondence.	2	7	2	1	2	18
7-7. Responding to telephone calls.	1	10	1	2	1	18
7-8. Working with the state board of education.	31	56	30	101	108	121
7-9. Working with the state advisory council for vocational education.	51	38	34	77	97	86
7-10. Responding to requests and assignments made by the state superintendent.	24	72	17	67	10	33

	One		Two		Three or More	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
7-11. Responding to requests and assignments made by the state director of vocational education.	5	20	3	37	3	18
7-12. Preparing reports to other agencies outside of the department of education.	49	104	96	121	52	119
7-13. Providing feedback from the field to your administrators.	6	10	6	52	6	26
7-14. Preparing newsletters.	67	100	51	62	50	90
7-15. Preparing guidelines for the administration of vocational education.	78	50	92	91	71	70
7-16. Working with colleagues in other units such as: secondary, post-secondary and adult education.	7	25	12	28	7	26
7-17. Coordinating activities with other agencies outside of education.	35	66	43	87	31	90
7-18. Coordinating activities with other educational divisions such as: special education, vocational rehabilitation, or higher education.	29	66	54	104	40	99
7-19. Serving as a consultant to professional teacher associations.	37	52	49	74	31	70
REVIEWING & EVALUATING:						
8-1. Evaluating programs at the local educational agency's site.	13	2	19	28	17	26
8-2. Making recommendations about programs to the local educational agency.	12	2	13	20	11	5
8-3. Reviewing expenditure reports for vocational funds spent by the local educational agency.	81	86	121	115	71	102

	One		Two		Three or More	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
8-4. Reviewing follow-up data about students in your discipline.	82	30	80	28	89	23
8-5. Reviewing contracted pro-rams.	87	113	111	121	63	83
8-6. Reviewing programs for disadvantaged students.	69	93	111	107	67	94
8-7. Reviewing programs for handicapped students.	78	93	111	111	71	94
8-8. Evaluating activities and operations of the vocational student organization.	23	38	24	62	26	65
8-9. Reviewing and analyzing pending bills and legislation.	62	55	51	52	59	90
8-10. Reviewing proposals.	41	47	28	16	33	65
8-11. Reviewing applications for new fundable programs.	54	13	36	16	36	50
8-12. Reviewing vocational education facilities.	26	27	22	45	25	70
8-13. Reviewing vocational education equipment at the local	25	35	19	45	22	58
8-14. Reviewing manpower and labor market data.	44	38	30	37	46	30
8-15. Conducting research projects.	107	102	115	104	114	117
8-16. Evaluating vocational education administrators.	123	120	125	125	126	124
8-17. Evaluating clerical and secretarial personnel in your office.	60	66	80	74	69	70
8-18. Evaluating professional staff members in your division.	122	124	87	98	97	50
8-19. Evaluating data about new and emerging occupations.	37	30	45	52	98	54
8-20. Reviewing and evaluating guidelines for fundable programs.	49	13	68	52	71	44

	One		Two		Three or More	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
8-21. Reviewing and evaluating teacher certification standards.	96	25	73	28	86	38
8-22. Reviewing applications for vocational teaching certification.	54	102	54	98	44	14
8-23. Reviewing courses and programs that are non-approved.	74	114	102	115	78	122
8-24. Reviewing and evaluating teacher education programs.	99	38	61	45	110	70
8-25. Reviewing and evaluating instructional materials.	21	35	34	37	24	70
8-26. Reviewing and evaluating textbooks for adoption.	90	117	115	118	121	123
8-27. Reviewing and updating your job responsibilities.	45	13	80	37	71	18
8-28. Reviewing and updating reporting forms.	87	50	78	16	104	47
8-29. Reviewing and updating the services your division can provide.	47	30	51	8	34	9

## APPENDIX H

## Appendix H

Rank Order of Tasks by FCI and SCI Scores  
for Service, Service and Function, and Other Organizational  
Patterns of the State Vocational Education Division

	Service		Service and Function:		Other	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
PLANNING & ORGANIZING:						
1-1. Assisting local educational agencies in designing new facilities.	28	14	28	21	51	91
1-2. Assisting local educational agencies in remodeling existing facilities.	47	39	37	42	54	91
1-3. Planning and organizing the state conference for the vocational student organization.	78	31	43	15	82	20
1-4. Planning and organizing the states participation at the national conference of the vocational student organization.	107	40	105	42	114	117
1-5. Attending staff meetings to plan and organize your activities.	7	22	9	2	11	55
1-6. Developing an annual plan of work for your unit, division, or service.	85	6	98	4	89	39
1-7. Developing a management-by-objective plan for short-range goals.	59	76	79	21	98	88
1-8. Developing a management-by-objective plan for long-range	105	63	105	4	110	88
1-9. Developing objectives for local educational agency's programs.	107	120	101	103	98	126
1-10. Developing performance objectives for your division or services.	90	66	88	12	98	64
1-11. Developing monthly objectives for your program of work.	49	110	52	93	67	105
1-12. Planning and organizing workshops and conferences.	29	8	21	2	32	45

	Service:		Service and Function:		Other:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
1-13 Planning program standards of quality for local educational agencies programs.	59	24	47	33	58	27
1-14 Assisting in planning annual vocational education conferences.	8	43	79	42	89	78
1-15. Assisting in planning career development activities and materials.	71	70	67	25	42	78
1-16. Developing standards and guidelines for fundable programs.	68	3	74	4	61	1
1-17. Serving as the state advisor for the vocational student organization.	5	52	6	29	29	109
1-18. Planning the three-year and five-year plan.	116	76	108	35	118	55
1-19. Planning budgets for your service.	110	52	85	35	108	50

## DEVELOPING PROGRAMS &amp; PERSONNEL

2-1. Consulting visits to schools to assist with new or on-going programs.	4	1	6	1	8	1
2-2. Consulting visits to schools to assist with in-service for program personnel.	23	11	21	4	15	9
2-3. Assisting with the planning and development of area vocational-technical education centers.	71	70	94	95	72	64
2-4 Assisting with the planning of programs jointly operated by several school districts.	93	94	98	105	76	20
2-5. Attending in-service conferences and workshops for vocational education in your discipline.	39	2	40	12	32	6

	Service:		Service and Function		Other:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
2-6. Attending classes and workshops for your graduate program at a college or university.	95	91	74	80	89	96
2-7. Attending professional development programs in vocational education.	51	18	52	21	40	14
2-8. Developing curriculum and instructional materials.	31	50	52	35	32	27
2-9. Developing in-service programs for local teachers and administrators.	42	35	30	19	38	39
2-10. Developing in-service workshops for state officers of the vocational student organization.	63	52	67	15	98	112
2-11. Conducting workshops for state officers of the vocational student organization.	99	59	94	57	120	117
2-12. Assisting and developing in-service programs for your	123	113	123	115	105	112
2-13. Developing the program of activities for the state conference of the vocational student organization.	78	70	66	50	89	125
2-14. Developing programs to in-service local chapter advisors of the vocational student organization.	90	63	101	71	82	121
2-15. Developing pilot, demonstration and exemplary programs.	102	59	114	85	46	27
2-16. Developing programs for disadvantaged students.	99	70	114	91	76	27
2-17. Developing programs for handicapped students.	103	82	118	95	89	64
2-18. Developing district and regional conferences.	88	86	74	75	72	64

	Service:		Service and Function:		Other:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
STAFFING:						
3-1. Making recommendations for hiring new state staff employees.	112	82	108	57	114	20
3-2. Interviewing and hiring state staff employees.	120	94	114	71	127	55
3-3. Assisting local educational agencies in locating qualified and certified vocational staff members.	54	57	33	48	46	96
3-4. Assisting with and hiring clerical and secretarial staff.	110	93	88	42	114	78
3-5. Assisting with locating and hiring administrative staff for your vocational division.	124	118	123	50	127	78
COMPLIANCE:						
4-1. Reviewing reports and forms submitted by local educational agencies.	12	18	15	21	20	45
4-2. Completing reports for your state department of education.	16	24	11	42	23	55
4-3. Completing reports for the U.S. Office of Education.	71	84	74	57	98	101
4-4. Assisting with the development of the state plan for vocation education.	99	35	97	21	89	39
4-5. Conducting and assisting with state plan hearings.	122	124	125	112	124	109
4-6. Preparing and assisting with the annual descriptive report.	113	63	112	66	120	101
4-7. Preparing quarterly reports.	103	123	98	125	129	128
4-8. Assisting with preparing the annual statistical report.	114	101	120	80	125	109

		Service:		Service and Function:		Other:	
		FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
PUBLIC RELATIONS:							
5-1.	Working with professional organizations.	17	8	20	15	12	1
5-2.	Preparing and disseminating newsletters.	45	48	43	71	98	64
5-3.	Disseminating materials and information.	11	14	5	29	6	14
5-4.	Writing articles for journals and publications.	6	86	108	105	114	55
5-5.	Serving as a speaker at cooperative education employer-employee banquets.	55	89	70	98	67	91
5-6.	Serving as a speaker for outside agencies.	45	68	60	80	67	64
5-7.	Soliciting business and industry support, participation and involvement in vocational education.	33	68	43	75	15	9
5-8.	Working with a state level advisory committee for your field.	63	24	57	66	38	14
5-9.	Working with commercial publishers and equipment manufacturers.	36	106	30	98	42	64
5-10.	Disseminating information about the vocational student organization.	15	50	15	35	23	55
5-11.	Developing and disseminating brochures.	78	94	67	94	72	64
5-12.	Developing and organizing public relations activities for the vocational student organization	44	94	47	57	84	105
5-13.	Promoting vocational education with groups outside of education.	34	52	37	50	20	14

	Service:		Service and Function:		Other:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
5-14. Developing handbooks and materials for the vocational student organizations.	78	76	70	50	110	116
5-15. Articulating and working with other divisions within the state department of education.	10	24	4	21	3	5
5-16. Serving as a member of the board of directors or executive board of associations.	69	103	47	85	84	105
FINANCING & BUDGETING:						
6-1. Assisting schools in meeting standards to qualify for funding.	20	18	12	29	6	9
6-2. Assisting schools in receiving equipment funding.	28	46	33	91	18	20
6-3. Budgeting funds to meet the annual plan of work.	109	46	64	85	76	45
6-4. Maintaining financial records for the vocational student organization.	21	98	18	85	42	121
6-5. Maintaining financial records for your discipline.	65	113	64	113	63	120
6-6. Developing funding criteria for programs.	95	76	60	35	61	27
6-7. Negotiating contracts with agencies.	119	122	119	123	89	55
6-8. Negotiating proposals.	82	98	57	80	76	78
6-9. Analyzing financial data and reported expenditures.	65	113	33	66	72	64
6-10. Preparing financial expenditure reports.	105	111	101	120	67	101
6-11. Preparing budgets and end-of-the-year reports.	117	106	121	115	122	91

	Service:		Service and Function:		Other:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
6-12. Conducting cost-benefit studies.	127	125	127	127	122	112
6-13. Auditing budgets and records at the local educational agency.	126	127	128	128	108	127
6-14. Auditing federal grants to local educational agencies.	128	127	122	126	114	124
6-15. Auditing construction projects at the local educational agency.	129	129	129	129	125	128
COORDINATING & COMMUNICATING:						
7-1. Meeting regularly with the teacher educators in your discipline.	24	6	26	19	32	14
7-2. Sharing information and materials with your teacher educators.	19	3	13	15	12	6
7-3. Assisting with the placement of undergraduate and graduate teachers.	76	86	52	50	54	112
7-4. Working closely with agencies outside of the department of education, such as: the state department of labor or state employment service.	47	89	60	66	29	27
7-5. Disseminating information about state or national legislation.	85	91	88	98	42	78
7-6. Responding to correspondence.	2	3	2	4	2	9
7-7. Responding to telephone calls.	1	11	1	21	1	6
7-8. Working with the state board of education.	59	108	33	102	51	78
7-9. Working with the state advisory council for vocational education.	56	52	52	85	67	64
7-10. Responding to requests and assignments made by the state superintendent.	22	59	18	57	28	50

	Service:		Service and Function:		Other	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
7-11. Responding to requests and assignments made by the state director of vocational education.	3	21	3	4	9	64
7-12. Preparing reports to other agencies outside of the department of education.	65	116	59	113	58	105
7-13. Providing feedback from the field to your administrators.	9	43	9	12	5	20
7-14. Preparing newsletters.	56	59	114	98	84	117
7-15. Preparing guidelines for the administration of vocational education.	71	76	78	80	84	20
7-16. Working with colleagues in other units such as: secondary, post-secondary and adult education.	14	24	8	50	4	1
7-17. Coordinating activities with other agencies outside of education.	39	76	47	103	15	27
7-18. Coordinating activities with other educational divisions such as: special education, vocational rehabilitation, or higher education.	49	101	43	105	12	27
7-19. Serving as a consultant to professional teacher associations.	39	66	41	75	32	39
REVIEWING & EVALUATING:						
8-1. Evaluating programs at the local educational agency's site.	17	14	17	4	23	45
8-2. Making recommendations about programs to the local educational agency.	13	8	14	4	9	9
8-3. Reviewing expenditure reports for vocational funds spent by the local educational agency.	90	98	105	118	63	78

	Service:		Service and Function:		Other:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
8-4. Reviewing follow-up data about student in your discipline.	82	24	82	33	89	27
8-5. Reviewing contracted programs.	95	116	94	115	54	50
8-6. Reviewing programs for disadvantaged students.	69	103	85	105	76	91
8-7. Reviewing programs for handicapped students.	82	105	79	111	84	78
8-8. Evaluating activities and operations of the vocational student organization.	27	57	24	48	26	55
8-9. Reviewing and analyzing pending bills and legislation.	71	70	47	75	51	50
8-10. Reviewing proposals.						
8-11. Reviewing applications for new fundable programs.	42	13	41	64	58	45
8-12. Reviewing vocational education facilities.	26	32	28	64	26	78
8-13. Reviewing vocational education equipment at the local site.	25	32	25	66	20	64
8-14. Reviewing manpower and labor market data.	51	40	26	35	46	27
8-15. Conducting research projects.	115	109	112	109	98	96
8-16. Evaluating vocational education administrators.	125	126	126	120	106	64
8-17. Evaluating clerical and secretarial personnel in your office	76	70	82	71	40	50
8-18. Evaluating professional staff members in your division.	120	119	85	95	110	96
8-19. Evaluating data about new and emerging occupations.	51	48	37	50	29	39
8-20. Reviewing and evaluating guidelines for fundable programs.	58	35	72	42	46	27

	Service:		Service and Function:		Other:	
	FCI Rank	SCI Rank	FCI Rank	SCI Rank	FCI Rank	SCI Rank
8-21. Reviewing and evaluating teacher certification standards.	93	24	82	35	89	39
8-22. Reviewing applications for vocational teaching certificates.	38	84	72	119	63	96
8-23. Reviewing courses and programs that are non-approved.	85	111	88	124	63	101
8-24. Reviewing and evaluating teacher education programs.	95	43	92	75	110	27
8-25. Reviewing and evaluating instructional materials.	32	40	23	57	18	64
8-26. Reviewing and evaluating textbooks for adoption.	117	121	101	109	118	123
8-27. Reviewing and updating your job responsibilities.	59	22	92	29	32	14
8-28. Reviewing and updating reporting forms.	88	35	108	50	76	55
8-29. Reviewing and updating the services your division can provide.	36	14	60	21	54	20

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