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GROBE, LORETTA L.  
THE ROLE OF MICHIGAN VOCATIONAL TEACHER  
EDUCATORS AS IDENTIFIED BY MICHIGAN  
VOCATIONAL ADMINISTRATORS.

MICHIGAN STATE UNIVERSITY, PH.D., 1979

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THE ROLE OF MICHIGAN VOCATIONAL TEACHER EDUCATORS  
AS IDENTIFIED BY MICHIGAN VOCATIONAL ADMINISTRATORS

By

Loretta L. Grobe

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1979



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## ABSTRACT

### THE ROLE OF MICHIGAN VOCATIONAL TEACHER EDUCATORS AS IDENTIFIED BY MICHIGAN VOCATIONAL ADMINISTRATORS

By

Loretta L. Grobe

#### Statement of the Problem

The problem of this study was to (1) determine whether there is an intelligible expectation among Michigan vocational administrators about the role of Michigan vocational teacher educators (VTEs) who are involved in the professional development of practitioners, and (2) determine whether the position of the administrator influences his/her expectations for those VTEs. An additional intention of the study was to document demographic patterns and profiles of the respondents. The expected contribution of this study was baseline data useful to VTEs in assessing their present role and in planning for their future role in vocational-technical education. Another expected contribution was information that would serve as a catalyst for communication between VTEs and other groups of vocational-technical education personnel.

#### Research Methodology

The population for the study comprised all 211 vocational administrators listed in the Michigan Department of Education, Vocational-

Technical Education Service's 1977-78 Directory of Vocational Administrators. The survey instrument contained 62 role statements which evolved from a review of the literature. It was sent to the entire population and netted a 78 percent usable response.

The percentages of respondents, by group, agreeing that items were appropriate role statements for VTEs were identified. Then the items were rank ordered for the groups, utilizing item mean scores. Factor analysis was conducted to see whether an underlying pattern of relationships existed and to construct initial scales which were further refined on the basis of item correlations, item-scale correlations, and internal consistency reliability.

### Conclusions

Among the conclusions were:

1. No matter whether the respondents were categorized into subpopulations or considered as a whole, the majority agreed that each of the 62 role statements listed on the questionnaire was appropriate for VTEs.
2. A continuum tends to exist among the subpopulations regarding their similarities and dissimilarities with the total group of respondents; most similar were vocational directors; community college deans and the others subgroup; CEPD specialists and shared-time directors; and area center principals.
3. Only one-fifth of the selected vocational administrators have backgrounds in areas other than industrial education or business and/or distributive education.

4. Additional schooling will not be required for the selected vocational administrators unless credential requirements change.

5. There is an intelligible expectation among the administrators about the role of Michigan VTEs: They expect the VTEs to perform a traditional role (as described by the role statements in the questionnaire); however, at the same time, they expect VTEs to place a high priority on their trainer and change agent consultant roles and to some extent on their innovator role. The administrators expect VTEs to de-emphasize their conveyor and consultant roles.

Now that baseline data have been documented relative to expectations for VTEs' traditional role, a major recommendation is that a study should be conducted to identify non-traditional, emerging, or futuristic role expectations for VTEs.

To my fishermen,  
Edward and Kevin

## ACKNOWLEDGMENTS

This research study was possible only because of the insights, cooperation, and contributions of many individuals, foremost among them being my guidance committee members: Dr. Robert Poland, Dr. Norma Bobbitt, Dr. Philip Cusick, and Dr. Rex Ray. Special appreciation goes to Dr. Poland, a trusting, concerned facilitator who served as dissertation director, as well as chairman of the guidance committee. Dr. Norma Bobbitt is especially thanked for sharing her ecological perspective, her genuine interest, and a myriad of professional insights vital to the study. She is also thanked for serving as a role model. Dr. Philip Cusick is especially thanked for his evaluation of the study, and Dr. Rex Ray is especially thanked for his patience in helping define the parameters of the study.

Sue Cooley is to be commended for her patience and expertise (including vocational-technical skills) in transforming the unpolished dissertation into a presentable printed document.

The vocational administrators of Michigan are sincerely thanked for their interest and participation in the study, as demonstrated by a 78 percent usable response.

I am grateful to have been one of Michigan's Education Professions Development Act (EPDA) fellowship recipients, allowing me to study full time one year at Michigan State University, in the EPDA program, co-directed by Dr. Peter Haines and Dr. Rex Ray.

I am also grateful for the one-year EPDA internship which I served within the Michigan Department of Education Vocational-Technical Education Service.

Not to be forgotten are those individuals who, over the years, have served in varying degrees as my mentors and have been instrumental in promoting my career. In chronological sequence, they are: Dr. Charles Clark, Director of Vocational Education, Flint Community Schools; Ralph Wenrich, Professor of Occupational Education, and Director of the Leadership Development Program in Administration of Vocational-Technical Education, The University of Michigan; again, Dr. Norma Bobbitt, Professor of Family Ecology and Assistant Dean, College of Human Ecology, Michigan State University; Dr. Robert Weishan, Director, Office of Career Education, Michigan Department of Education; Dr. John W. Porter, Superintendent of Schools, State of Michigan; and William Weisgerber, Interim Program Supervisor for Monitoring and Compliance, Michigan Department of Education Vocational-Technical Education Service.

The culmination of this study might not have occurred without friends like Barbara Ferguson and Jackie Kunnecke, who traveled the dissertation route before me; parents who have always encouraged me to aim toward high goals; a sister who provided me moral support; my husband, who not only tolerated my study, but encouraged me daily; and finally, my young son, who helped me keep the importance of my study in perspective while he enjoyed his many visits with me to the "earniversity"--especially the "puter center" and the "liberry."

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## CHAPTER I

### THE PROBLEM

#### Introduction: Teacher Education in General; Specifically, Vocational Teacher Education

Educational policy makers currently seem to be questioning, challenging, or ignoring the role of teacher educators in general. Teacher education spokespersons are aware that societal changes such as those relative to population, the job market, the economy, and other factors are changing individuals' perceptions of their role. This awareness has been evidenced at the national level by the maintenance of a major department within the Journal of Teacher Education, entitled "Survival Talk for Educators." Since January 1977, writers for that department have addressed such topics as external degree programs, inservice training, mainstreaming, multicultural and community education, tenure and promotion, accountability, competency-based education, and staff development for university personnel, in an apparent attempt to clarify the role of teacher educators.

Since the passage of the Education Amendments of 1976 (Public Law 94-482), which practically disregarded the role of vocational teacher educators (VTEs), the University Council for Vocational Education was established "to promote the intelligent critiquing of the present issues and potential future issues in vocational education

in a reflective, scholarly manner" (Schaefer & Moss, 1977). (See Appendix E for list of University Council members.) A major purpose of the Council is to "address issues and potential issues so that the publics of vocational education may intelligently think about public policy for vocational education instead of just reacting to public policy for vocational education" (p. iii).

A Michigan group, the Michigan Occupational Teacher Educators Association (MOTEA), is attempting to clarify the linkage or interface of vocational teacher educators with the personnel within the State Department of Education unit with designated responsibility for vocational education. According to that group:

For various reasons, vocational teacher educators of Michigan have felt excluded from or insufficiently involved in the decision-making process as it relates to vocational education personnel development. The voices of vocational teacher educators, individually and collectively, have had little impact over the past several years; and the personnel of the Vocational-Technical Education Service (V-TES) do not appear to have had an understanding of nor an orientation toward the important role and contribution of vocational teacher educators (Michigan Occupational Teacher Educators Association, 1978, p. 1).

Although the MOTEA has developed a position statement, the group has not conducted any primary research to determine VTEs' role expectations, as perceived by either the VTEs themselves or by others.

Personnel within the Michigan Department of Education (MDE) Office of Professional Development drafted the 1978 state plan for professional development, which includes certain professional development activities for teacher educators and/or higher education personnel. Some of its objectives include the creation of linkages

between institutions of higher education and the public schools. No representative of higher education, however, serves on the MDE's Professional Development Council (MDE, State Plan for the Professional Development of School Staffs, 1978, p. 59).

Even though the state plan for professional development suggests the importance of involving institutions of higher education in the professional development process, the state plan for vocational education (Annual and Long-Range State Plan for Vocational Education in Michigan 1978-1982) places little importance on the role of VTEs.

Among the factors influencing the potential impact of teacher educators in Michigan are:

1. "The rate at which public school teachers are terminating is declining, reducing the number of open public school new positions" (Boling, 1975, p. 37). The decline of terminations may partially be attributed to teacher tenure, master contracts, and declining student enrollments. Because fewer new teachers will be acquiring teaching positions, it seems logical to assume that teacher educators will need to focus their primary efforts on inservice for existing staffs rather than on preservice for potential teachers.

2. Although secondary staff members are primarily tenured and fully certificated, many vocational teachers lack the credentials to become either certified or tenured. According to Katz and Nerden (1975), one-third (1,850) of the Michigan vocational education teachers were on annual authorizations (see definition, page 11) during the 1975-76 school year.

Even though VTEs may be aware that vocational-technical educators have certain professional development needs, they may be unable to meet those needs for a variety of reasons, including:

1. Lack of expertise: Most VTEs, in their professional preparation, have specialized in a given content area, be it agriculture, home economics, distributive education, or another specialty; however, inservice activities for practitioners frequently require "across the board" expertise (ability to approach a topic from the various vocational-technical education specialty perspectives). Because of state mandates or local requirements, practitioners may need inservice training on such topics as bilingual education, career education, competency-based education, consumer education, elimination of sex-role stereotyping, energy education, long-range planning, mainstreaming, needs assessment, and program articulation. The VTEs who are knowledgeable about those topics have generally made personal efforts to develop that expertise. In some cases, they (as well as anyone else who has selected to become a "trainer" for a state-supported project) have participated in State Department of Education trainer workshops before they became certified to conduct workshops for practitioners. Therefore, ever-changing needs of practitioners may cause VTEs to lack expertise, at least temporarily.

2. Lack of communication: Communication channels appear to be inadequate for VTEs in Michigan. During the past few years, steps have been taken by the State Department of Education to enhance the communication among VTEs by providing funds for (a) an annual meeting for all VTEs within Michigan institutions of higher education, (b) a

monthly meeting of institutional representatives, and (c) a newsletter for and about VTEs. VTEs, however, probably could also benefit from communication with vocational-technical personnel outside the area of teacher education; for example, mini-internships in business and industry might be beneficial.

Seemingly appropriate would be communication with the vocational-technical administrators. In Michigan, financial assistance is provided through the Vocational-Technical Education Service (V-TES) to ensure that K-12 districts and intermediate school districts have the leadership services needed to administer vocational-technical education at the local level (MDE, V-TES, Administrative Guide for Vocational-Technical Education, Tab VI, Section E, p. 1). The functions of these administrators include program planning, development, and evaluation; instructional management; student service; personnel management; staff development; professional relations and self-development; school/employer/community relations; and facilities and equipment management. Also reimbursed in Michigan are community colleges employing qualifying occupational education administrators, who perform specified duties relative to planning, personnel supervision, finance and budget management, public relations, inter-agency communication, and evaluation.

These administrators select consultants, trainers, and other personnel to meet practitioners' professional development needs, which frequently result from ever-appearing state and federal guidelines and mandates. Therefore, vocational administrators' role expectations for VTEs are critical: If they expect more than

the VTEs can deliver, dissatisfaction results; if they fail to recognize or solicit VTEs' expertise, the talent and time of VTEs are wasted.

Michigan Department of Education professionals and vocational administrators have a well-established communication system. In contrast, VTEs, like other citizens, may request and receive copies of legislation, rules, and regulations, but are generally excluded from the intensive discussions about such legislation that are commonplace within the state agency. Further, they are generally excluded from mailings (usually intended for vocational administrators) through which information and/or directives resulting from such information are distributed. In general, the state agency tends to provide VTEs with only part of the information made available to vocational administrators. The resulting communication gap influences VTEs' and administrators' understanding or misunderstanding of roles and issues.

#### Statement of the Problem

The problem of this study was to (1) determine whether there is an intelligible expectation among Michigan vocational administrators about the role of Michigan vocational teacher educators who are involved in the professional development of practitioners, and (2) determine whether the position of the administrator influences his/her role expectations for those teacher educators. An additional intention of the study was to document demographic patterns and profiles of the respondents.

The following research questions were set forth:

1. What is the rank order of the 62 questionnaire items, for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, Career Education Planning District--CEPD--vocational-technical specialists, area center principals, shared-time directors, and others])?

2. Which tasks, among those identified in the 62 questionnaire items, are ranked within the top 25 percent for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, CEPD vocational-technical specialists, area center principals, shared-time directors, and others])?

3. Which tasks, among those identified in the 62 questionnaire items, are ranked within the bottom 25 percent for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, CEPD vocational-technical specialists, area center principals, shared-time directors, and others])?

4. Is there a difference between the means of the three subscales (research and development, teaching, and service) for the secondary vocational administrators group and the post-secondary vocational administrators group?

5. Which vocational teacher educator (VTE) tasks were cited as being appropriate/inappropriate by the selected vocational administrators?



6. Do the results of a factor analysis support the concepts of research and development, teaching, and service, or does it determine other central concepts which constitute the selected vocational administrators' expectation for the role of vocational teacher educators (VTEs)?

7. What is the demographic profile of the population; and what demographic patterns emerged through data analysis?

8. Does the population feel that any VTEs' tasks have been overlooked? If so, which ones?

9. What suggestions, if any, does the population have for enabling VTEs to perform a service function?

The study was designed to be descriptive in nature. An attempt was made to identify and report the patterns and profiles that emerged through data analysis.

#### Need for the Study

Many educational leaders have written articles and books addressing the need for teacher educators to define or redefine their role. Parks and Hull (1976) stated,

It has been common practice for teacher education institutions to play a major role in the training of vocational education personnel. . . . Teacher education programs should, however, become more adept at anticipating professional development needs of teachers and others who cannot always comply with traditional modes of delivery. . . . Teacher education institutions should make known their strategies for fulfilling their role in the personnel development process, and should relate their plans to the cooperatively developed state plan. . . . Another dimension that institutions must address themselves to is the process of self-renewal--that process which allows institutions to stay abreast of the rapidly changing technology and social movements. Efforts to keep up to date have implications not only for planning and conducting inservice programs, but for the professional growth of the personnel development staff (pp. 53-54).

Recently, an entire issue of the Journal of Teacher Education (March-April 1977) was devoted to the topic of lifelong learning for professionals. Several of the articles in that issue also addressed the need for teacher educators to define, redefine, and/or change their role.

In keeping with the current emphasis upon professional development in Michigan, it seems that the time has come to identify the role of Michigan VTEs who are involved in the professional development of practitioners. Such role identification would have been even more timely during the formulation of the state professional development plan; however, it still is not too late, because the plan will be revised annually.

#### Significance of the Study

This descriptive study will provide baseline data useful to VTEs in assessing their present role and in planning for their future contribution to vocational-technical education. Another purpose for this study was to provide information that would serve as a catalyst for communication between VTEs and other groups of vocational-technical education personnel such as state agency professionals, local administrators, support personnel, and classroom teachers.

#### Basic Assumptions of the Study

Several assumptions were inherent in this study, including that the vocational administrators selected for the study:

1. have planned professional development activities for practitioners.

2. have expectations for the role of VTEs.
3. have had contact with many of the VTEs who are involved in the professional development of practitioners.
4. have interacted "across the board" in vocational education.

Another assumption was that the survey instrument (1) lists the important role components of VTEs who are involved in the professional development of practitioners and (2) includes accurate categories of items (i.e., items 1-16 are research and development role statements, items 17-34 are teaching role statements, and items 35-62 are service role statements).

#### Delimitation of the Study

The following was a delimitation of the study: The research was designed to determine whether there is an intelligible role expectation for Michigan VTEs who are involved in the professional development of practitioners, only as identified by selected vocational administrators.

#### Limitations of the Study

A major limitation of the study is that the survey items evolved from a review of the literature. The items, therefore, reflect traditional role expectations rather than nontraditional, emerging, or futuristic role expectations for VTEs. A further limitation was that the ability of the respondents to make judgments about the role of VTEs was not assessed.

Another limitation related to the theoretical aspect of the linker role (Havelock, 1971), as described in Chapter II of this dissertation. The study was limited to the linking role of VTEs relative to their role in the professional development of practitioners, who are field based. However, complete separation of VTE roles at the preservice and inservice levels is improbable, as one level most likely influences the other.

An additional limitation of the study was the time parameter of the study, which was conducted between April 22 and June 6, 1978. Even though 78.2 percent responded, those responses only represent opinions held during that period of time.

#### Definition of Terms

The following terms are defined in the context in which they are used in this study.

Across the board: An expression used by vocational educators to indicate interaction with individuals from all the specialty areas within vocational education.

#### Annual authorization:

A legal power issued to a school district for candidates who have not met the standards outlined for a temporary vocational authorization or a vocational endorsement to their regular teaching certificate. The purpose of this authorization is to provide school districts with experienced individuals to instruct in an occupational area where fully certified vocational teachers are in short supply . . . vocationally approved trade and industrial or health occupation courses in grade 9 to 12 (MDE, Facts About Michigan Vocational Teacher Certification, 1977, p. 2).

Inservice Education: "An on-going, flexible, needs-responsive, emerging program [for the professional development of educators]

designed by multirole groups to improve each person's job competency" (Goddu, 1977, p. 7).

Practitioners: Individuals who are employed at the secondary or post-secondary level and are responsible for delivering instruction or instructional services to students in the vocational-technical areas, i.e., agriculture, distributive education, health occupations, home economics, business and/or office, technical, and trade and industrial.

Preservice: "A level of preparation which emphasizes generic kinds of knowledge and skills seen as providing a foundation for successful teaching in a specific setting and with particular student characteristics and needs" (Denemark, 1977, p. 7).

Professional development: Similar to inservice education. "A planned and organized effort to provide teachers and other educational workers with knowledge and skills to facilitate improved student learning and performance and to meet additional developmental needs of students" (MDE, State Plan for the Professional Development of School Staffs, 1978, p. 3).

Professional development center: "A center to improve job-related skills and knowledge of teachers, administrators, and other school support staff" (MDE, State Plan for the Professional Development of School Staffs, 1978, p. 5).

Professional development advisory council:

A council made up of classroom teachers, citizens, local boards of education, school administrators, intermediate school district staff, staff from teacher preparation institution(s) and nonpublic schools. Such a council, with 50

percent teacher membership, identifies, on a regional basis, areas of need for professional development activities, possible resources to meet those needs, and assists in planning and coordination to improve regional professional development services. In those areas of the state where a professional development center has been funded for operation, such an advisory council may also provide input to the center board relative to professional development needs and center programs (MDE, State Plan for the Professional Development of School Staffs, 1978, p. 6).

Role: "A set of expected behaviors for an individual in a given situation or position" (Blucas, 1977, p. 11).

Prescribed role: A role that is external to the individual to whom it applies (Thibaut, 1959, p. 144).

Role conflict: "A sociological term which describes a situation in which a focal person is confronted with incompatible expectations" (Carroll, 1976).

Subjective role: A role that is perceived by the individual and is recognized as applying to his/her behavior (Thibaut, 1959, p. 144).

School staff: "All personnel employed by a school system who are responsible for delivering instructional support services to students" (MDE, State Plan for the Professional Development of School Staffs, 1978, p. 5).

Vocational Administrators: All individuals listed in the 1977-78 Directory of Vocational Administrators, published by the Michigan Department of Education, Vocational-Technical Education Service. Included in the listing are individuals with the following titles:

Community college deans: The administrators who typically plan, promote, organize, coordinate, supervise personnel, evaluate, and give general direction to a comprehensive program of occupational education (MDE, V-TES, Administrative Guide for Vocational-Technical Education).

Vocational directors: Administrators in school districts with a minimum of 3,000 students in grades 9-12, inclusive, or 800 students in reimbursed vocational programs including home economics (MDE, V-TES, Administrative Guide for Vocational-Technical Education).

CEPD vocational-technical specialists: Individuals responsible for coordinating secondary vocational education long-range planning in the Career Education Planning District (CEPD); they are also responsible for placement and follow-up of vocational education graduates (MDE, V-TES, Administrative Guide for Vocational-Technical Education).

Area center principals: Administrators of centrally located facilities designed and equipped to provide vocational education programs for two or more schools (Shaw, 1977, p. 1).

Shared-time directors of vocational education: Administrators who serve two or more districts with a minimum student enrollment of 2,500 in grades 9-12, inclusive, or 600 students in reimbursed vocational programs (MDE, V-TES, Administrative Guide for Vocational-Technical Education).

Other: Vocational administrators serving in two or more secondary vocational administrator positions (i.e., vocational director, CEPD vocational-technical specialist, area center principal, shared-time director) simultaneously.

Vocational education: "Means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree" (Federal Register, October 3, 1977, p. 53865).

Vocational teacher educators (VTEs): Individuals employed at four-year colleges and universities, who contribute to the professional development of vocational-technical education personnel (practitioners) at the secondary and post-secondary levels.



## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction: Role--Clarification of Concept

A search of the literature, involving DATRIX, ERIC, and an extensive hand search, produced neither a role definition for teacher educators in general, nor one for vocational teacher educators (VTEs) specifically. The literature review did, however, indicate that many individuals and/or groups are interested in promoting inservice education or professional development plans for teacher educators, as well as for college faculty in general. The search revealed that few studies have been conducted to determine either (1) the teacher educator's subjective role (perceived by teacher educators to be their role) or (2) the teacher educator's prescribed role (role expectations by other individuals or groups for teacher educators). No studies were found that addressed the role of VTEs, per se. Brookover (1975) noted the lack of such research: ". . . There have been few studies validly conducted, which describe the public or private school teacher at any level in any nation" (p. 210). He went on to say that, for the most part, even those studies that have been conducted are quickly outdated because of the rapidly changing society.

Thibaut (1959) defined "role," which is the central concept of the present study, as follows:

Roles consist of clusters of norms providing for a division of labor or specialization of functions among the members of a group. A person is said to occupy a particular role, when in relation to some special social or task area, the norms applicable to his behavior are different from those applicable to his partner (or in larger groups, those applicable to at least some of his colleagues). The organization of norms into roles is to be evaluated in terms of how well the individual is able to reconcile the demands of the different roles he occupies and whether his role-specified behaviors interfere with or facilitate his partner's role performances (p. 146).

Homans (1950) set forth the following definition of norms, which cluster to form roles:

A norm, then, is an idea in the minds of the members of a group, an idea that can be put in the form of a statement specifying what the members or other men should do, ought to do, are expected to do, under given circumstances (p. 123).

Havelock (1971) discussed specialized knowledge linking roles:

Any detailed consideration of the dissemination and utilization of knowledge must sooner or later focus on the question of linking roles. Who sees to it that knowledge gets to the user? Who is charged with the responsibility of retrieving basic or applied knowledge, deriving practical implications from it, and distributing it to people who need and can use it? (p. 7-1).

He defined the knowledge gap as the situation for which linkage is required, and illustrated the linker role through the use of an example explaining that research and practice "represent two social systems each defined and identified by its own set of rules, values, languages and communication patterns" (p. 7-1). According to Havelock, "the linking role argument is that this gap can be bridged effectively if additional persons or groups are interposed between the two systems" (p. 7-1). He used the following diagram to illustrate the linker role:



### Filling the Knowledge Gap

Havelock proceeded to relate a typology of linking roles, which included: conveyor, consultant, trainer, leader, innovator, defender, knowledge-builders as linkers, practitioner as linker, and the user as linker. He identified the following functions for each of the linking roles:

Conveyor: To transfer knowledge from producers to users.

Consultant: To assist users in identification of problems and resources, to assist in linkage to appropriate resources; to assist in adaptation to use: facilitator, objective observer, process analyst.

Trainer: To transfer by instilling in the user an understanding of an entire area of knowledge or practice.

Leader: To effect linkage through power or influence in one's own group, to transfer by example or direction.

Innovator: To transfer by initiating diffusion in the user system.

Defender: To sensitize the user to the pitfalls of innovations; to mobilize public opinion, public selectivity, and public demand for adequate applications of scientific knowledge.

Knowledge-builders as linkers: To transfer through gate-keeping for the knowledge storehouse and through defining the goals

of knowledge utilization; to transfer through maintenance of a dual orientation--scientific soundness and usefulness.

Practitioner as linker: To transfer to clients and consumers through practices and services that incorporate the latest scientific knowledge.

The user as linker: To link by taking initiative on one's own behalf to seek out scientific knowledge and derive useful learnings therefrom (p. 7-4).

#### The Need to Clarify the Role of Higher Education Faculty, Including Teacher Educators

As previously implied in this chapter, a paucity of literature exists relative to the role of VTEs. However, since VTEs are faculty members of higher education institutions, the following information has been included.

In response to a plea by managers within institutions of higher education, the National Center for Higher Education Management Systems at Western Interstate Commission for Higher Education developed the Faculty Activity Analysis (Manning & Romney, 1973) to describe a standard methodology to categorize faculty activities, to show the distribution of faculty effort among the programs of an institution, and to describe how faculty activity data could be used to support costing, budgeting, and long-range planning. The Faculty Activity Analysis addresses the state of the art by requesting faculty members to provide information about the activities in which they engage. The quality of the analysis depends somewhat upon the accuracy of the responding faculty member.

Although the National Center for Higher Education Management Systems has adopted a highly sophisticated approach, which is capable of eliciting data useful in discussing, clarifying, and evaluating the role of faculty members, many individuals (possibly caught up in the "publish or perish" syndrome) are penning their beliefs about the role of college faculty in general. Frequently, when the role of college faculty is discussed in journal articles, only the traditional classroom responsibilities are reviewed, as exemplified by Maslowski's (1976) article:

To be effective, the college teacher must not stumble into the most deadly trap that can befall a member of his profession, the belief that his principal responsibility is to dispense information (p. 125).

Maslowski went on to say that to be effective the college teacher must, with wisdom and foresight, plan the objectives of the course and establish practical goals, motivate students, be enthusiastic, use a variety of ways to provide meaningful information, and evaluate the effectiveness of his teaching.

The following prose selection by Graves (1976) also referred to traditional teaching and indicated the need for role clarification:

#### MASTERS AND SCHOLARS

The first strategy for a real academic revolution is to make your professor believe that both you and he are learners together. As things now stand, your professor is likely to be under the impression that he must teach and you must learn what he teaches you. You should not judge your professor too harshly on this point. He is playing a role which has been handed down for generations, and when you get right down to it, your role as the one who is taught is an inheritance of venerable age as well. Here is a very old and very bad habit, difficult to kick. In truth, nevertheless, all of us are learners or ought to be, no matter our titles or ages, and all of our intellects are better developed in a company of

learners, rather than in a community segregated into levels of teachers and pupils. Students must stop being mere sponges, and professors must stop lading out facts, figures, and myriad conceptions for sponges to absorb (p. 5).

In his discussion of role conflict, Carroll (1976) stated that individual professors often struggle between the expectations of students on the one hand and the university administration or their profession on the other. He said that role conflict may result in decision-making difficulty or withdrawal from or avoidance of those who are seen as creating the conflict. Even though he acknowledged that role conflict in complex educational institutions is almost inevitable, Carroll suggested a plan for alleviating part of it. He wrote:

. . . Educational administrators must arrive at some consensus as to the purposes of the institution of higher learning in our society. Once these objectives are clearly defined and agreed upon, policies may be developed which will give more specific direction to the organizational efforts (p. 246).

According to Carroll, the degree to which emphasis should be given to research versus instruction or to graduate versus undergraduate instruction is a primary conflict issue. He stated that the vital link to success in any organization is communication, and that one of the coping tactics of people who are experiencing role conflict is reducing communication.

#### The Need to Clarify the Role of Teacher Educators in General

It is no secret that the National Education Association (NEA) is interested in the role of teacher educators. An NEA publication, Teachers Can Change Teacher Education (1976), had as its purpose "to

provide members of the NEA with background information about accreditation and certification so that they can take appropriate action to change teacher education" (p. iii). In that same publication (p. 42), the NEA's position on teacher education is presented in Resolution 75-33. Among other things, that resolution urges NEA affiliates to "critically assess current college and university programs of teacher education and make specific recommendations for changes." The Michigan Education Association basically adheres to the NEA resolution, and has supported a teacher licensure bill (House Bill 4242), which was introduced March 3, 1977. An opposing bill (House Bill 5109), advanced by the Michigan Association of School Boards, was introduced June 29, 1977. Several public hearings were held on both bills, and both bills died in the House Education Committee at the end of 1978. According to testimony presented by Dan Austin (1978), MEA professional development consultant, "The practicing classroom teacher is really shut out of the process of setting standards of practice and admission into teaching; this is a key issue" (Michigan Education Association, 1977, p. 3). Austin was particularly concerned with the fact that each of the 33 Michigan teacher preparation institutions has its own teacher certification program. (Teachers' credits often do not transfer from one institution to another.)

Ellner (1976) developed a profile of California teacher educators who were defined as full-time faculty, occupied at least 50 percent of the time with elementary and/or secondary teacher preparation. She then compared the profile with the Ladd-Lipset survey, a

national college faculty study (reported in the Chronicle of Higher Education, beginning with the September 15, 1975, issue).

According to Ellner, California teacher educators are predominantly Caucasian males in their middle years, and are tenured. Many received their own education totally in California colleges, and few have taught at other collegiate institutions. Most of them work longer than a 40-hour week and spend approximately one-third of their time in teaching and class preparation. More than half of these educators have not published in the last five years, although more than two-thirds are at the associate professor level or above. Less than one-sixth of their time is spent in scholarly reading.

In California, women are in the minority as teacher educators, and also a larger proportion of women are on nontenured tracks than are men. They represent a smaller percentage of the population than women normally occupy in "women's fields" nationally. Women teacher educators work more hours per week and publish less than do men.

Ellner found that, in California, teacher educators read a variety of professional magazines. Specifically, the percentages who read each publication are as follows: Phi Delta Kappan--47 percent, AERA Journal--18 percent, Psychology Today--17 percent, Learning--17 percent, Reading Teacher--15 percent, Language Arts--14 percent, Instructor--12 percent, Educational Leadership--10 percent, Review of Educational Research--9 percent, and Harvard Educational Review--6 percent.

Ellner concluded: (1) the relationship between publication and promotion must be reexamined, (2) ways must be found to diversify



the pool of teacher educators (racial and ethnic minorities, women), and (3) no common body of knowledge exists through reading.

In his presentation at the 1977 Annual Meeting for Teacher Education, David L. Clark (Professor of Education, Indiana University at Bloomington) made eight predictions concerning the next five to seven years for schools, colleges, and departments of education (SCDEs).

They are:

1. There will be a decrement in real funds available in SCDEs to support the range of basic functions assigned to such units;
2. Enrollment in teacher education programs will continue to decline and funds to support the instruction functions of SCDEs will also decline;
3. Fiscal support for knowledge production activities or research and development in SCDEs will decline;
4. Fiscal support of SCDE involvement in knowledge utilization activities will increase;
5. Program quality in SCDEs will decline;
6. Current perceptions held by some clients and policy makers that SCDEs are not performing adequately in either teacher education and/or knowledge utilization programs will increase;
7. There will be a loss of autonomy for SCDEs in program development, operation, and evaluation; and
8. Changes in the form and structure of teacher education will be more likely than changes in its substance.

In recent years, competency-based teacher education (CBTE), synonymous with performance-based teacher education), has received considerable acclaim. Roth (1976) conducted a study on CBTE and concluded that

Statements about CBTE in general or comparisons of the CBTE approach with other approaches cannot be made in the absence of a generally accepted definition of CBTE and a number of operational programs whose design is consistent with such a definition (p. 403).

Few doctoral candidates, including Cain, Maddox, Dabney, Horton, McCollough, and Wilkerson, have addressed the role of teacher

educators, per se; in most studies, teacher educators are included as part of the college faculty. Based on a 28 percent return from 2,500 randomly selected college teachers in the eastern half of the United States, Cain (1977) attempted to develop a description of the role of the teacher in higher education. He found that 89 to 98 percent of the 815 respondents endorsed the 123 role statements in the survey instrument, which were categorized as follows: director of learning, counselor and advisor, mediator of the culture, link with the public, member of the faculty, member of the teaching profession, and member of an academic discipline. Maddox (1977) employed the same instrument Cain used (which was developed by Deever [1974]) to survey college teachers in the western half of the United States. He, too, found more than 80 percent endorsement for each of the 123 items.

Dabney (1975) conducted a study to identify and describe empirically the role conflicts of faculty members in eight small, predominantly black, Methodist-related colleges. She determined role behavior norms by calculating a score for each respondent on subscales for research, teaching, and professional service. The researcher concluded that there was evidence of a limited discrepancy between role behaviors and role prescriptions, and that the individuals who showed significantly different behaviors were probably those who were subject to role conflict. She further concluded that changing roles and demands of students were factors contributing to the need for role redefinition.

Horton (1976) studied instructional role concepts and found that instructors among divisions within a university idealized

significantly different roles, and that students varied in their role ideals from level to level and division to division. She also found that male and female students idealized different role concepts, but such a difference did not exist between male and female instructors.

McCollough (1970) conducted a follow-up study of the teacher education program at Fort Lewis College, Durango, Colorado, to obtain information concerning that program's effectiveness. He found that although the majority of the respondents considered their professional preparation at the college to be valuable, nearly 80 percent considered their inservice training the most important factor in making them effective teachers.

According to Wilkerson (1977), knowledge about the behaviors and attitudes of academicians takes on educational and practical importance as higher education is threatened from without and within by changes in financial support, societal demands, and student populations. From her study, she concluded that educators' failure to assess their own strengths as teachers or to consider goals for student learning other than an increase in knowledge also limits their active involvement with teaching and teaching-improvement activities offered through faculty development programs on campus.

Martin Essex (1973), the recently retired Superintendent of Public Instruction in Ohio, said that either the state department of education or the universities must develop divisions that are devoted exclusively to year-round development of the instructional materials for inservice learning. He advised that professors "take some turns around the track" of their specialty fields (pp. 311-12).

Recently, an entire issue of the Journal of Teacher Education was devoted to the topic of lifelong learning for professionals. Several of the articles in that publication also addressed the need for teacher educators to define, redefine, and/or change their role. In that journal, Roy Edelfelt (1977), a professional associate for instruction and professional development, National Education Association, predicted:

The shift away from schools of education in inservice education will not be abrupt. It will be gradual and often subtle, but little by little it will be evident that the college and university as an institution is not in the mainstream of inservice education for K-12 personnel. Individual professors will be (they are now) picked off as private consultants, other agencies will contract for specific service to use higher education resources, but in none of these approaches will higher education be a partner (p. 14).

As long ago as 1967, Jordan's report on the task force meeting on task analysis and role definitions recommended reform of pre- and inservice teacher education and reeducation of teacher educators.

#### The Need to Clarify the Role of Vocational Teacher Educators

Schaefer and Moss (1977), writing for the newly formed University Council for Vocational Education, presented the following view regarding maximization of contributions to the field:

The vocational education programs in the institutions making up the University Council for Vocational Education\* are committed to achieving excellence in at least three functions:  
(1) Disciplined Inquiry . . . A primary function of university-based programs of vocational education is . . . to generate new ideas and to identify, interpret, and organize the ideas of

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\*See Appendix E for a list of universities comprising the University Council for Vocational Education.

scholars from other fields that lead to the improvement of practice in vocational education . . . the scope and purposes of vocational education . . . should be reexamined, a coherent body of theory should be formulated, policy alternatives should be studied, and efficient techniques and products developed and disseminated. (2) Personnel Development . . . should include leadership programs . . . which develop a careful blend of abilities now required by the field, those that are likely to be needed in the future, and those that should be possessed if the field is to change in desired directions; and teacher education programs of high quality which include . . . self-renewal and rejuvenation of those who make up the profession. (3) Service activities such as consultation, field studies, organizational service and dissemination should be used as a means to bridge the gap between the knowledge base and professional practice in the field (pp. 3-6).

As a result of their assessment of preservice vocational teacher education in Mississippi, Handley and Shill (1973) recommended an increase in preservice experience in "actual" school situations, the team-teaching approach, standardized testing, guidance-related tasks, budget planning, preparing reports, student disciplinary actions, use of media, research studies, working with youth organizations, and program coordination.

In his book, Angelo Gilli (1976) stated his beliefs concerning the dilemma of teacher educators. He said that two basic philosophies about teacher training exist:

1. Those who espouse an anti-teacher-training philosophy say that anyone with a reasonable amount of intelligence and competence in his/her subject matter can automatically teach; i.e., little or no training of teachers is necessary.

2. The other group believes that the curriculum in American education requires considerable variation and flexibility because of the students' diverse backgrounds, motivations, and needs. Teachers

must be trained to perform the different, complex, and dynamic tasks involved. Hence there is a great need for professionally trained teachers (p. 108).

Gilli went on to write that universities have attempted to combine the two philosophies by designing teacher education programs that stress both academic competency and professional teacher preparation. He explained that an additional element of vocational teachers' training is the requirement that they have occupational experience; this requirement is more complicated than those for nonvocational teachers. He commented,

Furthermore, the demand for previous work experience virtually ensures the drawing of teachers from the ranks of the upper lower and lower middle classes only, and precludes the entrance of more intellectually oriented individuals into the profession of vocational teaching. This severe narrowing of the source of vocational teachers may have some deleterious effects upon vocational education in general (p. 109).

Further, the author stated that

Faculty members teaching vocational programs hold the least desirable teaching positions in the university, of course. This fact must be obvious to them, and the perceived reduced prestige must certainly generate some difficulties, both within themselves and in their relationships with other faculty. . . . The vocational faculty member is essentially a different breed of instructor from the theoretically oriented university professor. He is a member of the teaching faculty and not a scholar in a true sense (pp. 201-202).

Gilli had little tolerance for the CBTE movement. He wrote:

The headlong rush into CBVTE should be stopped. Vocational educators should consider this movement in a professional and research-based manner. Otherwise the traditional vocational teacher education mode may be replaced with a system that will be politicized and deprofessionalized, and CBTE will become yet another bygone fad whose adverse effects remain to haunt the profession for some time (p. 268).

In his description of VTEs and their role, Rupert Evans (1971) characterized them as being experienced vocational teachers or administrators, usually having done advanced graduate work in the field. He said they are employed by universities or state departments of vocational education to conduct preservice and inservice teacher education programs, to develop curriculum materials and tests, to operate experimental programs, and to conduct research (p. 241).

C. J. Cotrell (1973) said that the demands for new teacher education curricula to cope with the changing structure within vocational and technical education led to the research and development project, "Model Curricula for Vocational and Technical Teacher Education," which was designed to develop, implement, and test curricula for the preparation and inservice education of all types of vocational and technical teachers. The foundation of the project was performance-based teacher education (PBTE), which requires teacher educators to state performance objectives. According to Cotrell, such objectives require three major components: (1) a statement identifying the desired activity, (2) a statement of the conditions under which the activity is to be experienced, and (3) a statement of the criteria to be used in measuring achievement of the objective (p. 344). The project produced 100 PBTE modules for the following 10 categories: program planning, development, and evaluation; instructional planning; instructional execution; instructional evaluation; instructional management; guidance; school-community relations; student vocational organization; professional role and development; and coordination (Ohio State University, 1975).

Thirty persons holding policy-making positions and representing all levels of vocational education (six each from five states-- Washington, California, Texas, Ohio, and Georgia) formed the participant group for a project that had as one of its outcomes the publication Policy-Making for Vocational Education (Barlow, 1975). That work includes a list of statements identifying statewide personnel policies for instructors, coordinators, supervisors, directors, teacher educators, and other vocational educators with similar titles. Following is a list of those policies:

- All instructional, supervisory, administrative, and teacher education personnel in vocational education at the state and local levels shall meet minimum professional standards which are set and periodically reviewed and updated by an appropriate state agency.
- All vocational education personnel (instructional, supervisory, administrative and teacher training) shall:
  - a. Be competent vocational teachers;
  - b. Be occupationally proficient in their field of instruction or supervision; and
  - c. Possess actual work experience beyond the learning period in their field of instruction or supervision.
- The state shall support development and implementation of preservice and inservice education in the principles and practices of vocational education for persons with administrative responsibilities in general education.
- The state shall maintain adequate programs of preservice and inservice education for vocational education instructional, supervisory, administrative, teacher training, and support personnel.
- The development of instructional competencies and the maintenance and improvement of occupational skills shall be the shared responsibility of the individual, the local educational agency, the state and the teacher training institutions.
- Appropriate consideration in the form of salary and fringe benefits shall be given to vocational education personnel based on their demonstrated occupational competence as well as professional preparation and years of service.



- Periodic evaluation of vocational education personnel shall be conducted by the employing state or local agency or institution.
- Recruitment, selection, employment and advancement of vocational education personnel shall be consistent with current affirmative action policies.
- The state shall require all vocational education personnel, including teachers, supervisors, administrators, and teacher educators, to have individualized plans of personal professional development that will be revised as needed.
- The state shall provide adequate program and support services for orienting new personnel at all levels of the vocational education system (pp. 110-11).

The suggested policies, if implemented, could greatly influence the role of VTEs, as well as other vocational education personnel, throughout the state.

#### The Need to Clarify the Role of VTEs in Michigan Educational Systems

The working draft of the state plan for professional development includes a response to classroom teachers' concern that graduate courses, local staff-training activities, and categorically funded programs were not meeting locally identified teacher needs. That draft also stated that the Michigan Board of Education, in May 1976, recommended the creation of voluntary regional advisory councils on professional development to perform three essential functions:

(1) to determine perceived professional development needs of school staffs, (2) to serve as regional networks for funneling information to help school staffs improve service, and (3) to plan and coordinate regional professional development activities (Michigan Department of Education, State Plan for the Professional Development of School Staffs--Working Draft, 1978).

Formulators of the plan estimated that 20 Professional Development Centers are needed to provide service to all Michigan educators (p. 15). Three such centers already are operating:

- (1) the Detroit Center for Professional Growth and Development,
- (2) Region 12--Kalamazoo, and (3) the Kent center.

To date, the role of VTEs relative to the professional development of individuals on school staffs has not been identified. According to the latest State Plan for Vocational Education--1978-82 (MDE, 1977), the role of Michigan four-year colleges and universities is as follows:

[Four-year institutions] may be designated by the State Board of Education to offer area vocational-technical education programs at the postsecondary level in areas where community college districts do not exist.

Four-year collegiate institutions may provide upper division instruction which complements vocational-technical education programs. Upper division articulation should be provided with community college programs to permit students to continue their educational preparation with maximum recognition of course work completed at the community college (p. 2).

The State Plan for Vocational Education enumerates the administrative provisions of teacher training and public teacher education institutions designated by the Department of Education:

#### Teacher Training:

Teacher training may be provided by the Michigan Department of Education through conferences, meetings, inservice and other preservice training activities. Such activities may also be contracted by the Department to approved public and nonpublic institutions.

#### Public Teacher Education Institutions Designated by the Department of Education:

Such training shall include both preservice and inservice training for teachers, supervisors, directors, administrators, counselors and others. Public teacher education institutions

shall be approved by the State Board of Education to conduct vocational teacher education programs.

. . . Approved institutions shall maintain standards and requirements necessary for preparation of vocational teachers and administrative personnel (p. 14).

The policies and procedures for vocational education personnel development are discussed in the state plan in a rather confusing, if not contradictory, manner:

All vocational education personnel development at the preservice level shall be performed by cooperating institutions of higher education. . . . Vocational education personnel development activities may be provided by the Michigan Department of Education or contracted by the MDE to accredited public and non-public institutions, local education agencies and industry for inservice or preservice training of individuals preparing for or working directly or indirectly with vocational education (p. 40). (Emphasis mine.)

As illustrated by the preceding quotation, the State Plan for Vocational Education does not present a clear picture of the role of VTEs.

In a similar manner, Michigan's funding patterns may create confused role expectations. The following historical account provides a basis for reviewing the change in funding patterns for VTEs:

Teacher education programs in agriculture, home economics, and trade and industry have been offered in Michigan colleges . . . since 1917.

. . . From 1918 to 1954 it was the policy of the State Board of Control for Vocational Education to make full (100 percent) reimbursement from state and federal funds for the salaries and travel expenses of approved teacher trainers.

. . . It became necessary to gradually reduce the rate of reimbursement; the rate for the year 1960-61 was 47.2 percent (Michigan State University, 1963).

According to Letwin (1978), beginning with the passage of the Vocational Education Act of 1963 and continuing until 1973, salary reimbursement for VTEs was discontinued; nonprescriptive and non-competitive block grants of varying amounts were awarded to approved

institutions. The grants were based on the number of approved programs and the number of approved VTEs. From 1973 to 1975, each institution received a noncompetitive \$22,000 block grant. Each institution was required to submit a proposal in response to specific objectives established by the vocational staff of the Michigan State Department of Education. Since 1976, each institution has received an annual \$5,000 block grant, upon submission of an approved proposal. (Institutions may also submit proposals, on a competitive basis, for additional personnel development, curriculum development, or research funds.)

While the 1976 Education Amendments authorized funds for vocational education personnel training (Public Law 94-482, Title II, Subpart 3, Section 123), a dilemma is evolving in Michigan which is at least partially attributable to the actions of the State Department of Education. In the past, the State Department of Education played the facilitator role in personnel training to a greater extent than it does presently. In many instances, state agency professionals either personally conduct inservice programs or monitor others (local or intermediate school district personnel, community college personnel, or VTEs) who are conducting such programs. Such actions by state agency personnel relative to personnel training are, in effect, changing the role and function of others within the delivery system for vocational-technical education, particularly the teacher education units. Among the inservice topics to be addressed in Michigan for FY 1979 (1979 Michigan State Plan for Vocational Education, pp. 48-75) are: placement personnel training, employability skills,

competency-based education, career exploration, career guidance, special needs, limited English-speaking, changing work patterns of women and men. In a similar manner, state agency personnel are changing the research function of teacher education units by making vocational education research funds available to other groups of individuals, including not only local and intermediate school districts and community colleges, but also private corporations. While faculty numbers are decreasing within teacher education units, an increasing percentage of their time must be spent drafting proposals to compete for research funds which are made available to increasing numbers of potential grantees.

Although the present study sought to discover and document the expected role of VTEs who are involved in the professional development of vocational education practitioners, the idea is not new. In fact, contact persons from the eight Michigan occupational teacher education institutions and the Michigan Department of Education sponsored a study in 1971 to supply background information necessary for decision making in establishing a comprehensive state plan for professional development (Ferns, 1971). Several recommendations emerged from that study, including the consideration of such significant functions as "To provide for delineation of roles and responsibilities of teacher education institutions, the State Department of Education, professional organizations, and employing school districts or units in meeting personnel development requirements."

Summary

The review of literature revealed that the role of vocational teacher educators is of interest to a number of individuals and groups. While some individuals have attempted to promote their own definition of teacher education, others have attempted to work with recognized leaders in the field to develop position statements and policy statements that have a bearing on the field of teacher education. No studies were identified through the review of literature which documented expectations by others for the role of vocational teacher educators. The present study is directed at documenting vocational teacher educator role expectations by vocational administrators.

## CHAPTER III

### RESEARCH PROCEDURES

This chapter presents the research design of the study, which was intended to (1) determine whether there is an intelligible expectation among Michigan vocational administrators about the role of Michigan vocational teacher educators who are involved in the professional development of practitioners, and (2) determine whether the position of the administrator influences his/her role expectations for those teacher educators. An additional intention of the study was to document demographic patterns and profiles of the respondents. Within the chapter, the following elements are discussed: research methodology, the population, the instrument, data collection, and data analysis.

#### Research Methodology Commensurate With the Task of Identifying Vocational Administrators' Expectations for the Role of VTEs

The literature review indicated that many individuals and groups have opinions about and suggestions for improving the role of teacher educators in general and, in a few cases, of VTEs. However, research that documents the VTEs' role, as expected by themselves or others, is lacking. One might infer that the role expectation is obvious, and that conducting a study to determine such expectations would be a waste of time.

However, a leading survey researcher, Earl Babbie, probably would disagree with that inference. According to Babbie (1975), "In short, 'documenting the obvious' is a valuable function of any science, physical or social" (p. 26). He recommended using mailed questionnaires to gather data from large samples that are dispersed over a wide geographical area because they are an efficient means for gathering data, responses tend to be less influenced by the research than are interview responses, and the data can be stored for a period of time and reexamined later from a different perspective.

According to Babbie, "there are probably as many different reasons for conducting surveys as there are surveys" (p. 57), but three general objectives crosscut these many concerns: description, explanation, and exploration. A given survey may aim at satisfying more than one of these objectives. Babbie defined the three objectives as follows:

Description:

Surveys are frequently conducted for the purpose of making descriptive assertions about some population: discovering the distribution of certain traits or attributes. In this regard, the researcher is not concerned with why the observed distribution exists, but merely what that distribution is (p. 57).

Explanation:

While most surveys are aimed, at least in part, at description, many have the additional objective of making explanatory assertions about the population. . . . An explanatory objective almost always requires multivariate analysis; the simultaneous examination of two or more variables (p. 58).

Babbie said that by examining the relationships between responses to a given question and the several explanatory variables,



the researcher would attempt to "explain" why respondents picked one response over another.

#### Exploration:

"Survey methods can also provide a "search" device when the researcher is only beginning his inquiry into a particular topic" (p. 59). Babbie said that although a researcher may have many ideas on the subject, he/she may be apprehensive about having overlooked some additional components of the situation.

#### The Population

The population for the study comprised all Michigan vocational administrators listed in the 1977-78 Directory of Vocational Administrators (MDE, V-TES, 1977). The directory contains a list of administrators in four categories: 30 community college deans, 103 vocational directors, 53 Career Education Planning District (CEPD) vocational-technical specialists, and 39 area center principals--a total of 225 individuals. However, cross-referencing of the names included in the directory revealed that 14 individuals were listed in more than one classification; 6 were both CEPD specialists and area center principals, and 8 were both vocational directors and area center principals. After subtracting the 14 duplications, the revised number of individuals was 211.

One of the objectives of the study was to determine whether expectations of VTEs' role are influenced by an administrator's position. That objective necessitated the selection of exclusive subpopulations. Since several individuals occupied more than one of

the administrative positions listed in the directory, the four categories obviously would not have served as exclusive subpopulations. A member of the jury of experts also pointed out that many of the individuals listed in the directory as vocational directors were really shared-time directors, and suggested that a separate category be used for them. The decision was made to use the four categories listed in the directory, the suggested category, and a catch-all category ("other") for secondary vocational administrators who served in more than one of the identified positions. In this way, six exclusive groups were delineated for study.

One questionnaire was sent to each individual, regardless of the number of positions that person occupied. The respondent was asked to indicate his/her present position(s) by checking as many of the categories as applied. Responses revealed that the 211 vocational administrators were categorized in the following manner: 30 community college deans, 78 vocational directors, 39 CEPD specialists, 24 area center principals, 16 shared-time directors, and 24 others.

Since opinions from 211 vocational-technical education administrators located throughout Michigan were sought for this study, the survey research method using a mailed questionnaire was selected. According to Babbie (1975), a mailed questionnaire is the most appropriate approach to data collection for a large sample that is dispersed over a wide geographical area. A copy of the survey instrument may be found in Appendix A.

### Instrument Development

The following activities facilitated the development of the questionnaire:

1. A preliminary survey was conducted in an attempt to (a) identify the Michigan VTEs and (b) discover some indicators of their participation as teacher educators who provide inservice education to secondary and post-secondary vocational-technical education personnel. In November 1977, a form was provided to each of the institutional representatives from the nine Vocational Teacher Education Consortium member institutions (Central Michigan University, Eastern Michigan University, Ferris State College, Michigan State University, Northern Michigan University, University of Michigan, University of Michigan-Flint, Wayne State University, and Western Michigan University). On that form they were asked to (a) list the names and positions of VTEs at their institutions and (b) indicate those teacher educators' types of professional participation. A response was received from every institutional representative, identifying a total of 78 teacher educators who provide inservice to secondary and post-secondary vocational-technical education personnel. Table 1 indicates the 78 VTEs' types of participation relative to the inservice education of secondary and post-secondary vocational-technical education personnel. At the February 1978 Vocational Teacher Education Consortium meeting, the representatives were asked to react to the proposed definition of VTEs to be used in this study; a lengthy discussion ensued, but no consensus was reached.

Table 1.--Indicators of participation as a teacher educator who provides inservice education to secondary and post-secondary vocational-technical education personnel (N=78).

N	%	Indication of Participation
67	86	Resource person, vocational-technical education conventions, conferences, professional meetings, etc.
66	85	Member, of identified group within this institution that promotes vocational-technical education
63	81	Teacher, on-campus graduate-level professional courses relative to vocational-technical education
63	81	Consultant, to vocational-technical education personnel
60	77	Developer, vocational-technical education curriculum materials
53	68	Conductor, workshops for vocational-technical education personnel
53	68	Evaluator, vocational-technical education research
51	65	Member, American Vocational Association (AVA)
50	64	Member, Michigan Occupational Teacher Educators Association (MOTEA)
48	61	Representative, of vocational-technical education to other disciplines
44	56	Author, professional vocational-technical education literature
43	55	Advisor, for graduate students pursuing continuing certification and/or an advanced degree relative to vocational-technical education
39	50	Teacher, off-campus graduate-level professional courses relative to vocational-technical education
26	33	Teacher Certification Officer
9	11	Representative, to the Michigan Department of Education, for this institution's vocational teacher educators

2. An informal exploratory study was conducted by interviewing, either personally or by telephone, several individuals who are knowledgeable about the role of VTEs, including doctoral committee members, other professors, State Department personnel, intermediate school district and city school district vocational administrators, vocational education teachers, and fellow degree candidates. They were asked to enumerate their expectations relative to the role of VTEs.

3. An extensive review of the literature was conducted. It yielded no model for a questionnaire, but did indicate five sources that proved to be outstanding in providing content for the instrument. Those sources were (a) the entire issue of the March-April 1977 Journal of Teacher Education, which was devoted to the topic, "Lifelong Learning for Professionals"; (b) a position paper by Carl Schaefer and Jerry Moss, Jr., entitled "The Role of Universities in Vocational Education"; (c) Ohio State University's "Performance-Based Teacher Education--Vocational Teacher Competency Profile"; (d) George Ferns' study, Michigan's Vocational Technical Education Personnel Development Needs 1971-1975; and (e) the "1976-77 Minnesota Survey of Vocational Education Needs."

4. A consultant in the Office of Research Consultation was engaged to ensure the development of an appropriate questionnaire.

The interviews, preliminary study, and review of the literature, as well as the personal experiences of the researcher, suggested that specific tasks comprise the role of VTEs who are involved in the professional development of practitioners. During the development of

the questionnaire, statements of those tasks were arranged on a grid, which was divided into three VTE role areas: (1) RESEARCH & DEVELOPMENT, (2) TEACHING, and (3) SERVICE. These role areas were further divided by (a) Professional Development of Practitioners by VTEs, (b) Mutual Professional Development Between Practitioners and VTEs, and (c) The Professional Self-Development of VTEs. The grid approach guided the development by ensuring coverage of all aspects relevant to the study. Item numbers on the grid refer to final rather than preliminary instrument. (See Figure 1.)

	RESEARCH & DEVELOPMENT	TEACHING	SERVICE
Professional Development of Practitioners by VTEs	Items 1-8	Items 17-27	Items 35-51
Mutual Professional Develop- ment Between Practitioners and VTEs	Items 9-12	Items 28-31	Items 52-60
The Professional Self- Development of VTEs	Items 13-16	Items 32-34	Items 61-62

Figure 1.--Instrument development grid.

A tentative questionnaire was distributed March 2, 1978, to a jury of ten experts who had previously agreed to evaluate it. As requested, all ten jurors responded by March 29. (A list of jurors is located in Appendix C.) Members for the jury of experts were selected on the basis of their previous or present experience administering vocational education programs in Michigan. These individuals

included: a professor in a major university with experiences in three content areas in vocational education as well as experience as a secondary teacher, administrator, and teacher educator in vocational education; a recently retired university professor who also had been a state director of vocational education; the executive director of the State Advisory Council for Vocational Education; Michigan Department of Education professionals representing the Office of Career Education and the Vocational-Technical Education Service; a community college vocational administrator; an intermediate school district assistant superintendent; an assistant principal for an area vocational center; and a recently retired vocational education director.

The jurors were asked to judge the appropriateness of each item on the proposed questionnaire and to indicate their reasons for judging items to be inappropriate by using the following code: D--Duplication of another item--indicate which one; I--Irrelevant, i.e., not a role expectation for Michigan vocational teacher educators; U--Unclear, confusing, vague. Comments and suggestions were encouraged.

All of the comments and suggestions made by the experts were carefully noted, as was the advice of a consultant in the Office of Research Consultation in Michigan State University's College of Education, with whom the researcher worked closely. The questionnaire was revised, reducing the number of questions to 62, and reproduced for distribution to the total population of 211 Michigan vocational administrators selected for the study.

Although the final instrument contained the groupings of items indicated on the grid in Figure 1, the items were not labeled as such. Rather, the 62 items were listed consecutively. The respondents were asked to read each of the 62 task statements and decide (1) whether or not they thought the task should be part of the VTEs' role and (2) if so, what level priority it was (1--high, 2--medium, 3--low); or, if they felt the task was inappropriate, why? (4--someone else should do it, 5--no one else should do it). Then they were to check the response that best approximated their opinion. As a further exploratory procedure, respondents were asked to contribute any items they thought had been overlooked. The one open-ended question on the survey asked them to list and/or explain any suggestions that might enable VTEs to perform the SERVICE function.

Respondents were also asked to complete a demographic information section, indicating (1) present position, (2) number of enrollees in programs administered, (3) number of years in present position, (4) number of years' experience in vocational education teaching, (5) number of years' experience in vocational education administration, (6) number of years' experience as a full-time vocational teacher educator, (7) number of years' experience as a part-time vocational teacher educator, (8) number of years' experience in an occupational specialty--excluding teaching and administration, (9) background--area of specialization, (10) highest level of education attained, and (11) approximate number of Michigan vocational teacher educators known well, on a professional basis. In all but a



few cases, the sex of the respondent was apparent from the directory. A Michigan Department of Education secretary was able to clarify the few cases in question; therefore, the individuals were not asked to report their sex.

### Data Collection

The questionnaires were coded with identification numbers and, together with a cover letter and a stamped, self-addressed envelope, they were mailed April 22, 1978, to the entire population of 211 selected vocational administrators. Respondents were asked to return the questionnaires by May 2. The first follow-up was a post card reminder, which was mailed on May 3 to the 111 nonrespondents; they were asked to respond by May 12 or to call the researcher if they needed another questionnaire. For the second follow-up, 20 of the 61 nonrespondents were telephoned on May 15, and reminded either personally or by their secretaries to return the questionnaire. The remaining 41 nonrespondents were sent a letter, which asked them to respond by May 24, or to write a note indicating why they had not responded to the questionnaire. All of the materials sent to the population, except the cover letter for the instrument, were printed on colored paper to help attract the potential respondents' attention.

Even though 78.2 percent of the population returned usable questionnaires, the study required information regarding the present positions of 100 percent of the population. (That is, if 58 of the 165 respondents were vocational directors, it was also essential to know how many of the 46 nonrespondents were also vocational directors

in order to report that 74.3 percent of the vocational directors responded.) To complete this aspect of data collection, another letter with an enclosed stamped, self-addressed post card was mailed to the 46 nonrespondents in September 1978. They were asked to report the position(s) they held during April-May-June 1978, by checking the appropriate responses on the postcard. Four did not respond, and were telephoned for the information.

Every written communication was individually signed by the researcher to help personalize the request and encourage response. (See Appendix B for copies of follow-up communiques.)

As shown in Table 2, the response rates were as follows: 23 of 30 community college deans, or 76.7 percent; 58 of 78 vocational directors, or 74.3 percent; 36 of 39 CEPD specialists, or 92.3 percent; 15 of 24 area center principals, or 62.5 percent; 16 of 16 shared-time directors, or 100 percent; and 17 of 24 others, or 70.8 percent.

### Data Analysis

The data from the respondents were keypunched onto punch cards and processed using the computer facilities at Michigan State University. The Statistical Package for the Social Sciences (SPSS) (1975) was used to program, compute, and summarize the data. The results of the data analysis are reported in Chapter IV.

Table 2.--Response rates, by total population and subpopulations.

Group	N	N of Usable Responses	% of Usable Responses
Total population	211	165	78.5
Post-secondary (community college deans)	30	23	76.7
Total secondary	181	142	78.4
Vocational directors	78	53	74.3
CEPD specialists	39	36	92.3
Area center principals	24	15	62.5
Shared-time directors	16	16	100.0
Others (secondary vocational administrators with combination of titles)	24	17	70.8

Among the SPSS procedures used in data analysis for the study were:

1. CONDESCRIPTIVE (Descriptive Statistics for Continuous Variables); this procedure was used in answering research questions 1, 2, and 3, by determining mean scores for each item. The mean score for each item was calculated from the priority score assigned to the item (1--high; 2--medium; 3--low) by respondents who agreed the item was an appropriate role statement for VTEs (SPSS, pp. 185-94).

2. FREQUENCIES (used to compute and present one-way frequency distribution tables); this procedure was used in answering research question 5, by specifying the percentages of respondents citing

statements as appropriate/inappropriate role statements for VTEs. It was also used in answering research question 7, by determining the percentages of respondents having certain demographic characteristics (SPSS, pp. 194-202).

3. CROSSTABS (used to compute and display crosstabulation tables for variables); this procedure was used to answer research question 7, by computing and displaying the various demographic variables, for example, position of administrator by education level (SPSS, pp. 218-48).

4. MANOVA (Multivariate Analysis of Variance and Covariance); this procedure was used to test the hypothesis in research question 4 that "the means of the three subscales (research, teaching, and service) of secondary vocational administrators and post-secondary vocational administrators are the same" (SPSS-6000 Supplement, MANOVA, pp. 1-155).

5. FACTOR ANALYSIS (a data-reduction procedure, enabling the user to see whether some underlying pattern of relationships exists such that the data may be rearranged or reduced to a smaller set of factors or components that may be taken as source variables accounting for the observed interrelations in the data); this procedure was used to construct initial scales, which were further refined on the basis of item correlations, item-scale correlations, and internal consistency reliability. Standard score coefficient alphas for each scale were determined to assess reliability.

## CHAPTER IV

### FINDINGS

As stated in Chapter I, the problem of this study was to (1) determine whether there is an intelligible expectation among Michigan vocational administrators about the role of Michigan vocational teacher educators who are involved in the professional development of practitioners, and (2) determine whether the position of the administrator influences his/her role expectations for those teacher educators. An additional intention of the study was to document demographic patterns and profiles of the respondents. A capsulated statement relating the findings of this study to the problem of the study might be thus stated: There is an intelligible expectation among Michigan vocational administrators about the role of Michigan VTEs. The administrators expect the VTEs to perform a traditional role as described by the role statements in the questionnaire; however, at the same time the administrators expect VTEs to place a high priority on their innovator role, and to some extent also on their trainer and change agent consultant roles. On the other hand, administrators expect VTEs to de-emphasize their conveyor and consultant roles. The position title of the administrator had little influence on VTE role expectations.

To address the problem of this study, the following research questions were set forth:

1. What is the rank order of the 62 questionnaire items, for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, Career Education Planning District--CEPD--vocational-technical specialists, area center principals, shared-time directors, and others])?
2. Which tasks, among those identified in the 62 questionnaire items, are ranked within the top 25 percent for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, CEPD vocational-technical specialists, area center principals, shared-time directors, and others])?
3. Which tasks, among those identified in the 62 questionnaire items, are ranked within the bottom 25 percent for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, CEPD vocational-technical specialists, area center principals, shared-time directors, and others])?
4. Is there a difference between the means of the three subscales (research and development, teaching, and service) for the secondary vocational administrator group and the post-secondary vocational administrator group?

5. Which vocational teacher educator (VTE) tasks were cited as being appropriate/inappropriate by the selected vocational administrators?

6. Do the results of a factor analysis support the concepts of research and development, teaching, and service, or does it determine other central concepts which constitute the selected vocational administrators' expectation for the role of vocational teacher educators (VTEs)?

7. What is the demographic profile of the population; and what demographic patterns emerged through data analysis?

8. Does the population feel that any VTEs' tasks have been overlooked? If so, which ones?

9. What suggestions, if any, does the population have for enabling VTEs to perform a service function?

Rank Order of the 62 Questionnaire Items for the  
Total Population and the Various Subpopulations  
(Research Question 1)

To answer the first research question, "What is the rank order of the 62 questionnaire items, for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, Career Education Planning District--CEPD--vocational-technical specialists, area center principals, shared-time directors, and others])?" the 62 items were rank ordered for the total population and for the various subpopulations utilizing the mean score which was calculated from the priority score assigned to the item (1--high; 2--medium; 3--low) by respondents who agreed the item was an

appropriate role statement for VTEs. Table 3 shows the rank order of the 62 items for the total population. (See Appendices G through M for subpopulation rank orders.)

Table 4 displays the range of mean scores between the highest and lowest ranked items, according to group. The table shows that, although the total population's range for item mean scores was 1.09 (high, 1.15; low, 2.24), all of the subpopulations except total secondary (1.07) and others (1.03) had wider ranges. Those with wider ranges included shared-time directors (1.50) with the widest range, followed by area center principals (1.36), CEPD specialists (1.28), post-secondary (1.22), and vocational directors (1.16).

Based on the range in mean scores of the 62 items by group, shared-time directors exhibited the greatest ability to discriminate priority among items, followed, respectively, by area center principals, CEPD specialists, post-secondary, vocational directors, total population, total secondary, and others.

As evidenced by Table 5, 100 percent of the various groups agreed that certain items were appropriate role statements. The majority of those items were either in the teaching role area (items 17-34) or in the research and development role area (items 1-16). The total population selected only one item unanimously as an appropriate role statement for VTEs: "VTEs should facilitate learning by utilizing a variety of motivational and instructional strategies" (item 18). Whereas the post-secondary respondents selected 11 items unanimously, the total secondary group had



Table 3.--Sixty-two items (VTE role statements) rank ordered for the total population.<sup>a</sup>

Rank	Item #	Statement	% <sup>b</sup>	Mean	Role Area
1	32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	99.4	1.15	T
2	18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	100.0	1.35	T
3.5	17.	Emphasize the development of present and emerging competencies needed by practitioners	97.5	1.40	T
3.5	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	89.2	1.40	S
5	23.	Teach by the CBE (competency-based education) method	96.8	1.41	T
6	14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	98.8	1.44	R&D
7.5	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	95.7	1.49	R&D
7.5	29.	Interact frequently (on-site) with supervising teachers	96.2	1.49	T
9	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	98.7	1.51	T
10.5	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	86.6	1.53	T
10.5	21.	Encourage a commitment to a professional code of ethics	96.9	1.53	T
12	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	96.7	1.56	T
14	3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	86.5	1.60	R&D
14	30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	92.5	1.60	T
14	53.	Cooperate with school officials to recommend practitioners for certification	90.0	1.60	S
16	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	93.2	1.61	R&D
18.5	8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	91.8	1.62	R&D
18.5	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	94.5	1.62	R&D
18.5	33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	97.0	1.62	T
18.5	22.	Project a comprehensive "picture" of vocational education	92.6	1.62	T
21	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	98.1	1.64	R&D
22.5	44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	90.6	1.66	S
22.5	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	92.3	1.66	S

Table 3.--Continued.

Rank	Item #	Statement	%	Mean	Role Area
24	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	95.7	1.67	R&D
25	36.	Provide consultation for vocational education instructional planning, execution and evaluation	89.4	1.68	S
26	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	95.0	1.69	R&D
27.5	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	85.2	1.70	T
27.5	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	93.2	1.70	S
29	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	92.6	1.71	R&D
30	4.	Develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)	89.4	1.72	R&D
31	52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	90.6	1.74	S
32	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	80.5	1.76	S
34	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	90.1	1.79	S
34	43.	Provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)	88.9	1.79	S
34	5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	95.6	1.79	R&D
36	39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	86.2	1.81	S
37	50.	Communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies	95.6	1.82	S
38	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	95.0	1.84	R&D
39	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	93.3	1.85	R&D
40	25.	Interpret the vocational certification code	70.8	1.86	T
42	12.	Cooperate in the development of leaders for vocational education youth organizations	97.3	1.88	R&D
42	41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	85.6	1.88	S

Table 3.--Continued.

Rank	Item #	Statement	%	Mean	Role Area
42	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	80.9	1.88	S
44	34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	98.1	1.89	T
45.5	40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	89.5	1.91	S
45.5	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	97.2	1.91	S
47	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	95.5	1.92	S
48.5	59.	Guide practitioners in conducting meaningful research	90.1	1.95	S
48.5	45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	94.3	1.95	S
50	38.	Provide consultation for coordinating cooperative education programs	85.6	1.99	S
51.5	57.	Assist in planning and conducting local and state needs assessment for vocational education	83.7	2.00	S
51.5	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	72.9	2.00	S
53	26.	Interpret the State Plan for professional development	77.7	2.02	T
54	1.	Cooperate in the development of the annual and five-year state plan for vocational education	80.7	2.03	R&D
55	42.	Provide consultation for writing proposals	86.5	2.08	S
56	62.	Participate in a variety of vocational education (and related) experiences as a volunteer	94.3	2.09	S
57	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	75.3	2.11	S
58.5	20.	Interpret the State Plan for vocational education	68.3	2.12	T
58.5	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	86.6	2.12	S
60	19.	Interpret vocational-technical education legislation	70.3	2.13	T
61	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	73.7	2.15	S
62	54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	81.1	2.24	S

Key: R&D = research and development, S = service, T = teaching.

<sup>a</sup>N = 165, representing a 78.2 percent return.

<sup>b</sup>% refers to total population selecting item as an appropriate role statement for VTEs.

Table 4.--Mean score ranges between highest and lowest ranked items for the total population and the subpopulations.

Group	Item $\bar{X}$ s		Range
	High	Low	
Total population	1.15	2.24	1.09
Post-secondary	1.26	2.48	1.22
Total secondary	1.13	2.20	1.07
Vocational directors	1.14	2.30	1.16
CEPD specialists	1.11	2.39	1.28
Area center principals	1.08	2.44	1.36
Shared-time directors	1.12	2.62	1.50
Others (Secondary vocational administrators with combination of titles)	1.12	2.15	1.03

consensus on only one item. Among the secondary subgroups unanimous selections were the vocational directors with 2, the CEPD vocational-technical specialists with 7, the area center principals with 17, the shared-time directors with 18, and the others subgroup with 24.

(Table 3 and Appendices G through M display the various groups' percentage of agreement that each item is an appropriate role statement for VTEs.)

Respondents discriminated among items' appropriateness as VTE role statements, as evidenced by both Tables 5 and 6. Table 5 identifies those items that were selected unanimously by the total population and/or the various groups and subgroups as appropriate role

Table 5.--One hundred percent agreement, within groups, that an item was an appropriate role statement for VTEs.

Item	Total	P.S.	T.S.	V.D.	CEPD	A.C.	S.T.	Other
1						x		
2							x	x
3								x
4						x		
5		x				x		
6						x		
7					x	x	x	
8							x	x
9								
10							x	
11								x
12								x
13							x	
14					x	x	x	x
15				x		x	x	
16						x	x	
17		x				x	x	
18	x	x	x	x	x	x	x	x
19								
20								
21							x	x
22		x						x
23		x				x	x	
24						x		
25								
26								
27		x			x		x	
28								
29					x	x		x
30					x	x		
31		x				x	x	
Total	1	11	1	2	7	17	18	24

Key: Total = total population, P.S. = post-secondary, T.S. = total secondary, V.D. = vocational directors, CEPD = CEPD specialists, A.C. = area center principals, S.T. = shared-time directors.

Table 6.--Questionnaire items with lowest percentage of respondents agreeing they were appropriate role statements for VTEs, by group.

Group	Questionnaire Item Number	% Agreeing
Total population	20	68.3
Post-secondary	1	65.2
Total secondary	20	66.2
Vocational directors	19	64.8
CEPD specialists	20	65.7
Area center principals	47	53.8
Shared-time directors	47	56.3
Others (secondary vocational administrators with combination of titles)	56	80.0

statements for VTEs. For example, item 18 was selected unanimously by the population; item 21 was unanimously selected by the shared-time directors subgroup and the others subgroup; and item 62 was selected unanimously by the post-secondary group. Table 6 identifies those items that were selected by the lowest percentage of the total population and/or the various groups and subgroups as appropriate role statements for VTEs. For example, Table 6 shows that item number 47, "Conduct . . . state conferences and meetings," was selected by only 53.8 percent of the area center principals as an appropriate role statement for VTEs. Table 6 indicates that, based on the range in percentages of respondents who agreed that certain items were

appropriate role statements for VTEs, the area center principals subgroup showed the greatest ability to discriminate, followed, respectively, by the shared-time directors subgroup, the vocational directors subgroup, the post-secondary group, the CEPD specialists subgroup, the total secondary group, the total population, and the others subgroups.

Top Ranked Items for the Total Population as Compared  
With the Top Ranked Items for the Various Subpopulations  
(Research Question 2)

The second research question asked: "Which tasks, among those identified in the 62 questionnaire items, are ranked within the top 25 percent for the total population and the various subpopulations?" To answer this question, the top ranked 15 items, by group, were identified by examining Table 3 (62 items [VTE role statements] rank ordered for the total population) and Appendices G through M (rank order of the 62 VTE role statements for the various subpopulations).

For all of the tables and comparisons that follow, the rank order was based on the item mean scores, which were calculated from the priority scores assigned to the items (1--high; 2--medium; 3--low) by respondents who agreed the items were appropriate role statements for VTEs. Also, for all of the tables and comparisons that follow, parentheses have been used to highlight the rank order of items not ranked within the top 15 for the comparative groups. Another common feature of the tables and comparisons is an indication of role category to which each of the items belong: R&D--research and development; T--teaching; S--service.

The top ranked 15 items were compared for the following groups:

(1) post-secondary group and total population, (2) total secondary group and total population, (3) post-secondary group and total secondary group, (4) vocational directors subgroup and total secondary group, (5) CEPD vocational-technical specialists subgroup and total secondary group, (6) area center principals subgroup and total secondary group, (7) shared-time directors subgroup and total secondary group, and (8) the others subgroup and total secondary group.

Table 7 presents an overview of the discussion that follows. It lists the top ranked 15 items for the total population, indicates the role category to which the items belong, and displays each of those items' rank order by subpopulation. The table reveals that none of the items held the same rank for all the groups; however, three items were included among the top ranked 15 items of every group: "Continually update content and delivery of courses and/or programs, based on input from practitioners" (Item 32); "Facilitate learning by utilizing a variety of motivational and instructional strategies" (item 18); and "Emphasize the development of present and emerging competencies needed by practitioners" (item 17). Four items (23, 15, 31, 27) were among the top ranked 15 items for all but one group. Another five items (48, 14, 29, 28, 21) were among the top ranked 15 items for all but two groups. Two items (3, 53) were among the top ranked 15 items for all but four groups. One item, "Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs" (item 30) was included



Table 7.--Top ranked 15 items for the total population and corresponding ranks for subpopulations.

Role Area		Item #	Statement	Rank	Ranks for Subpopulations							
R&D	T			S	TP	CC	TS	VD	CE	AC	ST	O
	x		32. Continually update content and delivery of courses and/or programs, based on input from practitioners	1	1	1	1	1	2	1	1.5	
	x		18. Facilitate learning by utilizing a variety of motivational and instructional strategies	2	3	2.5	5	3	4.5	5.5	5	
	x		17. Emphasize the development of present and emerging competencies needed by practitioners	3.5	4	5	12	5	8	3	3	
	x		48. Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	3.5	(27.5)	2.5	4	2	3	(26.5)	4	
	x		23. Teach by the CBE (competency-based education) method	5	6	4	12	4	(17.5)	2	1.5	
x			14. Maintain vocational-technical specialty competence through periodic experiences in the world of work	6	5	6	2	11.5	(17.5)	(18.5)	11	
x			15. Survey practitioners (on a continuous basis) to determine professional development needs and interests	7.5	2	10	6	15	(37)	12	6.5	
	x		29. Interact frequently (on-site) with supervising teachers	7.5	14	7	3	11.5	(17.5)	4	(24)	
	x		31. Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	9	7.5	8	9	7	10.5	(39)	6.5	
	x		28. Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	10.5	12	10	(16)	(21.5)	1	14	9	
	x		21. Encourage a commitment to a professional code of ethics	10.5	13	10	7	(19.5)	12.5	(26.5)	12	
	x		27. Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	12	7.5	12	12	(30)	10.5	9.5	9	
x			3. Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	14	(17)	14	(17)	(19.5)	14	9.5	(28)	
	x		30. Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	14	(22)	13	8	(13)	(29)	(31)	(24)	
	x		53. Cooperate with school officials to recommend practitioners for certification	14	(18.5)	(15.5)	14	(26)	4.5	(37.5)	(24)	
3	10	2	Total items within top 15:	15	11	15	13	9	10	9	11	

Key: R&D = research and development, T = teaching, S = service; TP = total population, CC = community college deans, TS = total secondary, VD = vocational directors, CE = CEPD specialists, AC = area center principals, ST = shared-time directors, O = others.

among the top ranked 15 items for only three groups (total population, total secondary, and vocational directors). The table indicates that the total population's top 15 ranks include three research and development, ten teaching, and two service role items.

Comparison One: Top Ranked  
15 Items for the Post-Secondary  
Group and the Total Population

Table 8 lists in rank order the top 15 items for the post-secondary group--community college deans--and indicates the rank order of those items for the total population. At the bottom of the table, the items ranked among the top 15 for the total population (but not for the post-secondary group) are displayed. The table reveals that the item ranked number one for both groups was "Continually update content and delivery of courses. . . ." (item 32). While none of the other rankings were identical, ten additional items (15, 18, 17, 14, 23, 27, 31, 28, and 21) were among the top 15 ranks for both groups. The four items that were ranked among the top 15 for the community college deans, but not for the total population, were: "Participate in the . . . articulation process between community college practitioners and VTEs" (item 16); "Project a comprehensive 'picture' of vocational education" (item 22); "Cooperate in obtaining and utilizing data to improve vocational education programs" (item 11); and "Conduct research and/or contribute to professional literature. . . ." (item 5). The top ranked counterparts for the total population were items 48, 30, 3, and 53. The post-secondary group's top ranked 15 items included five research and development and ten

Table 8.--Top ranked 15 items for the post-secondary group (community college deans) as compared with the top ranked 15 items for the total population.

Role Area			Item #	Statement	Rank	
R&D	T	S			PS	TP
	x		32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	1	1
x			15.	Survey practitioners (on a continuous basis) to determine professional development needs and interests	2	7.5
	x		18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	3	2
	x		17.	Emphasize the development of present and emerging competencies needed by practitioners	4	3.5
x			14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	5	6
	x		23.	Teach by the CBE (competency-based education) method	6	5
	x		27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	7.5	12
	x		31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	7.5	9
x			16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	9	(26.0)
	x		22.	Project a comprehensive "picture" of vocational education	10	(18.5)
x			11.	Cooperate in obtaining and utilizing data to improve vocational education programs	11	(18.5)

Table 8.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			TS	TP
	x		28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	12	10.5
	x		21.	Encourage a commitment to a professional code of ethics	12	10.5
	x		29.	Interact frequently (on-site) with supervising teachers	14	7.5
x			5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	15	(34.0)
5	10	0	Items Included Among the Top Ranked 15 Items for the Total Population but not for the Community College Deans			
	x		48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	(27.5)	3.5
	x		30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	(22.0)	14
x			3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	(17.0)	14
	x		53.	Cooperate with school officials to recommend practitioners for certification	(17.0)	14

teaching role items. The post-secondary group's top ranked 15 items list was unique in its void of service role items.

Comparison Two: Top Ranked 15 Items  
for the Total Secondary Group and  
the Total Population

Table 9 illustrates the top ranked 25 percent of the items--which for total secondary included 16 items, since two tied for rank 15. The table shows that the top ranks for both groups include the same items (although in different order), with one exception: The ranks for the secondary group included an additional item, "Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners" (item 2). While only four of the items occupied the same rank on both lists, the ranks for the remaining items on one list differed by no more than one rank on the other list. Occupying the same rank were: "Continually update content and delivery of courses. . ." (item 32, Rank 1); "Maintain vocational-technical specialty competence. . ." (item 14, Rank 6); "Tailor presentations to meet practitioner needs. . ." (item 27, Rank 12); and "Cooperate with the State Department of Education in setting and maintaining standards for teacher certification" (item 3, Rank 14). The top ranked items for the secondary group included four research and development, ten teaching, and two service role statements.

Table 9.--Top ranked 16<sup>a</sup> items for the total secondary group as compared with the top ranked 15 items for the total population.

Role Area			Item #	Statement	Rank	
R&D	T	S			TS	TP
	x		32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	1	1
	x		18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	2.5	2
		x	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignment)	2.5	3.5
	x		23.	Teach by the CBE (competency-based education) method	4	5
	x		17.	Emphasize the development of present and emerging competencies needed by practitioners	5	3.5
x			14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	6	6
	x		29.	Interact frequently (on-site) with supervising teachers	7	7.5
	x		31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	8	9
x			15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	10	7.5
	x		21.	Encourage a commitment to a professional code of ethics	10	10.5

Table 9.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			TS	TP
	x		28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	10	10.5
	x		27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	12	12
	x		30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	13	14
x			3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	14	14
x			2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	15.5	(16)
		x	53.	Cooperate with school officials to recommend practitioners for certification	15.5	14
4	10	2				

<sup>a</sup>Due to a tie for Rank #15, 16 items are included.

Comparison Three: Top Ranked  
15 Items for the Post-Secondary  
Group and the Total Secondary Group

Table 10 shows that one item, "Continually update content and delivery of courses. . ." (item 32), held the same rank--1--for both groups; however, ten additional items (15, 18, 17, 14, 23, 27, 31, 28, 21, 29) were included on both lists. Four items were listed for the post-secondary group, but not for the total secondary group, including: "Participate in the . . . articulation process between community college practitioners and VTEs" (item 16); "Project a comprehensive 'picture' of vocational education" (item 22); "Cooperate in obtaining and utilizing data to improve vocational education programs" (item 11); and "Conduct research and/or contribute to professional literature. . ." (item 5). Only the secondary group's list included items 48, 30, 3, 53, and 2. Among the top ranked 15 items for the post-secondary group were five research and development and ten teaching role statements. As stated in Comparison One, the post-secondary group's top 15 list was unique in its void of service role items.

Comparison Four: Top Ranked 15 Items  
for the Vocational Directors Subgroup  
and the Total Secondary Group

Listed in Table 11 are the top ranked 15 items for the vocational directors subgroup; beside each, the rank for the total secondary group is indicated. The item ranked number one on either list was, "Continually update content and delivery of courses. . ." (item 32). Another item was ranked twelfth on both lists, "Tailor



Table 10.--Top ranked 15 items for the post-secondary group (community college deans) as compared with the top ranked 16 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			PS	TS
	x		32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	1	1
x			15.	Survey practitioners (on a continuous basis) to determine professional development needs and interests	2	10
	x		18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	3	2.5
	x		17.	Emphasize the development of present and emerging competencies needed by practitioners	4	5
x			14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	5	6
	x		23.	Teach by the CBE (competency-based education) method	6	4
	x		27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	7.5	12
	x		31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	7.5	8
x			16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	9	(30)
	x		22.	Project a comprehensive "picture" of vocational education	10	(21)
x			11.	Cooperate in obtaining and utilizing data to improve vocational education programs	11	(21)

Table 10.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			PS	TS
	x		28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	12	10
	x		21.	Encourage a commitment to a professional code of ethics	13	10
	x		29.	Interact frequently (on-site) with supervising teachers	14	7
x			5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	15	(37)
5	10	0				
Items Included Among the Top Ranked 16 Items for the Total Secondary Population but not for the Post-Secondary Respondents						
	x		48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	(27.5)	2.5
	x		30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	(20.5)	13
x			3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	(17)	14
	x		53.	Cooperate with school officials to recommend practitioners for certification	(18)	15.5
x			2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	(24.5)	15.5

Table 11.--Top ranked 15 items for the vocational directors as compared with the top ranked 16 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			VD	TS
	x		32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	1	1
x			14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	2	6
	x		29.	Interact frequently (on-site) with supervising teachers	3	7
		x	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	4	2.5
	x		18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	5	2.5
x			15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	6	10
	x		21.	Encourage a commitment to a professional code of ethics	7	10
	x		30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	8	13
	x		31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	9	8
x			8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	10	(17.5)

Table 11.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			VD	TS
x			17.	Emphasize the development of present and emerging competencies needed by practitioners	12	5
x			23.	Teach by the CBE (competency-based education) method	12	4
x			27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	12	12
	x		53.	Cooperate with school officials to recommend practitioners for certification	14	15.5
x			22.	Project a comprehensive "picture" of vocational education	15	(21)
3	10	2	Items Included Among the Top Ranked 16 Items for the Total Secondary Group but not for the Vocational Directors			
x			28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	(16)	10
x			3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	(17)	14
x			2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	(23.5)	15.5

presentations to meet practitioner needs. . ." (item 27). Eleven additional items (14, 29, 48, 18, 15, 21, 30, 31, 17, 23, 53) were included on both lists of top ranked 15 items, but not in the same rank order. The vocational directors' list included two items that the total secondary list did not: "Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas" (item 8); and "Project a comprehensive 'picture' of vocational education" (item 22). Instead of those items, the total secondary list included items 28, 3, and 2. The vocational directors' top ranked 15 items list included three research and development, ten teaching, and two service role items.

Comparison Five: Top Ranked 15 Items  
for the CEPD Vocational-Technical  
Specialists Subgroup and the Total  
Secondary Group

Table 12 portrays the top ranked 15 items for the CEPD vocational-technical specialists, and indicates that ten of those items were also ranked among the top ranked 15 items for the total secondary group (32, 48, 18, 23, 17, 2, 31, 14, 29, and 15). Of those items, three held the same rank on both lists: Rank 1, "Continually update content and delivery of courses. . ." (item 32); Rank 4, "Teach by the CBE (competency-based education) method" (item 23); and Rank 5, "Emphasize the development of present and emerging competencies needed by practitioners" (item 17). The five items included for the CEPD specialists (but not for the total

Table 12.--Top ranked 15 items for the Career Education Planning District (CEPD) vocational-technical specialists as compared with the top ranked 16 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			CE	TS
x			32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	1	1
	x		48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	2	2.5
x			18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	3	2.5
x			23.	Teach by the CBE (competency-based education) method	4	4
x			17.	Emphasize the development of present and emerging competencies needed by practitioners	5	5
x			2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	6	15.5
x			31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	7	8
x			33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	8	(17.5)

Table 12.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			CE	TS
	x		44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	9	(24)
x			8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	11.5	(17.5)
x			14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	11.5	6
	x		24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	11.5	(27)
	x		29.	Interact frequently (on-site) with supervising teachers	11.5	7
		x	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	14	(21)
x			15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	15	10
4	8	3				

Table 12.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			CE	TS
<u>Items Included Among the Top Ranked 16 Items for the Total Secondary Group but not for the CEPD Specialists</u>						
x			21.	Encourage a commitment to a professional code of ethics	(19.5)	10
x			28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	(21.5)	10
x			27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids	(30)	12
x			30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	(18)	13
x			3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	(19.5)	14
	x		53.	Cooperate with school officials to recommend practitioners for certification	(26)	15.5



secondary group) were: "Participate actively in local, state and national organizations. . ." (item 33); "Provide advice and counsel for practitioners in their personal planning. . ." (item 44); "Cooperate in the development and/or selection of competency tests for teacher certification in specific occupational areas" (item 8); "Conduct vocational education seminars . . . in geographically accessible locations" (item 24); and "Articulate practitioners' expectations of VTEs to college/university policy makers" (item 61). Items 21, 28, 27, 30, 3, and 53 were listed among the top ranked 15 items for the total secondary group, but not for the CEPD specialists.

The table shows that the CEPD specialists' top ranked 15 list included four research and development, eight teaching, and three service role items.

Comparison Six: Top Ranked 15 Items  
for the Area Center Principals  
Subgroup and the Total Secondary  
Group

As illustrated in Table 13, ten of the items (28, 32, 48, 18, 53, 17, 31, 27, 21, 3) were included on both lists; however, only one item, "Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification" (item 3) held the same rank (14) on both lists. The five items on the area center principals' list which differed from those on the total secondary group's list were, "Cooperate with professional organizations in lobbying for vocational-technical education legislation" (item 52), "Encourage applicants for teacher training programs who

Table 13.--Top ranked 15 items for area center principals as compared with the top ranked 16 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			AC	TS
x			28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	1	10
x			32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	2	1
	x		48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	3	2.5
x			18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	4.5	2.5
	x		53.	Cooperate with school officials to recommend practitioners for certification	4.5	15.5
	x		52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	6	(27)
	x		58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	7	(30)
x			17.	Emphasize the development of present and emerging competencies needed by practitioners	8	5

Table 13.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			AC	TS
x			13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	9	(23)
	x		31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	10.5	8
	x		27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	10.5	12
x			16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	12.5	(30)
	x		21.	Encourage a commitment to a professional code of ethics	12.5	10
x			3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	14	14
x			10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	15	(27)
4	7	4				

Table 13.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			AC	TS
<u>Items Included Among the Top Ranked 16 Items for the Total Secondary Group but not for the Area Center Principals</u>						
	x		23.	Teach by the CBE (competency-based education) method	(17.5)	4
x			14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	(17.5)	6
	x		29	Interact frequently (on-site) with supervising teachers	(17.5)	7
x			15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	(37)	10
	x		30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	(29)	13
x			2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	(21)	15.5

possess appropriate experiences in the world of work" (item 58), "Participate in a professional development plan for [VTEs] which includes on-site interaction with practitioners and their students" (item 13), "Participate in the vocational-technical education program articulation process between community college practitioners and VTEs" (item 16), and "Cooperate with advisory committees in the development . . . of professional development activities" (item 10). In place of the area center principals' items, the total secondary group's list included items 23, 14, 29, 15, 30, and 2.

The area center principals' top ranked 15 item list included four research and development, seven teaching, and four service role items.

Comparison Seven: Top Ranked 15 Items  
for the Shared-Time Directors Subgroup  
and the Total Secondary Group

The top ranked 15 items for the shared-time directors and the total secondary group are depicted in Table 14. Although not in the same rank order, the two groups' lists contained ten of the same items (32, 23, 17, 29, 18, 2, 27, 3, 15, 28). Only the top ranking item, "Continually update content and delivery of courses. . . ." (item 32), held the same rank on either list. The shared-time directors' top ranked 15 list included five items that the total secondary group's list did not: "Participate in a professional development plan for VTEs which includes on-site interaction with practitioners and their students" (item 13); "Articulate practitioners' expectations of VTEs to college/university policy makers"

Table 14.--Top ranked 15 items for shared-time directors as compared with the top ranked 16 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			ST	TS
	x		32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	1	1
	x		23.	Teach by the CBE (competency-based education) method	2	4
	x		17.	Emphasize the development of present and emerging competencies needed by practitioners	3	5
	x		29.	Interact frequently (on-site) with supervising teachers	4	7
x			13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	5.5	(23)
	x		18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	5.5	2.5
		x	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	7	(21)
x			2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	9.5	15.5

Table 14.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			ST	TS
	x		27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other consumer aids)	9.5	12
x			3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	9.5	14
x			11.	Cooperate in obtaining and utilizing data to improve vocational education programs	9.5	(21)
x			15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	12	10
x			5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	14	(37)
	x		28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	14	10
	x		24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	14	(27)
6	8	1				

Table 14.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			ST	TS
<u>Items Included Among the Top Ranked 16 Items for the Total Secondary Group but not for the Shared-Time Directors</u>						
	x		48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	(26.5)	2.5
x			14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	(18.5)	6
	x		31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	(39)	8
	x		21.	Encourage a commitment to a professional code of ethics	(26.5)	10
	x		30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	(31)	13
	x		53.	Cooperate with school officials to recommend practitioners for certification	(37.5)	15.5



(item 61); "Cooperate in obtaining and utilizing data to improve vocational education programs" (item 11); "Conduct research and/or contribute to professional literature. . ." (item 5); and "Conduct vocational education seminars on a regular basis in geographically accessible locations" (item 24). Instead of the aforementioned, the total secondary group's list included items 48, 14, 31, 21, 30, and 53. Six research and development, eight teaching, and one service role item comprised the top ranked 15 item list for shared-time directors.

Comparison Eight: Top Ranked 15  
Items for the Others Subgroup  
and the Total Secondary Group

Table 15 indicates that even though 11 items (23, 32, 17, 48, 18, 15, 31, 27, 18, 14, 21) were included among the top ranked 15 items for both groups, none held the same rank on both lists. Only the others subgroup's list included the following four items: "Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities" (item 7); "Provide consultation for vocational education instructional management. . ." (item 37); "Project a comprehensive 'picture' of vocational education" (item 22); and "Provide consultation for vocational education instructional planning, execution, and evaluation" (item 36). The total secondary list included items 29, 30, 3, 53, and 2, instead of the previously detailed items. The others subgroup's list included three research and development, nine teaching, and three service role items.

Table 15.--Top ranked 15 items for the others subgroup as compared with the top ranked 16 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			0	TS
	x		23.	Teach by the CBE (competency-based education) method	1.5	4
	x		32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	1.5	1
	x		17.	Emphasize the development of present and emerging competencies needed by practitioners	3	5
		x	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	4	2.5
	x		18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	5	2.5
x			15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	6.5	10
	x		31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	6.5	8
x			7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	9	(17.5)

Table 15.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			O	TS
	x		27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	9	12
	x		28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	9	10
x			14.	Maintain vocational-technical specialty competency through periodic experiences in the world of work	11	6
	x		21.	Encourage a commitment to a professional code of ethics	12	10
		x	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	13	(23)
x			22.	Project a comprehensive "picture" of vocational education	14	(21)
x			36.	Provide consultation for vocational education instructional planning, execution and evaluation	15	(25)
5	8	2				

Table 15.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			0	TS
<u>Items Included Among the Top Ranked 16 Items for the Total Secondary Group but not for the Others Subgroup</u>						
	x		29.	Interact frequently (on-site) with supervising teachers	(24)	7
	x		30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	(24)	13
	x		3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	(28)	14
		x	53.	Cooperate with school officials to recommend practitioners for certification	(24)	15.5
	x		2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	(31)	15.5

Research Question 2: Comparison  
Summary--Number of Top Ranked  
15 Items in Each Role Area  
for Various Groups

Table 16 displays, by group, the number of items within the top ranked 15 items that were components of the three role areas: research and development, teaching, and service. The majority of items for every group, except the area center principals, were from the teaching role area. Fewer service role items than research and development role items were included within the top 15 ranks, overall; for some groups, the number of items were tied for those role categories.

Table 16.--Number and percentage of top ranked 15 items in each role area, by respondent group.

Group	Research & Development		Teaching		Service	
	N	%	N	%	N	%
Total population	3	20.0	10	66.7	2	13.3
Post-secondary	5	33.3	10	66.7	0	..
Total secondary <sup>a</sup>	4	25.0	10	62.5	2	12.5
Vocational directors	3	20.0	10	66.7	2	13.3
CEPD specialists	4	26.7	8	53.3	3	20.0
Area center principals	4	26.7	7	46.7	4	26.7
Shared-time directors	6	40.0	8	53.3	1	6.7
Others (secondary voc. adm. with combination of titles)	3	20.0	9	60.0	3	20.0

<sup>a</sup>Sixteen items were included because two tied for rank 15.

Bottom Ranked Items for the Total Population as Compared  
With the Bottom Ranked Items for the Various Subpopulations  
(Research Question 3)

The third research question asked: "Which tasks, among those identified in the 62 questionnaire items, are ranked within the bottom 25 percent by the total population and the various subpopulations?" To answer this question, the bottom ranked 15 items, by group, were identified by examining Table 3 (rank of 62 VTE role statements for the total population) and Appendices G through M (rank of 62 VTE role statements for the various subpopulations).

For all of the tables and comparisons that follow, the rank order was based on the item mean scores, which were calculated from the priority scores assigned to the items (1--high; 2--medium; 3--low) by respondents who agreed the items were appropriate role statements for VTEs. Also, for all of the tables and comparisons that follow, parentheses have been used to highlight the rank order of items not ranked within the top 15 for the comparative groups. Another common feature of the tables and comparisons is an indication of role category to which each of the items belong: R&D--research and development; T--teaching; S--service.

The bottom ranked 15 items were compared for the following groups: (1) post-secondary group and total population, (2) total secondary group and total population, (3) post-secondary group and total secondary group, (4) vocational directors subgroup and total secondary group, (5) CEPD vocational-technical specialists subgroup and total secondary group, (6) area center principals subgroup and

total secondary group, (7) shared-time directors subgroup and total secondary group, and (8) the others subgroup and total secondary group.

Table 17 presents a list of the bottom ranked 15 items for the total population and indicates those items' rank for the component groups. The role category to which each item belongs is indicated with an "x." The table reveals that none of the items held the same rank for all the groups; four items, however, were included among the bottom ranked 15 items for every group: "Provide consultation for writing proposals" (item 42); "Participate in a variety of vocational education . . . experiences as a volunteer" (item 62); "Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives" (item 56); and "Distribute . . . a newsletter. . ." (item 54). Five items (38, 26, 20, 51, 19) lacked just one group's bottom 15 ranking; one item (47) lacked two groups' bottom 15 ranking; four items (59, 57, 60, 1) lacked three groups' bottom 15 ranking; and one item (45) was not included in four groups' bottom ranked 15 item list. Table 17 indicates that the total population's bottom 15 ranks include 1 research and development, 3 teaching, and 11 service role items.

Comparison One: Bottom Ranked 15  
Items for the Post-Secondary Group  
and the Total Population

Table 18 lists in rank order the bottom 15 items for the post-secondary group--community college deans--and indicates the rank order of those items for the total population. At the bottom of the table,

Table 17.--Bottom ranked 15 items for the total population and corresponding ranks for subpopulations.

Role Area			Item #	Statement	Rank	Ranks for Subpopulations						
R&D	T	S				TP	CC	TS	VD	CE	AC	ST
	x		59.	Guide practitioners in conducting meaningful research	48.5	48	48	(45.5)	56	58	(42.5)	(17)
	x		45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	48.5	(38.5)	49	60	(45)	(45.5)	(46.5)	55
	x		38.	Provide consultation for coordinating cooperative education programs	50	(43.5)	52	48	53.5	(41)	50	58
	x		57.	Assist in planning and conducting local and state needs assessment for vocational education	51.5	55.5	50	(47)	(46)	(41)	56	58
	x		60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	51.5	(24.5)	55	55.5	59	(36)	52.5	(43.5)
	x		26.	Interpret the State Plan for professional development	53	49.5	53	52	50.5	(38)	48	60.5
x			1.	Cooperate in the development of the annual and five-year state plan for vocational education	54	60	51	55.5	(47)	(44)	(25)	58
	x		42.	Provide consultation for writing proposals	55	52	56	58	53.5	54	51	49.5
	x		62.	Participate in a variety of vocational education (and related) experiences as a volunteer	56	62	54	53	50.5	49	52.5	48
	x		56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	57	52	59.5	54	57.5	57	62	53
	x		20.	Interpret the State Plan for vocational education	58.5	52	59.5	61	53.5	49	(21)	62
	x		51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	58.5	59	57	59	57.5	57	59	(38)
	x		19.	Interpret vocational-technical education legislation	60	58	58	60	60	60	(16)	51
	x		47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	61	54	61	62	61	(45.5)	(42.5)	60.5
	x		54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	62	61	62	57	62	62	57	54
1	3	11	Total items within bottom 15:		15	12	15	13	12	8	9	12

Key: R&D = research and development, T = teaching, S = service; TP = total population, CC = community college deans, TS = total secondary, VC = vocational directors, CE = CEPD specialists, AC = area center principals, ST = shared-time directors, O = others.



Table 18.--Bottom ranked 15 items for the post-secondary group (community college deans) as compared with the bottom ranked 15 items for the total population.

Role Area			Item #	Statement	Rank	
R&D	T	S			PS	TP
	x		59.	Guide practitioners in conducting meaningful research	49	48.5
x			26.	Interpret the State Plan for professional development	49	53
	x		52.	Cooperate with professional organizations in lobbying for vocational-technical legislation	49	(31)
x			20.	Interpret the State Plan for vocational education	52	58.5
	x		42.	Provide consultation for writing proposals	52	55
	x		56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	52	57
	x		47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	54	61
	x		34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	55.5	(44)
	x		57.	Assist in planning and conducting local and state needs assessment for vocational education	55.5	51.5
x			12.	Cooperate in the development of leaders for vocational education youth organizations	57	(42)

Table 18.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			PS	TP
	x		19.	Interpret vocational-technical education legislation	58	60
		x	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	59	58.5
x			1.	Cooperate in the development of the annual and five-year state plan for vocational education	60	54
	x		54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	61	62
	x		62.	Participate in a variety of vocational education (and related) experiences as a volunteer	62	56
2	4	9	Items Included Among the Bottom Ranked 15 Items for the Total Population but not for the Community College Deans			
	x		45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	(38.5)	49
	x		38.	Provide consultation for coordinating cooperative education programs	(43.5)	50
	x		60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	(24.5)	51.5

the items ranked among the bottom 15 for the total population (but not for the post-secondary group) are displayed. The table reveals that the list contained no items that were ranked the same for both groups; however, 12 items were included on both lists (59, 26, 20, 42, 56, 47, 57, 19, 51, 1, 54, 62). Three items were included on the post-secondary respondents' list only: "Cooperate with professional organizations lobbying for vocational-technical legislation" (item 52); "Participate in exchange program. . ." (item 34); and "Cooperate in the development of leaders for vocational education youth organizations" (item 12). The items included for the total population (but not the post-secondary group) were items 45, 38, and 60. The post-secondary group's bottom 15 list included two research and development, four teaching, and nine service role items.

Comparison Two: Bottom Ranked 15  
Items for the Total Secondary  
Group and the Total Population

Table 19 illustrates in rank order the bottom ranked 15 items for the total secondary group and indicates the rank for the total population. The items on both lists were the same, but in different rank order except for "Interpret the State Plan for professional development" (item 26, rank 53), "Conduct . . . state conferences and meetings" (item 47, rank 61), and "Distribute . . . a newsletter" (item 54, rank 62). The total secondary group's (as well as the total population's) bottom ranked 15 items list included 1 research and development, 3 teaching, and 11 service role items.

Table 19.--Bottom ranked 15 items for the total secondary group as compared with the bottom ranked 15 items for the total population.

Role Area			Item #	Statement	Rank	
R&D	T	S			TS	TP
	x		59.	Guide practitioners in conducting meaningful research	48	48.5
	x		45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	49	48.5
	x		57.	Assist in planning and conducting local and state needs assessment for vocational education	50	51.5
x			1.	Cooperate in the development of the annual and five-year state plan for vocational education	51	54
	x		38.	Provide consultation for coordinating cooperative education programs	52	50
	x		26.	Interpret the State Plan for professional development	53	53
	x		62.	Participate in a variety of vocational education (and related) experiences as a volunteer	54	56
	x		60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	55	51.5
	x		42.	Provide consultation for writing proposals	56	55

Table 19.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			TS	TP
	x		51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	57	58.5
	x		19.	Interpret vocational-technical education legislation	58	60
	x		20.	Interpret the State Plan for vocational education	59.5	58.5
	x		56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	59.5	57
	x		47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	61	61
	x		54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	62	62
1	3	11				

Comparison Three: Bottom Ranked  
15 Items for the Post-Secondary  
Group and the Total Secondary Group

The third comparison is illustrated in Table 20, which lists in rank order the bottom 15 items for the post-secondary group--community college deans--and indicates their rank for the total secondary group. Only one item, "Interpret vocational-technical education legislation" (item 19, rank 58) held a mutual rank on the two lists. Eleven other items (59, 26, 20, 42, 56, 47, 57, 51, 1, 54, 62) were also included on both lists. Only the post-secondary group included "Cooperate with professional organizations in lobbying for vocational-technical legislation" (item 52), "Participate in exchange programs. . ." (item 34), and "Cooperate in the development of leaders for vocational education youth organizations" (item 12), whereas only the total secondary group included items 45, 38, and 60. As stated in Comparison One (post-secondary group and total population), the post-secondary group's bottom ranked 15 list included two research and development, four teaching, and nine service role items.

Comparison Four: Bottom Ranked 15  
Items for the Vocational Directors  
Subgroup and the Total Secondary  
Group

Displayed in Table 21 are the bottom ranked 15 items for the vocational directors subgroup; beside each, the rank for the total secondary group is indicated. Although 13 items (38, 45, 26, 62, 56, 1, 60, 64, 42, 51, 19, 20, 47) were included on both lists, they were ranked differently. Only the vocational directors subgroup's list

Table 20.--Bottom ranked 15 items for the post-secondary group (community college deans) as compared with the bottom ranked 15 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			PS	TS
	x		59.	Guide practitioners in conducting meaningful research	49	48
	x		26.	Interpret the State Plan for professional development	49	53
	x		52.	Cooperate with professional organizations in lobbying for vocational-technical legislation	49	(27)
	x		20.	Interpret the State Plan for vocational education	52	59.5
	x		42.	Provide consultation for writing proposals	52	56
	x		56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	52	59.5
	x		47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	54	61
	x		34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	55.5	(41)
	x		57.	Assist in planning and conducting local and state needs assessment for vocational education	55.5	50
x			12.	Cooperate in the development of leaders for vocational education youth organizations	57	(39)
	x		19.	Interpret vocational-technical education legislation	58	58

Table 20.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			PS	TS
	x		51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	59	57
x			1.	Cooperate in the development of the annual and five-year state plan for vocational education	60	51
	x		54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	61	62
	x		62.	Participate in a variety of vocational education (and related) experiences as a volunteer	62	54
2	4	9	Items Included Among the Bottom Ranked 15 Items for the Total Secondary Group but not for the Post-Secondary Group			
	x		45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national level	(38.5)	49
	x		38.	Provide consultation for coordinating cooperative education programs	(43.5)	52
	x		60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	(24.5)	55



Table 21.--Bottom ranked 15 items for the vocational directors as compared with the bottom ranked 15 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			VD	TS
	x		38.	Provide consultation for coordinating cooperative education programs	48	52
x			9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	50	(39)
	x		45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national level	50	49
	x		49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	50	(47)
x			26.	Interpret the State Plan for professional development	52	53
	x		62.	Participate in a variety of vocational education (and related) experiences as a volunteer	53	54
	x		56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	54	59.5
x			1.	Cooperate in the development of the annual and five-year state plan for vocational education	55.5	51
	x		60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	55.5	55

Table 21.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			VD	TS
	x		54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	57	62
	x		42.	Provide consultation for writing proposals	58	56
			51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	59	57
	x		19.	Interpret vocational-technical education legislation		
	x		20.	Interpret the State Plan for vocational education	61	59.5
	x		47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	62	61
2	3	10	Items Included Among the Bottom Ranked 15 Items for the Total Secondary Group but not for the Vocational Directors			
	x		59.	Guide practitioners in conducting meaningful research	(45.5)	48
	x		57.	Assist in planning and conducting local and state needs assessment for vocational education	(47)	61

included "Cooperate in developmental activities. . ." (item 9) and "Provide advice and/or answers for a variety of . . . questions/problems. . ." (item 49); only the total secondary group's list included items 59 and 57. Among the bottom ranked 15 items for the vocational directors subgroup were two research and development, three teaching, and ten service role items.

Comparison Five: Bottom Ranked 15  
Items for the CEPD Vocational-Technical  
Specialists Subgroup and the Total  
Secondary Group

Table 22 portrays the bottom ranked 15 items for the CEPD vocational-technical specialists subgroup, and indicates that 12 of those items (62, 26, 42, 38, 20, 59, 56, 51, 60, 19, 47, 54) were also ranked among the bottom ranked 15 items for the total secondary group. The bottom two ranks on both lists were occupied by the same items: "Conduct . . . state conferences and meetings" (item 47, rank 61) and "Distribute . . . a newsletter. . ." (item 54, rank 62). The three items included on the CEPD specialists subgroup's list (but not on the total secondary group's) included: "Provide advice and/or answers for . . . questions/problems" (item 49), "Cooperate in the development of leaders for vocational education youth organizations (item 12), and "Provide consultation for vocational education instructional management. . ." (item 37). In place of those items, the total secondary group's list included items 45, 57, and 1. The table shows that the CEPD specialists subgroup's list included only 1 research and development, 3 teaching, and 11 service role items.

Table 22.--Bottom ranked 15 items for the Career Education Planning District (CEPD) vocational-technical specialists as compared with the bottom ranked 15 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			CE	TS
	x		49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	48	(47)
x			12.	Cooperate in the development of leaders for vocational education youth organizations	49	(39)
	x		62.	Participate in a variety of vocational education (and related) experiences as a volunteer	50.5	54
x			26.	Interpret the State Plan for professional development	50.5	53
	x		42.	Provide consultation for writing proposals	53.5	56
	x		38.	Provide consultation for coordinating cooperative education programs	53.5	52
	x		37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	53.5	(45.5)
x			20.	Interpret the State Plan for vocational education	53.5	59.5
	x		59.	Guide practitioners in conducting meaningful research	56	48
	x		56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	57.5	59.5

Table 22.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			CE	TS
	x		51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	57.5	57
	x		60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	59	55
	x		19.	Interpret vocational-technical education legislation	60	58
	x		47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	61	61
	x		54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	62	62
1	3	11	Items Included Among the Bottom Ranked 15 Items for the Total Secondary Group but not for the CEPD Specialists			
	x		45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	(45)	49
	x		57.	Assist in planning and conducting local and state needs assessment for vocational education	(46)	50
x			1.	Cooperate in the development of the annual and five-year state plan for vocational education	(44)	51

Comparison Six: Bottom Ranked 15  
Items for the Area Center Principals  
Subgroup and the Total Secondary  
Group

As illustrated in Table 23, only eight of the items (62, 20, 51, 42, 56, 59, 19, 54) were included on both groups' lists of bottom ranked 15 items; however, "Distribute . . . a newsletter. . ." (item 54) occupied the bottom rank for both groups. The area center principals' list differed from the total secondary group's list by including the following seven items: "Provide consultation for infusing mandated programs. . ." (item 39); "Interpret the vocational certification code (item 25); "Cooperate with practitioners to solve 'across the board' . . . problems" (item 55); "Provide consultation for improving and expanding vocational education options for particular groups. . ." (item 41); "Conduct research and/or contribute to professional literature. . ." (item 5); "Participate in exchange programs. . ." (item 34); and "Cooperate in the development of leaders for vocational education youth organizations" (item 12). Instead of those seven items, the total secondary group included items 45, 57, 1, 38, 26, 60, and 47. The table shows that the area center principals' bottom ranked 15 list included two research and development, four teaching, and nine service role items.

Comparison Seven: Bottom Ranked 15  
Items for the Shared-Time Directors  
Subgroup and the Total Secondary  
Group

Depicted in Table 24 are the bottom ranked 15 items for the shared-time directors and the total secondary group. Whereas nine

Table 23.--Bottom ranked 15 items for the area center principals as compared with the bottom ranked 15 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			AC	TS
	x		39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	49	(36)
	x		62.	Participate in a variety of vocational education (and related) experiences as a volunteer	49	54
	x		20.	Interpret the State Plan for vocational education	49	59.5
	x		51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	51	57
	x		25.	Interpret the vocational certification code	52	(39)
	x		55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	53	(43.5)
	x		42.	Provide consultation for writing proposals	54	56
	x		41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	55	(45.5)

Table 23.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			AC	TS
x			5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	56	(37)
	x		56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) professionals	57	59.5
	x		59.	Guide practitioners in conducting meaningful research	58	58
x			34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	59	(41)
	x		19.	Interpret vocational-technical education legislation	60	58
x			12.	Cooperate in the development of leaders for vocational education youth organizations	61	(39)
	x		54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	62	62
2	4	9				



Table 23.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			AC	TS
<u>Items Included Among the Bottom Ranked 15 Items for the Total Secondary Respondents but not for the Area Center Principals</u>						
	x		45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	(45.5)	49
	x		57.	Assist in planning and conducting local and state needs assessment for vocational education	(41)	50
x			1.	Cooperate in the development of the annual and five-year state plan for vocational education	(44)	51
	x		38.	Provide consultation for coordinating cooperative education programs	(41)	52
x			26.	Interpret the State Plan for professional development	(38)	53
	x		60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	(36)	55
	x		47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	(45.5)	61

Table 24.--Bottom ranked 15 items for the shared-time directors as compared with the bottom ranked 15 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			ST	TS
x			26.	Interpret the State Plan for professional development	48	53
	x		35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	49	(34)
	x		38.	Provide consultation for coordinating cooperative education programs	50	52
	x		42.	Provide consultation for writing proposals	51	56
	x		62.	Participate in a variety of vocational education (and related) experiences as a volunteer	52.5	54
	x		60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	52.5	55
	x		40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	54	(43)
	x		41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	55	(45.5)

Table 24.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			ST	TS
	x		57.	Assist in planning and conducting local and state needs assessment for vocational education	56	50
	x		54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	57	62
	x		55.	Cooperate with practitioners to solve 'across the board' vocational-technical education problems	58	43.5
	x		51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	59	57
	x		37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	60	(45.5)
	x		34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	61	(41)
	x		56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	62	59.5
0	2	13				

Table 24.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			ST	TS
<u>Items Included Among the Bottom Ranked 15 Items for the Total Secondary Group but not for the Shared-Time Directors</u>						
	x		59.	Guide practitioners in conducting meaningful research	(42.5)	48
	x		45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	(46.5)	49
x			1.	Cooperate in the development of the annual and five-year state plan for vocational education	(29)	51
	x		19.	Interpret vocational-technical education legislation	(16)	58
	x		20.	Interpret the State Plan for vocational education	(21)	59.5
	x		47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	(42.5)	61

of the items (26, 38, 42, 62, 60, 57, 51, 56) were included for both groups, none held the same rank on both lists. The six items included only for the shared-time directors were: "Provide consultation . . . for vocational education programs" (item 35); "Provide consultation for integrating specialized personnel . . . into vocational education programs" (item 40); "Provide consultation for improving and expanding vocational education options for particular groups (item 41); "Cooperate with practitioners to solve 'across the board' . . . problems" (item 55); "Provide consultation for vocational education instructional management. . ." (item 37); and "Participate in exchange programs. . ." (item 34). Instead of the previously detailed six items, the total secondary group's list included items 59, 45, 1, 19, 20, and 47. For the shared-time directors, no research and development role items were included on the bottom ranked 15 item list; 2 teaching and 13 service role items were included.

Comparison Eight: Bottom Ranked 15  
Items for the Others Subgroup and  
the Total Secondary Group

As evidenced in Table 25, even though 12 items (62, 42, 19, 56, 54, 45, 38, 57, 1, 26, 47, 20) were included for both the others subgroup and the total secondary group's bottom ranked 15 item list, no items held the same rank on both lists. Three items were included only on the others subgroup's list: "Interpret the vocational certification code" (item 25); "Conduct . . . seminars . . . in geographically accessible locations" (item 24); and "Conduct State Department of Education developed and/or approved inservice workshops. . ."

Table 25.--Bottom ranked 15 items for the others subgroup as compared with the bottom ranked 15 items for the total secondary respondents.

Role Area			Item #	Statement	Rank	
R&D	T	S			O	TS
	x		62.	Participate in a variety of vocational education (and related) experiences as a volunteer	48	54
	x		25.	Interpret the vocational certification code	49.5	(39)
	x		42.	Provide consultation for writing proposals	49.5	56
	x		19.	Interpret vocational-technical education legislation	51	58
	x		24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	52	(27)
	x		56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	53	59.5
	x		54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	54	62
	x		45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	55	49
	x		46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	56	(32)
	x		38.	Provide consultation for coordinating cooperative education programs	58	52
	x		57.	Assist in planning and conducting local and state needs assessment for vocational education	58	50

Table 25.--Continued.

Role Area			Item #	Statement	Rank	
R&D	T	S			O	TS
x			1.	Cooperate in the development of the annual and five-year state plan for vocational education	58	51
	x		26.	Interpret the State Plan for professional development	60.5	53
		x	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	60.5	61
	x		20.	Interpret the State Plan for vocational education	62	59.5
1	5	9	Items Included Among the Bottom Ranked 15 Items for the Total Secondary Group but not for the Others Subgroup			
	x		59.	Guide practitioners in conducting meaningful research	(17)	59.5
	x		60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	(43.5)	55
	x		51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	(38)	57

(item 46). The total secondary group's list included items 59, 60, and 51 instead. The table shows that the others subgroup had only one research and development, five teaching, and nine service role items on its bottom ranked 15 item list.

Research Question 3: Comparison  
Summary--Number of Bottom Ranked  
15 Items in Each Role Area  
for Various Groups

Table 26 displays, by group, the number of items within the bottom ranked 15 items that were components of the three role areas: research and development, teaching, and service. The table shows that the majority (60 to 86.7 percent) of items for every group were from the service role category. For every group, fewer research and development than teaching role items were included within the bottom ranks.

Comparison of Subscale Means for Secondary  
Vocational Administrators and Post-  
Secondary Vocational Administrators  
(Research Question 4)

To answer the question, "Is there a difference between the means of the three subscales (research and development, teaching, and service) for secondary vocational administrators and post-secondary vocational administrators?" the following hypothesis was tested:

$H_0$ : The means of the three subscales (research and development, teaching, and service) of secondary vocational administrators and post-secondary vocational administrators are the same.

This hypothesis was tested on three dependent variables which were scores on the three subscales: research and development,



Table 26.--Number and percentage of bottom ranked 15 items in each role area, by respondent group.

Group	Research & Development		Teaching		Service	
	N	%	N	%	N	%
Total population	1	6.7	3	20.0	11	73.3
Post-secondary	2	13.3	4	26.7	9	60.0
Total secondary	1	6.7	3	20.0	11	73.3
Vocational directors	2	13.3	3	20.0	10	66.7
CEPD specialists	1	6.7	3	20.0	11	73.3
Area center principals	2	13.3	4	26.7	9	60.0
Shared-time directors	0	..	2	13.3	13	86.7
Others (secondary voc. adm. with combination of titles)	1	6.7	5	33.3	9	60.0

teaching, and service. As shown in Table 27, the intercorrelations of the scales varied from .49 to .70 and all correlations were statistically significant; thus, the statistical test of this hypothesis involved a multivariate analysis of variance. The independent variable was position, which had two levels: (1) secondary vocational administrators and (2) post-secondary vocational administrators. Table 28 reports the descriptive information about the three subscales in each group.

Using WILKS LAMBDA statistics, the multivariate F-test was 2.05; and with 3 and 161 degrees of freedom, the F-test was not significant since  $p \leq .11$ . Since the critical value set for this study was .05, the hypothesis could not be rejected. There was no evidence to claim that the two groups were different on any of the three subscales.

Table 27.--Correlation among dependent variables.

	Research & Development	Teaching	Service
Research & Development (Items 1-16)	1.0000 (0) S = .001	.5847 (165) S = .001	.4917 (165) S = .001
Teaching (Items 17-34)	.5847 (165) S = .001	1.0000 (0) S = .001	.6988 (165) S = .001
Service (Items 35-62)	.4917 (165) S = .001	.6988 (165) S = .001	1.0000 (0) S = .001

Table 28.--Means and standard deviations of dependent variables.

Variable	Mean	S.D.	N
<u>Research &amp; Development</u> (Items 1-16)			
Secondary vocational administrators	1.79	.40	142
Post-secondary vocational administrators	1.99	.48	23
<u>Teaching</u> (Items 17-34)			
Secondary vocational administrators	1.78	.45	142
Post-secondary vocational administrators	1.83	.43	23
<u>Service</u> (Items 35-62)			
Secondary vocational administrators	2.03	.57	142
Post-secondary vocational administrators	2.14	.58	23

VTE Tasks Cited as Appropriate/Inappropriate  
by Vocational Administrators  
(Research Question 5)

Which vocational teacher educator (VTE) tasks were most frequently cited as being appropriate/inappropriate by the vocational administrators? To answer this question, the items were rank ordered according to the percentage of respondents who selected the items as being appropriate/inappropriate. (See Table 29.)

Based on that rank ordering, items were found to be "appropriate" role statements for VTEs by percentages of the population ranging from 68.3 to 100 percent, and they were likewise found to be "inappropriate" role statements for VTEs by percentages of the population ranging from 0 to 31.7 percent.

Table 20 shows that all 62 items on the questionnaire were found to be appropriate role statements for VTEs by at least 68.3 percent of the population. Seven of the items were cited as being inappropriate by more than 20 percent of the population. Four of those items referred to "interpreting" something (State Plan for professional development, the vocational certification code, vocational-technical education legislation, and the State Plan for vocational education). Conceivably, vocational administrators may object to the terminology as being too strong. Perhaps they feel that they, themselves, or individuals in a different role such as State Department personnel (rather than VTEs) should interpret such documents.

Table 29.--Sixty-two items (VTE role statements) rank ordered by percentage of respondents citing them as appropriate/inappropriate.

% Saying Role Is Inappropriate	% Saying Role Is Appropriate	Item #	Statement	Role Area
0.0	100.0	18.	Facilitate learning by utilizing a variety of motivational strategies	T
.6	99.4	32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	T
1.2	98.8	14.	Maintain vocational-technical specialty competency through periodic experiences in the world of work	R&D
1.3	98.7	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	T
1.9	98.1	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	R&D
1.9	98.1	34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	T
2.5	97.5	17.	Emphasize the development of present and emerging competencies needed by practitioners	T
3.0	97.0	33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	T
3.1	96.9	21.	Encourage a commitment to a professional code of ethics	T
3.2	96.8	23.	Teach by the CBE (competency-based education) method	T

Table 29.--Continued.

% Saying Role Is Inappropriate	% Saying Role Is Appropriate	Item #	Statement	Role Area
3.3	96.7	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	T
3.8	96.2	29.	Interact frequently (on-site) with supervising teachers	T
4.3	95.7	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	R&D
4.3	95.7	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	R&D
4.4	95.6	5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	R&D
4.4	95.6	50.	Communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies	S
4.5	95.5	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	S
5.0	95.0	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	R&D

Table 29.--Continued.

% Saying Role Is Inappropriate	% Saying Role Is Appropriate	Item #	Statement	Role Area
5.0	95.0	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	R&D
5.5	94.5	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	R&D
5.7	94.3	45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	S
5.7	94.3	62.	Participate in a variety of vocational education (and related) experiences as a volunteer	S
6.3	93.7	12.	Cooperate in the development of leaders for vocational education youth organizations	R&D
6.7	93.3	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	R&D
6.8	93.2	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	R&D
6.8	93.2	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	S
7.3	92.7	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	S

Table 29.--Continued.

% Saying Role Is Inappropriate	% Saying Role Is Appropriate	Item #	Statement	Role Area
7.4	92.6	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	R&D
7.4	92.6	22.	Project a comprehensive "picture" of vocational education	T
7.5	92.5	30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	T
7.7	92.3	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	S
8.2	91.8	8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	R&D
9.3	90.7	44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	S
9.4	90.6	52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	S
9.9	90.1	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	S
9.9	90.1	59.	Guide practitioners in conducting meaningful research	S

Table 29.--Continued.

% Saying Role Is Inappropriate	% Saying Role Is Appropriate	Item #	Statement	Role Area
10.0	90.0	53.	Cooperate with school officials to recommend practitioners for certification	S
10.5	89.5	40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	S
10.6	89.4	4.	Develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)	R&D
10.6	89.4	36.	Provide consultation for vocational education instructional planning, execution and evaluation	S
10.8	89.2	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	S
11.1	88.9	43.	Provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)	S
13.4	86.6	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher	T



Table 29.--Continued.

% Saying Role Is Inappropriate	% Saying Role Is Appropriate	Item #	Statement	Role Area
13.4	86.6	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	S
13.5	86.5	3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	R&D
13.5	86.5	42.	Provide consultation for writing proposals	S
13.8	86.2	39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	S
14.4	85.6	38.	Provide consultation for coordinating cooperative education programs	S
14.4	85.6	41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	S
14.8	85.2	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	T
16.3	83.7	57.	Assist in planning and conducting local and state needs assessment for vocational education	S

Table 29.--Continued.

% Saying Role Is Inappropriate	% Saying Role Is Appropriate	Item #	Statement	Role Area
18.9	81.1	54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	S
19.1	80.9	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	S
19.3	80.7	1.	Cooperate in the development of the annual and five-year state plan for vocational education	R&D
19.5	80.5	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	S
22.3	77.7	26.	Interpret the State Plan for professional development	T
24.7	75.3	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	S

Table 29.--Continued.

% Saying Role Is Inappropriate	% Saying Role Is Appropriate	Item #	Statement	Role Area
26.1	73.9	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	S
27.1	72.9	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	S
29.2	70.8	25.	Interpret the vocational certification code	T
29.7	70.3	19.	Interpret vocational-technical education legislation	T
31.7	68.3	20.	Interpret the State Plan for vocational legislation	T

Table 30.--Number of items selected as "appropriate" role statements for vocational teacher educators, by selected percentages of the population.

% of Population Selecting Items as "Appropriate"	N of Items	Cumulative N of Items	Cumulative % of Items
95.1-100%	17	17	27.4
90.1- 95%	19	36	58.0
85.1- 90%	14	50	86.4
80.1- 85%	5	55	87.7
75.1- 80%	2	57	91.9
70.1- 75%	4	61	98.3
68.3- 70%	1	62	100.0

While the study indicates that all of the items on the questionnaire were viewed as appropriate role statements for VTEs by the majority of the respondents, a probability exists that non-traditional, emerging, or futuristic roles for VTEs were omitted from this study.

#### Identification of Concepts by Factor Analysis (Research Question 6)

The sixth research question was: "Do the results of a factor analysis support the concepts of research and development, teaching, and service, or does it determine other central concepts which constitute the selected vocational administrators' expectation for the role of vocational teacher educators (VTEs)?"

To answer the question, a principal components factor analysis was used to construct three initial scales corresponding to the three factors. The three clusters (i.e., the scales) were defined with

items being placed in the cluster only if the items had factor loadings of at least .6 with the corresponding orthogonal factor. Next, on the basis of the item correlations, item-scale correlations, and internal consistency reliability, the scales were further refined. This led to a slight modification of the scales as defined by the original factor analysis. (Factor analysis is not designed to construct scales, but rather to extract orthogonal factors.)

The three modified scales resulted in the following standard score coefficient alphas: Factor One, .93; Factor Two, .92; and Factor Three, .84. (See Appendix F for factor intercorrelations and loading matrix.)

While the three factors did not support the concepts of research and development, teaching, and service as described in this study, the item clusters did tend to support Havelock's linking role theory, as discussed in Chapter II. While the theory includes many types of linking role concepts (conveyor, consultant, trainer, leader, innovator, defender, knowledge-builders as linkers, practitioner as linker, and the user as linker), Factor One included only conveyor and consultant role items, Factor Two included change agent consultant and trainer role items, and Factor Three included innovator role items.

Within the Factor One cluster of 16 items were 5 items (see Table 31) that suggested a "conveyor" type of role and 11 items that suggested a consultant role. According to Havelock's linking role theory, a conveyor is also known as a disseminator or diffuser and

Table 31.--Factor One<sup>a</sup> items, by correlation with Factor One Scale, indicating role category and rank of item for vocational administrators.

r with Scale	Item #	Statement	Role Category <sup>b</sup>		Rank (1-62)
			A	B	
86	22.	Project a comprehensive "picture" of vocational education	x		18.5
80	38.	Provide consultation for coordinating cooperative education programs		x	50
76	59.	Guide practitioners in conducting meaningful research		x	48.5
76	20.	Interpret the State Plan for vocational education	x		58.5
73	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	x		61
71	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	x		32
69	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems		x	45.5
66	36.	Provide consultation for vocational education instructional planning, execution and evaluation		x	25
62	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)		x	42

Table 31.--Continued.

r with Scale	Item #	Statement	Role Category <sup>b</sup>		Rank (1-62)
			A	B	
61	21.	Encourage a commitment to a professional code of ethics		x	10.5
61	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests		x	7.5
59	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives		x	57
58	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	x		58.5
57	57.	Assist in planning and conducting local and state needs assessment for vocational education		x	51.5
55	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs		x	51.5
55	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)		x	47

<sup>a</sup>Standard score correlation alpha = .93.

<sup>b</sup>A = conveyor; B = consultant.

is an individual who takes knowledge from expert sources and passes it on to non-expert potential users (Havelock, 7-3). The knowledge could be in the form of research data, information derived from research, "packaged" knowledge in the form of curricula, printed materials and training programs, or it could be supplies, products, services, or practices founded on or derived from scientific knowledge in one way or another. The pure conveyor concept suggests that such knowledge is passed on basically in the same form that it is received. Communication is one-way. The conveyor tells "what" and is needed to provide crucial technical information at the time when the client has need for it; however, the pseudo middleman role of conveyor is frequently scorned by scholars and practitioners, being afforded a status slightly above that of secretary.

Table 31 shows that 11 of the Factor One items were of the consultant role variety. According to Havelock's theory, the consultant is not necessarily a knowledge linking role at all. Consultant roles include facilitator, helper, objective observer, and specialist in "how" to diagnose needs, how to identify resources, and how to retrieve from expert sources. The consultant role may be very passive, almost a bystander role, having to be invited to help. Consultants may be expeditors--seeing to it that service is given to the user. Consultants may also be mediators when linkage conflicts arise among clients.

Several of the Factor Two items depicted in Table 32 are of another type of consultant role, that of change agent consultant--an



Table 32.--Factor Two<sup>a</sup> items, by correlation with Factor Two Scale, indicating role category and rank of item for vocational administrators.

r with Scale	Item #	Statement	Role Category <sup>b</sup>		Rank (1-62)
			A	B	
81	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses		x	9
79	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments	x		3.5
78	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)		x	10.5
77	53.	Cooperate with school officials to recommend practitioners for certification	x		14
75	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)		x	12
75	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	x		34
73	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	x		27.5
66	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations		x	27.5

Table 32.--Continued.

r with Scale	Item #	Statement	Role Category <sup>b</sup>		Rank (1-62)
			A	B	
64	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	x		26
59	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	x		24
58	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	x		22.5
57	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	x		21
55	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	x		16

<sup>a</sup>Standard score coefficient alpha = .92.

<sup>b</sup>A = Change agent consultant; B = trainer.

active participant and collaborator and a conveyor of knowledge about the process of change itself. Such a consultant builds a readiness to change. According to Havelock, the change agent consultant emphasizes the need for client self-diagnoses and problem definition, but at the same time is flexible in services rendered. Services may range from assisting in diagnosis by showing the client how to conduct a self-survey, or by conducting a self-survey for the client. The change agent consultant may provide the client with skills in problem formulation and problem solving and may make the client aware of various change strategies. Within the Factor Two cluster of items are nine of the change agent consultant role type. Also within the Factor Two cluster are four trainer role items.

According to Havelock, the trainer works on the assumption that a body of knowledge can be conveyed and stored for future use in an extended, intensive learning experience usually in a specialized learning environment. The trainer usually has some authority over the learner and can use reinforcing techniques (certificates, letters of recommendation, etc.). He says that the professor of practice in the university is a most vital trainer role with the responsibility of passing on or inculcating understanding of a profession into the next generation of practitioners. "Because of his strategic role in the socialization of the practitioner, the professor's attitudes, training, skills and orientation toward change will have a major impact on the progressiveness and innovativeness of an entire profession" (Havelock, 7-10). He says that the chief limitation of

the trainer role is the lack of continuing contact with the practitioner, especially contact in the field setting.

While only five items clustered for Factor Three, all of them were of the innovator role type. (See Table 33.) Havelock says that the innovator is the first person in a social system to take up a new idea and serve as its advocate. While the idea may not have originated with the innovator, that person is motivated to the degree of totally involving and investing self in the innovation; however, sometimes the idea inventor will personally champion his/her own idea.

#### Demographic Profile of Population (Research Question 7)

Demographic data about the subpopulations were collected and analyzed to answer the seventh research question: "What is the demographic profile of the total population; and what demographic patterns emerged through data analysis?" Because the differences among the subpopulations were slight, only an overall population profile is reported for all but three of the variables (background--area of specialization, highest level of education attained, and sex).

#### Present Position

Even though present positions of the respondents were included in the demographic data, it was necessary to know the current position of every administrator within the population because the subpopulations were to be compared with one another. Although 46 individuals

Table 33.--Factor Three<sup>a</sup> items, by correlation with Factor Three Scale, indicating role category and rank of item for vocational administrators.

r with Scale	Item #	Statement	Role Category <sup>b</sup>		Rank (1-62)
			A	B	
100	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	x		29
78	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	x		18.5
78	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	x		38
58	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	x		39
56	23.	Teach by the CBE (competency-based education) method	x		5

<sup>a</sup>Standard score coefficient alpha = .84.

<sup>b</sup>A = innovator; B = other.

did not return usable questionnaires, information on present position had to be collected from them. As detailed in Chapter III, they were sent letters with enclosed self-addressed stamped post cards on which they were to report only their positions. Even then, four individuals did not respond, and had to be telephoned for the information. Table 34 displays the positions of the population. Six groups comprised the total population of 211 selected vocational administrators, including 30 post-secondary administrators (community college deans) (14.2 percent) and 181 secondary administrators (85.8 percent). The total secondary group was divided into the following five subpopulations: 78 vocational administrators (37 percent), 39 CEPD vocational-technical specialists (18.5 percent), 24 area center principals (11.4 percent), 16 shared-time directors (7.6 percent), and 24 others (11.4 percent).

Table 34.--Present positions of the 211 selected vocational administrators.

Present Position	N	% of Total
Post-secondary (community college dean)	30	14.2
Total secondary	(181)	(85.8)
Vocational director	78	37.0
CEPD specialist	39	18.5
Area center principal	24	11.4
Shared-time director	16	7.6
Other (secondary vocational administrators with a combination of titles)	24	11.4
Total	211	100.1 <sup>a</sup>

<sup>a</sup>Figures do not equal 100.0 percent because numbers were rounded off.

Number of Enrollees in  
Programs Administered

Only 145 of the 165 respondents supplied data about the number of enrollees in their programs. Of those 145, 71 (49 percent) reported fewer than 999 enrollees, 45 (31 percent) reported 1,000-1,999, and 12 (8 percent) reported 2,000-2,999 enrollees. Cumulatively, 88 percent of the respondents reported fewer than 3,000 enrollees in their programs. (See Table 35.)

Table 35.--Number of enrollees in programs administered by the selected vocational administrators (N = 145).

Number of Enrollees	Frequency	Adjusted %	Cumulative % of Respondents
0- 999	71	49	49
1,000- 1,999	45	31	80
2,000- 2,999	12	8	88
3,000- 3,999	1	1	89
4,000- 4,999	3	2	91
5,000- 5,999	3	2	93
6,000- 6,999	2	1	94
7,000- 7,999	1	1	95
8,000- 8,999	1	1	96
9,000- 9,999	1	1	97
10,000-10,999	1	1	97
11,000-11,999	1	1	98
---	..	..	..
26,000-26,999	1	1	99
27,000-27,999	1	1	99
550,000+	<u>1</u>	1	100
Total	145		

Number of Years in Present Position

The number of years in present position ranged from 1 to 20, with 5 years being the most frequently reported by the 165 respondents. (See Table 36.) The table reveals that, cumulatively, 55 percent had spent 5 or fewer years in their present position, 90 percent had spent 10 or fewer years, and 99 percent had spent 16 or fewer years in their present position.

Table 36.--Selected vocational administrators' number of years' experience in present position.

Number of Years	Frequency	Adjusted %	Cumulative % of Respondents
1	19	12	12
2	15	9	21
3	17	10	31
4	11	7	38
5	29	18	55
6	19	12	67
7	11	7	73
8	10	6	79
9	6	4	83
10	11	7	90
11	1	1	90
12	7	4	95
13	2	1	96
14	2	1	97
15	3	2	99
16	1	1	99
17	..	..	..
18	..	..	..
19	..	..	..
20	1	1	100
Total	165		



Number of Years' Experience in  
Vocational Education Teaching

According to Table 37, the number of years' experience for the 158 reporting administrators ranged from 0 to 32, with the majority (56 percent) reporting 8 or fewer years. Although the mode was 5 years, a considerable number of the respondents had had as many as 18 years' experience. However, only 10 percent had had more than 20 years' vocational teaching experience.

Number of Years' Experience in  
Vocational Education Administration

The 165 respondents' years of experience as vocational administrators ranged from 0 to 33, with 5 years' experience being the mode, as it was for years of experience in vocational teaching. Thirty-seven percent reported 5 or fewer years of vocational education administration experience, 74 percent reported 10 or fewer years, and 93 percent reported 15 or fewer years of such experience. (See Table 38.)

Number of Years' Experience as a  
Full-Time Vocational Teacher Educator

Although Table 39 indicates that many of the vocational administrators had had considerable experience as VTEs, the researcher has reason to believe that many of the respondents might have supplied incorrect information regarding this variable. The following might be reasons why incorrect information was supplied:

1. Respondents might have scanned the questionnaire before reading the directions and definitions, and upon discovering the

Table 37.--Selected vocational administrators' number of years' experience in vocational education teaching (N = 158).

Number of Years	Frequency	Adjusted %	Cumulative % of Respondents
0	7	4	4
1	3	2	6
2	3	2	8
3	8	5	13
4	12	8	21
5	20	13	34
6	10	6	40
7	11	7	47
8	15	9	56
9	4	3	59
10	10	6	65
11	4	3	68
12	8	5	73
13	1	1	73
14	3	2	75
15	7	4	80
16	2	1	81
17	2	1	82
18	9	6	88
19	..	..	..
20	3	2	90
21	1	1	91
22	2	1	92
23	2	1	93
24	2	1	94
25	3	2	96
26	..	..	..
27	2	1	97
28	1	1	98
29	1	1	99
30	1	1	99
31	..	..	..
32	1	1	100
Total	158		

Table 38.--Selected vocational administrators' number of years' experience in vocational education administration (N = 165).

Number of Years	Frequency	Adjusted %	Cumulative % of Respondents
0	1	1	1
1	7	4	5
2	8	5	10
3	9	5	15
4	14	8	24
5	22	13	37
6	20	12	49
7	12	7	56
8	10	6	62
9	8	5	67
10	11	7	74
11	2	1	75
12	11	7	82
13	6	4	85
14	7	4	90
15	6	4	93
16	..	..	..
17	1	1	94
18	1	1	95
19	..	..	..
20	3	2	96
21	..	..	..
22	1	1	97
23	1	1	98
24	2	1	99
25	..	..	..
26	1	1	99
--	..	..	..
33	1	1	100
Total	165		

demographic data section (last page) decided to complete that first. (Two unusable questionnaires were returned with the demographic sections completed, but only a few of the 62 items finished.)

2. Respondents might have misread the item as "vocational teacher" instead of "vocational teacher educator." (On that section, a few questionnaires showed evidence of answers having been erased or crossed out and a new answer supplied.)

3. Respondents might not have read the directions, and supplied their own definition of VTE, which in some cases they equated with vocational teacher. (After receiving answers from two respondents who obviously thought the researcher was seeking to identify their role expectations for vocational teachers rather than for VTEs, the researcher telephoned one and wrote the other and explained the difference; the respondents were sent new questionnaires, which neither completed. The two questionnaires that contained obvious misunderstandings were not used in the data analysis.

For these reasons, Table 39 is included only as a point of interest and is not evaluated further in this chapter. It is hoped that the reporting of this apparent misunderstanding might help future researchers avoid such pitfalls as the one described.

Number of Years' Experience as a  
Part-Time Vocational Teacher Educator

To be a bit colloquial, the next table and accompanying discussion could be entitled "Same Song, Second Verse," since they involve the same apparent misunderstanding. Table 40, however, is

Table 39.--Selected vocational administrators' number of years' experience as a full-time vocational teacher educator (N = 131).

Number of Years	Frequency	Adjusted %	Cumulative % of Respondents
0	69	53	53
1	..	..	..
2	2	2	54
3	5	4	58
4	5	4	62
5	9	7	69
6	9	7	76
7	2	2	77
8	3	2	79
9	3	2	82
10	2	2	83
11	2	2	85
12	1	1	85
13	2	2	87
14	1	1	88
15	3	2	90
16	2	2	92
17	2	2	93
18	1	1	94
19	1	1	95
20	2	2	96
21	1	1	97
--	..	..	..
25	2	2	98
26	..	..	..
27	1	1	99
--	..	..	..
32	1	1	100
Total	131		

perhaps a more accurate representation of vocational administrators' experience than is Table 39, because respondents' teaching part-time as a VTE was a likely possibility. They might have taught some courses and/or participated in university extension courses as lecturers. Further, only 115 of the 165 respondents supplied the requested information. Fifty respondents (30 percent) left the question blank. If the data are accurate, 39 of the 115 who responded (36 percent) had had experience as a part-time VTE, with the majority having had only one or two years of such experience.

Table 40.--Selected vocational administrators' number of years' experience as a part-time vocational teacher educator (N = 115).

Number of Years	Frequency	Adjusted %	Cumulative % of Respondents
0	76	66	66
1	9	8	74
2	11	10	83
3	6	5	89
4	3	3	91
5	2	2	93
6	1	1	94
7	..	..	..
8	1	1	95
9	..	..	..
10	1	1	96
11	..	..	..
12	2	2	97
13	..	..	..
14	1	1	98
15	1	1	99
--	..	..	..
18	1	1	100
Total	115		

Number of Years' Experience in an  
Occupational Specialty--Excluding  
Teaching and Administration

Respondents indicated from 0 to 32 years' experience in an occupational specialty, as evidenced in Table 41. Eighty-three percent of the respondents indicated 10 or fewer years. Four years' experience was the mode, with 26 (17 percent) indicating that number. Seventeen (11 percent) of the respondents indicated they had had no experience in an occupational specialty. Another 15 (9 percent) did not answer this item.

Approximate Number of Michigan  
Vocational Teacher Educators Whom  
Selected Vocational Administrators  
Know Well, on a Professional Basis

Table 42 shows that the mode for the number of VTEs known well professionally was 10; 21 (13 percent) of the 160 respondents reported that figure. Fifteen (9 percent) of the respondents reported knowing 20 VTEs well; 14 (9 percent) reported knowing 100 VTEs well; 13 (8 percent) reported knowing 14 VTEs well; and 10 (6 percent) reported knowing 6 VTEs well. The remaining 87 respondents reported knowing various numbers of VTEs, ranging from 0 to 500. Since the estimated number of VTEs in Michigan approximates 100, some vocational administrators must have been confused about identifying these individuals.

Background Area of Specialization

Table 43 portrays many characteristics of the population relative to respondents' present position and their background of

Table 41.--Selected vocational administrators' number of years' experience in an occupational specialty, excluding teaching and administration (N = 150).

Number of Years	Frequency	Adjusted %	Cumulative % of Respondents
0	17	11	11
1	1	1	12
2	9	6	18
3	15	10	28
4	26	17	45
5	15	10	55
6	14	9	65
7	7	5	69
8	8	5	75
9	3	2	77
10	10	7	83
11	3	2	85
12	2	1	87
13	2	1	88
14	3	2	90
15	4	3	93
16	2	1	94
17	..	..	..
18	1	1	95
19	..	..	..
20	6	4	99
21	..	..	..
22	.	.	99
--	..	..	..
32	1	1	100
Total	150		



Table 42.--Approximate number of vocational teacher educators known well, on a professional basis, by selected vocational administrators (N = 160).

Number of VTEs Known	Frequency	Adjusted %	Cumulative % of Respondents
0	1	1	1
2	1	1	1
3	4	2	4
4	5	3	7
5	7	4	11
6	10	6	18
7	3	2	19
8	9	6	25
10	21	13	38
11	1	1	39
12	11	7	46
13	1	1	46
15	13	8	54
18	3	2	56
20	15	9	66
23	1	1	66
25	6	4	70
30	3	2	72
35	2	1	73
40	2	1	74
50	10	6	81
52	1	1	81
60	3	2	83
75	3	2	85
100	14	9	94
150	1	1	94
175	2	1	96
200	4	2	98
300	1	1	99
350	1	1	99
500	1	1	100
Total	160		

specialization. For example, the "% in Specialty" row reveals that more miscellaneous respondents (7--31.8 percent) had served as community college deans than in other positions. That row also shows that more trade and industrial/industrial arts respondents (27--35.5 percent) had served as vocational directors than in other positions; that more business and office education respondents (10--50 percent) had served as vocational directors; more distributive education respondents (7--43.8 percent) had served as area center principals than in other positions; more distributive education/business and office education respondents (9--50 percent) had served as vocational directors; and more agriculture education respondents (4--30.8 percent) had served as CEPD vocational-technical specialists than in other positions.

An examination of the "% in Position" row reveals that trade and industrial/industrial arts respondents were the most highly represented specialty group in every position except that of area center principal, in which the distributive education specialty group was the most highly represented.

The table also shows, in the "% in Position" row, that the respondents with miscellaneous backgrounds were best represented (30.4 percent) in the community college dean position; trade and industrial/industrial arts respondents were best represented (58.8 percent) in the position "other"; business and office education respondents were best represented (18.8 percent) in the shared-time director position; distributive education respondents were best

Table 43.--Selected vocational administrators' background area of specialization, by present positions.

Background Area	Present Position						Total
	C.C. Dean	Voc. Dir.	CEPD Spec.	A.C. Prin.	S-T Dir.	Other	
<u>Miscellaneous</u>							
N	7	5	5	2	1	2	22
% in position	30.4	8.6	13.9	13.3	6.3	11.8	
% in specialty	31.8	22.7	22.7	9.1	4.5	9.1	
% of voc. administrators	4.2	3.0	3.0	1.2	.6	1.2	13.3
<u>Trade and Industrial/ Industrial Arts</u>							
N	12	27	17	3	7	10	76
% in position	52.2	46.6	47.2	20.0	43.8	58.8	
% in specialty	15.8	35.5	22.4	3.9	9.2	13.2	
% of voc. administrators	7.3	16.4	10.3	1.8	4.2	6.1	46.1
<u>Business and Office Ed.</u>							
N	0	10	4	1	3	2	20
% in position	0	17.2	11.1	6.7	18.8	11.8	
% in specialty	0	50.0	20.0	5.0	15.0	10.0	
% of voc. administrators	0	6.1	2.4	.6	1.8	1.2	12.1
<u>Distributive Education</u>							
N	2	4	2	7	1	0	16
% in position	8.7	6.9	5.6	46.7	6.3	0	
% in specialty	12.5	25.0	12.5	43.8	6.3	0	
% of voc. administrators	1.2	2.4	1.2	4.2	.6	0	9.7
<u>Distributive Education/ Business and Office Ed.</u>							
N	0	9	4	2	3	0	18
% in position	0	15.5	11.1	13.3	18.8	0	
% in specialty	0	50.0	22.2	11.1	16.7	0	
% of voc. administrators	0	5.5	2.4	1.2	1.8	0	10.9
<u>Agric. and Agric. Comb.</u>							
N	2	3	4	0	1	3	13
% in position	8.7	5.2	11.1	0	6.3	17.6	
% in specialty	15.4	23.1	30.8	0	7.7	23.1	
% of voc. administrators	1.2	1.8	2.4	0	.6	1.8	7.9
<u>Total</u>							
N	23	58	36	15	16	17	165
%	13.9	35.2	21.8	9.1	9.7	10.3	100.0

represented (46.7 percent) in the area center principal position; respondents with a combination background of distributive education/business and office education were best represented (18.8 percent) in the shared-time director position; and agriculture education respondents were best represented (11.1 percent) in the CEPD vocational-technical specialist position.

Table 44 displays the rank order of the background areas of specialization, based on the number of respondents within each category.

Table 44.--Rank of specialties for selected vocational administrators.

Rank	Specialty Area	N	Percent
1	Trade and Industrial, Industrial Arts	76	46.1
2	Miscellaneous	22	13.3
3	Business and Office Education	20	12.1
4	Business and Office Education/ Distributive Education	18	10.9
5	Distributive Education	16	9.7
6	Agriculture and Agriculture Comb.	13	7.9
	Total	165	100.0

The breakdown of the categories shown in Table 32 was as follows: (1) 1 industrial arts, 14 industrial arts/trade and industrial, and 61 trade and industrial; (2) 2 technical, 11 other [3 administration, 3 counseling, 1 economics, 1 special education, 1 teacher training, and 1 vocational program development], 1 home

economics education, 1 health occupations education, 4 respondents with a combination of distributive education/trade and industrial, 1 with a combination of distributive education/trade and industrial/industrial arts, 1 with the previous combination plus miscellaneous, and 1 with distributive education/health occupations education/trade and industrial; (3) 18 business and office education and 2 business and office education plus trade and industrial; (4) 15 business and office/distributive education and 3 business and office/distributive education/trade and industrial; (5) 16 distributive education; (6) 8 agriculture, 1 agriculture/other, 1 agriculture/industrial arts, 1 agriculture/trade and industrial/other, 1 agriculture/trade and industrial/industrial arts, and 1 agriculture/distributive education/trade and industrial.

### Sex

Table 45 indicates the sex of the respondents occupying the various administrative positions. Although an overwhelming percentage of the respondents were males (90.3 percent), females occupy 9.7 percent of the vocational administrator positions represented in this study. The table reveals that 6 (or 37.5 percent) of the 16 female respondents were vocational directors, another 3 (or 18.8 percent) were shared-time directors, and 2 (or 12.5 percent) served in each of the following positions: community college dean, CEPD vocational-technical specialist, and other. One (or 6.3 percent) was an area center principal. Among the female respondents, the

greatest proportion (3--18.8 percent) held the position of shared-time director. Within the total population, females were best represented (6--3.6 percent) in the vocational director position.

Table 45.--Sex of selected vocational administrators, by present position.

Sex	Present Position						Total
	C.C. Dean	Voc. Dir.	CEPD Spec.	A-C Prin.	S-T Dir.	Other	
<u>Male</u>							
N	21	52	34	14	13	15	149
% in position	91.3	89.7	94.5	93.3	81.3	88.2	
% of all male voc. adm.	14.2	35.1	23.9	9.5	8.8	10.0	
% of all voc. adm.	12.7	31.5	20.6	8.5	7.9	9.1	90.3
<u>Female</u>							
N	2	6	2	1	3	2	16
% in position	8.7	10.3	5.6	6.7	18.8	11.8	
% of all female voc. adm.	12.5	37.5	12.5	6.3	18.8	12.5	
% of all voc. adm.	1.2	3.6	1.2	.6	1.8	1.2	9.7
<u>Total</u>							
N	23	58	36	15	16	17	165
%	13.9	35.2	21.8	9.1	9.7	10.3	100.0

### Educational Level

Table 46 displays the highest level of education attained by vocational administrators in the various positions. The table reveals that, regardless of their position, the highest percentage of respondents had completed work beyond the masters level. It also shows

Table 46.--Selected vocational administrators' highest level of education attained, by present position.

Educational Level	Present Position						Total
	C.C. Dean	Voc. Dir.	CEPD Spec.	A-C Prin.	S-T Dir.	Other	
<u>BA plus</u>							
N	0	1	0	0	0	0	1
% in position	0	1.7	0	0	0	0	
% with BA	0	100.0	0	0	0	0	
% of voc. adm.	0	.6	0	0	0	0	.6
<u>Masters</u>							
N	4	5	3	3	2	1	18
% in position	17.4	8.6	8.3	20.0	12.5	5.9	
% with masters	22.4	27.8	16.7	16.7	11.1	5.6	
% of voc. adm.	2.4	3.0	1.8	1.8	1.2	.6	10.9
<u>MA plus</u>							
N	9	30	24	6	13	11	93
% in position	39.1	51.7	66.7	40.0	81.3	64.7	
% with MA plus	9.7	32.3	25.8	6.5	14.0	11.8	
% of voc. adm.	5.5	18.2	14.5	3.6	7.9	6.7	56.4
<u>Specialist</u>							
N	1	9	2	2	1	1	16
% in position	4.3	15.5	5.6	13.3	6.3	5.9	
% with specialist	6.3	56.3	12.5	12.5	6.3	6.3	
% of voc. adm.	.6	5.5	1.2	1.2	.6	.6	9.7
<u>Specialist plus</u>							
N	4	5	3	3	0	2	17
% in position	17.4	8.6	8.3	2.0	0	11.8	
% with spec. plus	23.5	29.4	17.6	17.6	0	11.8	
% of voc. adm.	2.4	3.0	1.8	1.8	0	1.2	10.3
<u>Doctorate</u>							
N	5	8	4	1	0	2	20
% in position	21.7	13.8	11.1	6.7	0	11.8	
% with doctorate	25.0	40.0	20.0	5.0	0	10.0	
% of voc. adm.	3.0	4.8	2.4	.6	0	1.2	12.1
<u>Total</u>							
N	23	58	36	15	16	17	165
%	13.9	35.2	21.8	9.1	9.7	10.3	100.0

that the only respondent having attained less than a masters degree was a vocational director; and that among respondents having attained masters degrees, the representation was highest among area center principals (20.0 percent). Respondents who had completed course work beyond the masters level were best represented among shared-time directors (81.3 percent). Those holding specialists degrees were best represented among the vocational directors (15.5 percent). Respondents who had completed course work beyond the specialist degree were best represented among community college deans (17.4 percent), and those holding doctorates were also best represented among community college deans (21.7 percent).

#### Profile of the Vocational Administrator in Michigan

The typical vocational administrator selected for this study is a male vocational director, who has been in his present position five years, administering programs for fewer than 999 enrollees. His background area of specialization is trade and industrial education, and he has accumulated credits beyond his masters degree. His experience includes four years in his occupational specialty, five years' vocational education teaching, and five years' vocational education administration. He generally lacks experience as either a full-time or part-time VTE; however, he knows approximately 15 VTEs well, on a professional basis.

Although the preceding profile describes the total population, the following discussion presents mini-profiles of the administrators in each of six positions.



The community college dean typically is male and has completed course work beyond the masters degree, whereas 17.4 percent of his colleagues have attained a masters degree and 43.4 percent have advanced degrees. His background area of specialization is trade and industrial education, whereas that of his colleagues is generally miscellaneous; a few have backgrounds in either distributive education or agriculture. None has a background in business education.

The vocational director also is typically male; however, 10.3 percent of his associates are female. He has attained the education level of masters plus, but has the distinction of having the only colleague with less than a masters degree. Altogether, 10.3 percent of his colleagues have attained a lower educational level than he, and 37.9 percent have advanced degrees. His background area of specialization is trade and industrial education, but all of the other background areas of study are represented by his counterparts.

The CEPD vocational-technical specialist is also typically male. He, too, has attained the educational level of masters plus, with only 8.3 percent of his associates below that level; 25 percent have achieved advanced degrees. His background area of specialization is trade and industrial education, but his colleagues represent the various other specialties, to a limited degree.

The area center principal typically is male, and has only one female counterpart. He differs from the other types of secondary administrators, who have backgrounds in trade and industrial education, by having a background in distributive education. His counterparts

also differ somewhat by having the distinction of being the greatest percentage who have attained a masters degree. Thirty percent of his colleagues, however, have earned advanced degrees.

The shared-time director generally is male, but has the greatest percentage of female associates (18.8 percent). He, too, typically has a trade and industrial background, but has colleagues representing each of the other specialties. Nearly all of his associates have attained the same level of education as he (masters plus), with only 12.5 percent having achieved less, and 6.3 percent having earned an advanced degree.

The "other" secondary administrator is typically male, has a background in trade and industrial education, and lacks associates in the specialty areas of distributive education and distributive education/business and office education. He has attained an educational level beyond the masters degree, whereas only 5.9 percent of his colleagues have attained a lower level and 29.5 percent have earned advanced degrees.

#### VTE Tasks Overlooked by Questionnaire (Research Question 8)

Research Question 8 asked: "Does the population feel that any VTEs' tasks have been overlooked? If so, which ones?" Some additional tasks were suggested by the respondents. Only a few related to the role of VTEs who are involved in the professional development of practitioners. Those additional tasks were:

Follow up for at least three years each teacher in updating management skills and testing.

Inservice new groups of teachers, certified or NOT, on classroom management.

Provide training for practitioners in community relations, administration and board of education relations.

Provide reciprocity between colleges in course credit-certification requirements.

Population's Suggestions for Enabling VTEs  
to Perform a Service Function  
(Research Question 9)

The ninth research question asked: "What suggestions, if any, does the population have for enabling VTEs to perform a service function? To answer this question, the administrators were provided with the following statement, and asked for their suggestions:

At present, SERVICE is not a university function that is supported/funded via the Legislature. Please list and/or explain any suggestions you have that might enable vocational teacher educators to perform this role (such as a funding mechanism, generation of continuing education units, cooperation with professional organizations).

Their suggestions included:

Some university or professional group needs to take this on as a specific goal project--This is a tough one.

Federal grants are abundant in Vocational Education--teacher training and retraining are high priority items in terms of federal funding--universities and local systems could cooperate in the writing of grant requests.

Private or federal grants for identified tasks.

State money can and is allocated (categorical) for universities to provide service such as the articulation projects between community colleges and secondary vocational schools.

Generally, we have funds via added cost dollars to contract for services based on our needs.

Efforts should be directed through the existing vocational education organizations (MOEA, MCVA, etc.). Teacher educators must exhibit strong leadership within these groups as

well as meeting by themselves. But if you don't have the support of the users of your services--forget it. Users must view you as an important source.

Using PDAC [Professional Development Advisory Council] needs assessment info/results develop "PILOT" or "demonstration" projects to convince the Legislature that SERVICES could be provided.

I believe there must be a university commitment to this effort. The Board of Trustees may allocate funds out of the State appropriation to provide this service. It should be a part of the College of Education's budget.

College and university budgets should allow for funding in house for vocational education--When millions are already given to higher education the dollars should be available.

Work within the present established system; participation with the MOEA would be a good start.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

##### The Problem

A primary purpose of this descriptive research study was to provide baseline data useful to vocational teacher educators (VTEs) in assessing their present role and in planning for their future contribution to vocational-technical education. Another purpose of this study was to provide information which would serve as a catalyst for communication between VTEs and other groups of vocational-technical education personnel such as state agency professionals, local administrators, support personnel, and classroom teachers.

The specific problem of this study was to (1) determine whether there is an intelligible expectation among Michigan vocational administrators about the role of Michigan VTEs who are involved in the professional development of practitioners, and (2) determine whether the position of the administrator influences his/her role expectations for those teacher educators. An additional intent of the study was to document demographic patterns and profiles of the respondents.

### Research Procedures

The population for the study comprised all 211 Michigan vocational administrators listed in the 1977-78 Directory of Vocational Administrators (MDE, V-TES, 1977).

Since opinions from those 211 individuals located throughout Michigan were sought for this study, the survey research method using a mailed questionnaire was selected. The researcher developed the instrument, with the aid of a consultant in the Office of Research Consultation, Michigan State University, and several individuals who are knowledgeable about the role of VTEs.

During the development of the questionnaire, statements of tasks (which the preliminary research and review of the literature indicated comprised the role of VTEs) were arranged on a grid, which was divided into three VTE role areas: (1) RESEARCH & DEVELOPMENT, (2) TEACHING, and (3) SERVICE. These role areas were further divided by (a) Professional Development of Practitioners by VTEs, (b) Mutual Professional Development Between Practitioners and VTEs, and (c) the Professional Self-Development of VTEs.

A tentative questionnaire was evaluated by a jury of ten experts, who had recent or present experience administering vocational or related programs in Michigan. All of their comments and suggestions were carefully noted, as was the advice of a consultant from the Office of Research Consultation in Michigan State University's College of Education, with whom the researcher worked closely. The number of items was reduced to 62, and the questionnaire was revised

and reproduced for distribution to the 211 Michigan vocational administrators selected for the study.

Although the final instrument contained the groupings of items indicated on the grid, the items were not labeled as such. Rather, the 62 items were listed consecutively. The respondents were asked to read each of the 62 task statements and decide (1) whether or not they thought the task should be part of the VTEs' role and (2) if so, what level priority it was (1--high, 2--medium, 3--low); or, if they felt the task was inappropriate, why? (4--someone else should do it, 5--no one else should do it). Then they were to check the response that best approximated their opinion. As a further exploratory procedure, respondents were asked to contribute any task statements they thought had been overlooked. The one open-ended question on the survey asked them to list and/or explain any suggestions that might enable VTEs to perform the SERVICE function. Respondents were also asked to complete a demographic information section.

The questionnaires were coded with identification numbers and, together with a cover letter and a stamped, self-addressed envelope, they were mailed to the 211 selected vocational administrators. To elicit a greater response, two follow-ups were conducted. The first was a post card reminder, which was mailed on May 3 to the 11 nonrespondents; they were asked to respond or to call the researcher (collect) if they needed another questionnaire. For the second follow-up, 20 of the 61 nonrespondents were telephoned on May 15, and reminded either personally or by their secretaries to return the

questionnaire. The remaining 41 nonrespondents were sent a letter, which asked them to respond by May 24, or to write a note indicating why they had not responded to the questionnaire.

Even though 78.2 percent of the population returned usable questionnaires, the study required information regarding the present positions of 100 percent of the population. To complete this aspect of data collection, another letter with an enclosed stamped, self-addressed postcard was mailed to the 46 nonrespondents. They were asked to report their positions by checking the appropriate responses on the postcard; all but four responded, and those four were telephoned for the information.

The response rates were as follows: 23 of 30 community college deans, or 76.6 percent; 58 of 78 vocational directors, or 74.3 percent; 36 of 39 CEPD specialists, or 92.3 percent; 15 of 24 area center principals, or 62.5 percent; 16 of 16 shared-time directors, or 100 percent; and 17 of 24 others, or 70.8 percent. ("Others" refer to secondary vocational administrators who occupied a combination of the positions vocational director, Career Education Planning District [CEPD] vocational-technical specialist, area center principal, or shared-time director.)

The data were keypunched onto punch cards and processed using the computer facilities at Michigan State University. The Statistical Package for the Social Sciences was used to program, compute, and summarize the data.



## Findings

The data presented in this study were compiled from the responses of the 165 selected Michigan vocational-technical education administrators (78.2 percent) who returned usable questionnaires.

To answer research questions 1, 2, and 3, the 62 questionnaire items were rank ordered for the total population and for the various subpopulations, utilizing the mean score which was calculated from the priority score assigned to the item (1--high, 2--medium, 3--low) by respondents who agreed the item was an appropriate role statement for VTEs. Demographic data for the total population and for the various subpopulations were compiled to identify demographic patterns and profiles. The following is a summary of findings relating to the specific research questions posed in this study.

Research Question 1.--What is the rank order of the 62 questionnaire items, for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, Career Education Planning District--CEPD--vocational-technical specialists, area center principals, shared-time directors, and others])? (Table 3, Chapter IV, displays the rank ordering of the 62 items [VTE role statements] for the total population. The rank orderings of the 62 items for the subpopulations are included in Appendices G through M.)

A comparison of the range in mean scores of the 62 items, by group, revealed that the shared-time directors exhibited the greatest

ability to discriminate priority among items, followed, respectively, by area center principals, CEPD specialists, post-secondary, vocational directors, total population, total secondary, and others.

A comparison of the range in percentages of respondents who agreed that certain items were appropriate role statements for VTEs showed that area center principals evidenced the greatest ability to discriminate, followed, respectively, by shared time directors, vocational directors, post-secondary, CEPD specialists, total secondary, total population, and others.

Research Question 2.--Which tasks, among those identified in the 62 questionnaire items, are ranked within the top 25 percent for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, CEPD vocational-technical specialists, area center principals, shared-time directors, and others])?

Items 32, 18, and 17 were among the top ranked 15 items for the total population as well as for every subpopulation. In rank order, the top 15 items (25 percent) for the total population are as follows:

Role  
Area

- |   |   |
|---|---|
| T | 32. Continually update content and delivery of courses and/or programs, based on input from practitioners |
| T | 18. Facilitate learning by utilizing a variety of motivational and instructional strategies               |
| T | 17. Emphasize the development of present and emerging competencies needed by practitioners                |

Role  
Area

- |     |  |
|-----|--|
| S   | 48. Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments) |
| T   | 23. Teach by the CBE (competency-based education) method   |
| R&D | 14. Maintain vocational-technical specialty competence through periodic experiences in the world of work   |
| R&D | 15. Survey practitioners (on a continuing basis) to determine professional development needs and interests   |
| T   | 29. Interact frequently (on-site) with supervising teachers  |
| T   | 31. Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses   |
| T   | 28. Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)                               |
| T   | 21. Encourage a commitment to a professional code of ethics  |
| T   | 27. Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)  |
| R&D | 3. Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification  |
| T   | 30. Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs  |
| S   | 53. Cooperate with school officials to recommend practitioners for certification   |

Comparisons of the top ranked 15 items for the various groups are detailed in Chapter IV.

The majority of the top ranked 15 items for the total population were in the TEACHING role area. (See Table 16.)

The level of agreement between the top ranked 15 item lists for the total population and the various groups ranged from 9 (60 percent) to 13 (86.7 percent). The CEPD vocational-technical specialists' list and the shared-time directors' list included 9 (60 percent), the area center principals' list included 10 (66.7 percent), the community college deans' list and the "others'" list included 11 (76.7 percent), and the vocational directors' list included 13 (86.7 percent) of the items included on the top ranked 15 items list for the total population. In regard to the top ranked 15 items, then, the order of increasing agreement with the total population, by group, is: (1) CEPD vocational-technical specialists and shared-time directors, (2) area center principals, (3) community college deans and "others," and, in closest agreement with the total population, (4) vocational directors. (See Table 6.)

The level of agreement between the lists of top ranked 15 items for the total secondary group and its component subpopulations was practically the same as the level of agreement between lists of top ranked 15 items for the total population and the various component groups. (The total secondary group's top 16 included the same items as the total population's top 15, plus one item due to a rank order tie.) The CEPD vocational-technical specialist and shared-time director subgroups were the only ones that included the additional item. The level of agreement between the lists of top ranked 15 items for the total secondary group and the various subpopulations in their inclusion of the top 16 items ranged from 10 (62.5 percent) to 13 (81.2 percent). The order of increasing agreement with the total

secondary group was (1) CEPD vocational-technical specialists, shared-time directors, and area center principals, each with 10 (62.5 percent); (2) community college deans and others, with 11 (68.7 percent); and (3) vocational directors, with 13 (81.23 percent).

Research Question 3.--Which tasks, among those identified in the 62 questionnaire items, are ranked within the bottom 25 percent for the total population and the various subpopulations (i.e., post-secondary group [community college deans]; total secondary group; and secondary subgroups [vocational directors, CEPD vocational-technical specialists, area center principals, shared-time directors, and others])?

Every one of the various groups' bottom ranked 15 items lists included items 42, 62, 56, and 54. The bottom ranked (25 percent) questionnaire items, for the total population, are as follows:

Role  
Area

- |   |  |
|---|--|
| S | 59. Guide practitioners in conducting meaningful research  |
| S | 45. Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels  |
| S | 38. Provide consultation for coordinating cooperative education programs   |
| S | 57. Assist in planning and conducting local and state needs assessment for vocational education  |
| S | 60. Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs |
| T | 26. Interpret the State Plan for professional development  |

Role  
Area

- |     |   |
|-----|---|
| R&D | 1. Cooperate in the development of the annual and five-year state plan for vocational education   |
| S   | 42. Provide consultation for writing proposals  |
| S   | 62. Participate in a variety of vocational education (and related) experiences as a volunteer   |
| S   | 56. Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives  |
| T   | 20. Interpret the State Plan for vocational education   |
| S   | 51. Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education  |
| T   | 19. Interpret vocational-technical education legislation  |
| S   | 47. Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings                     |
| S   | 54. Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners |

SERVICE role statements comprised the majority of the bottom 15 items selected by the total population. (See Table 26.)

The level of agreement between the lists of bottom ranked 15 items for the total population (as well as the total secondary group) and the various subpopulations ranged from 8 (53.3 percent) to 13 (86.7 percent). The area center principals' list included 8 (53.3 percent) of the items included on the list for the total population; the shared-time directors' list included 9 (60 percent) of the items included on the list for the total population; three subpopulations' lists (community college deans, CEPD vocational-technical specialists, and others) included 12 (80 percent) of the items on the total

population's list; and the vocational directors' list included 13 (86.7 percent) of the items included on the total population's list. (See Table 17.)

Research Question 4.--Is there a difference between the means of the three subscales (research and development, teaching, and service) for secondary vocational administrators and post-secondary vocational administrators? There was no evidence to claim that the two groups were different on any of the subscales.

Research Question 5.--Which vocational teacher educator (VTE) tasks were most frequently cited as being appropriate/inappropriate by the vocational administrators?

As indicated in Chapter IV on Table 29, every item on the questionnaire was cited as being an appropriate role statement by percentages of the population ranging from 68.3 to 100. However, seven items were cited as inappropriate role statements by more than 20 percent of the population. They were:

- (22.3%) 26. Interpret the State Plan for professional development
- (24.7%) 56. Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives
- (26.1%) 47. Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings
- (27.1%) 60. Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs
- (29.2%) 25. Interpret the vocational certification code
- (29.7%) 19. Interpret vocational-technical education legislation
- (31.7%) 20. Interpret the State Plan for vocational education

The population may have objected to the term "interpret" since all four of the questionnaire items which began with that term were included among those cited as being inappropriate role statements for VTEs by more than 20 percent of the population.

All but item 25 of the previously listed seven were included among the bottom ranked 15 items for the total population, pp. 50-52 (that ranking was based on the level of importance of items by respondents who selected them as appropriate role statements). Therefore, items 19, 20, 26, 47, 56, and 60 were found to be inappropriate role statements by more than 20 percent of the population, and were further cited as being relatively unimportant by those who did select them as being appropriate role statements.

Research Question 6.--Do the results of a factor analysis support the concepts of research and development, teaching, and service, or does it determine other central concepts which constitute the selected vocational administrators' expectation for the role of vocational teacher educators (VTEs)?

While the factored clusters did not match the role categories underlying the survey instrument, some coinciding of items did occur. For example, the Factor One cluster, as explained in Chapter IV, tended to include conveyor and consultant role categories as described in Havelock's theory. Twelve (75 percent) of the 16 Factor One items were classified as "service" role items on the questionnaire (items 36, 37, 38, 46, 47, 49, 51, 55, 56, 57, 59, 60). Only two (12.5 percent) of the Factor One items (15, 21) were among the top



ranked 15 items for the total population, while eight (50 percent) of the items (20, 38, 47, 49, 51, 56, 57, 60) were among the bottom ranked 15 items for the total population. Three additional items (37, 49, 55) were almost within the bottom ranked 15 items. Because of the overall low ranking of the Factor One items, it may be appropriate to assume that the population does not place a premium on VTEs' conveyor/consultant role.

In contrast to the Factor One cluster, which had many low ranked items, the Factor Two cluster of 13 items had no item ranked lower than 34 (of a possible high of 1 and low of 62), with 5 of them (38.5 percent) being among the top ranked 15 items (27, 28, 31, 48, 53). The Factor Two cluster contained a cross-section of items from the categories: four research and development items (2, 7, 13, 16); four teaching items (24, 27, 28, 31); and five service items (35, 48, 53, 58, 61). The Factor Two items tended to include change agent consultant and trainer roles, as described in Havelock's theory. This information suggests that the vocational administrators place a rather high priority on such roles for VTEs.

Only five items clustered for Factor Three. However, four of them (80 percent) (6, 9, 10, 11) were from the research and development category on the questionnaire. The fifth item (23) was classified as a teaching role. All of the items in the Factor Three cluster tended to fit Havelock's description of the innovator role. While item 23 was among the top ranked 15 items for the vocational administrators, the other four items were ranked from 18 to 38 (of a possible high

of 1 to a low of 62). Seemingly, then, vocational administrators place a medium priority on an innovator role for VTEs.

In summary, then, the factor analysis process did not support the concepts of research and development, teaching, and service. Rather, certain linking role concepts as described by Havelock's theory were identified. Vocational administrators' apparent high-priority role expectations for VTEs include that of change agent consultant (an active participant and collaborator and a conveyor of knowledge about the process of change itself) and trainer (individual with some authority over the learner, who often uses reinforcing techniques to help a learner obtain a body of knowledge to be used at a future date). Also, vocational administrators apparently place a medium priority on the innovator role (the first person in a social system to take up a new idea and serve as its advocate) for VTEs. They apparently place a low priority on the conveyor role (one who, through a one-way communication system, gives information and tells "what") and consultant role (one who generally must be invited to participate and then tells "how") for VTEs.

Research Question 7.--What is the demographic profile of the total population; and what demographic patterns emerged through data analysis?

The typical vocational administrator selected for this study is a male vocational director, who has been in his present position five years, administering programs for fewer than 999 enrollees. His background area of specialization is trade and industrial education,

and he has accumulated credits beyond his masters degree. His experience includes four years in his occupational specialty, five years' vocational education teaching, and five years' vocational education administration. He generally lacks experience as either a full-time or part-time VTE; however, he knows approximately 15 VTEs well, on a professional basis. Mini-profiles of the administrators in each of six positions are reported in Chapter IV, pages 159-161.

Research Question 8.--Does the population feel that any VTEs' tasks have been overlooked? If so, which ones? Some additional tasks were suggested by the respondents, including the need for VTEs to follow up for at least three years on new teachers' management and testing skills, and to inservice new groups of teachers, even if they are certified, on classroom management. Another suggestion is that VTEs should provide training for practitioners in community relations, administration, and board of education relations. Also suggested was the need to provide reciprocity between colleges in course credit-certification requirements.

Research Question 9.--What suggestions, if any, does the population have for enabling VTEs to perform a service function? Although no grandiose plan emerged for enabling VTEs to perform a service role (which is not a university function that is supported/funded by the legislature), respondents submitted several suggestions, including:

1. Some university or professional group should take this on as a special project.
2. Cooperate with a local system to write grant requests to train/retrain teachers.
3. Solicit private or federal grants for identified tasks.

4. Contract with vocational administrators to provide services, to be financed with added-cost funds.
5. Direct service effort through existing vocational education organizations (Michigan Occupational Education Association or Michigan Council of Vocational Administrators); exhibit leadership to them and gain their support.
6. Demonstrate to the legislature, through pilot projects, that services could be provided.
7. Service should be part of the Colleges of Education's budgets.

### Conclusions

1. No matter whether the respondents were categorized into subpopulations or considered as a whole, the majority agreed that each of the 62 role statements listed on the questionnaire was appropriate for VTEs. In other words, the majority of the selected vocational administrators expected VTEs to fulfill (to some extent) each of the 62 tasks stated on the questionnaire. However, as stated in the limitations of the study (page 10), it should be noted that the survey items evolved from a review of the literature and therefore reflect traditional role expectations rather than non-traditional, emerging, or futuristic role expectations for VTEs.

2. Regardless of whether the 62 questionnaire items were rank ordered for the total population or for the various subpopulations, three items (all from the teaching role area) were listed among the top 15. Those items were:

32. Continually update content and delivery of courses and/or programs, based on input from practitioners
18. Facilitate learning by utilizing a variety of motivational and instructional strategies

17. Emphasize the development of present and emerging competencies needed by practitioners

(Of all 62 items, only number 18 was selected as an appropriate role statement for VTEs by every respondent.)

3. Regardless of whether the 62 questionnaire items were rank ordered for the total population or for the various subpopulations, four items (all from the service role area) were listed among the bottom 15. Those items were:

42. Provide consultation for writing proposals
62. Participate in a variety of vocational education (and related) experiences as a volunteer
56. Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives
54. Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners

4. A continuum tends to exist among the subpopulations regarding their similarities and dissimilarities. The vocational directors were closest in agreement with the total population, followed by the community college deans and others, CEPD vocational-technical specialists and shared-time directors, and with the least agreement--area center principals.

5. With the exception of one individual, the selected vocational administrators possess the formal degrees required, regardless of their present positions; therefore, additional schooling will not be required for them unless credential requirements change.

6. Only one-fifth of the selected vocational administrators have backgrounds in areas other than industrial education or business

and/or distributive education; therefore many specialty areas (particularly health and home economics) are sparsely represented.

7. There is an intelligible expectation among Michigan vocational administrators about the role of Michigan VTEs. The administrators expect the VTEs to perform a traditional role as described by the role statements in the questionnaire; however, at the same time the administrators expect VTEs to place a high priority on their trainer and change agent consultant roles and to some extent on their innovator role. On the other hand, administrators expect VTEs to de-emphasize their conveyor and consultant roles.

#### Recommendations

Based on the findings of this study, the following recommendations are made:

1. That vocational teacher educators take steps individually and collectively to:
  - a. identify role expectations that can and should be met, and take steps to meet them.
  - b. identify role expectations that should but cannot be met, due to circumstances beyond the VTEs' control.
  - c. identify the controller of the circumstance preventing VTEs from meeting the role expectations.
  - d. communicate to the controller of the circumstance (Michigan Department of Education or the institutions of higher education) the dilemma of the VTEs who feel a need to meet certain role expectations of vocational administrators; ask for support in resolving the dilemma.
  - e. identify role expectations that VTEs should not meet, even if they could, and communicate those to appropriate individuals (vocational administrators, Michigan Department of Education, institutions of higher education).

2. That vocational teacher educators should decide among themselves who qualifies as a vocational teacher educator; develop an appropriate job description; and communicate it to the vocational administrators, Michigan Department of Education professionals (especially within the Office of Professional Development and the Vocational-Technical Education Service), and decision makers within institutions of higher education.

3. That vocational teacher educators develop a type of ecosystem to keep them informed of their status regarding vocational administrators' and other practitioners' role expectations for VTEs.

4. Now that baseline data have been documented relative to expectations for VTEs' traditional role, a study should be conducted to identify non-traditional, emerging, or futuristic role expectations for VTEs.

## APPENDICES



APPENDIX A

MEMORANDUM TO JURY OF EXPERTS

## APPENDIX A

### MEMORANDUM TO JURY OF EXPERTS

TO: Members of Jury of Experts  
FROM: Loretta L. Grobe  
SUBJECT: Evaluation of Tentative Questionnaire

Thank you for agreeing to assist me in evaluating the enclosed questionnaire which will be used to survey selected vocational administrators regarding their role expectations for Michigan four-year institution vocational educators who are involved in the professional development of vocational-technical education practitioners.

Would you please judge the appropriateness of each item on the proposed questionnaire, and indicate your reasons for judging items inappropriate by using the following code:

D - Duplication of another item: See item: (NO.)

I - Irrelevant, i.e., not a role expectation for Michigan four-year institution vocational educators who are involved in the professional development of vocational-technical education practitioners

U - Unclear, confusing, vague

Any additional comments are welcome, as are suggestions for role expectations you feel should have been included

Please use the enclosed envelope to return the questionnaire to me prior to the date identified on the enclosure. If you have any questions, feel free to call my anytime at (517) 676-4047.

**APPENDIX B**

**JURY OF EXPERTS**

## APPENDIX B

### JURY OF EXPERTS

Dr. Norma Bobbitt  
Assistant Dean  
College of Human Ecology  
Michigan State University  
East Lansing, Michigan 48823

Dr. Ed Cory, Consultant  
Vocational-Technical Education Service  
Michigan Department of Education  
Box 30009  
Lansing, Michigan 48909

Rodger Eckhardt  
Director for Vocational Education Programs  
Glen Oaks Community College  
109 Shimmel Road  
Centreville, Michigan 49032

K. Dale McAlvey  
(retired) Director of Vocational Education  
Petoskey Public Schools  
East Mitchell Road  
Petoskey, Michigan 49770

Dr. William Rude  
Executive Director  
State Advisory Council for Vocational Education  
P.O. Box 30008  
Lansing, Michigan 48909

Dian Shaw  
Professional Development Specialist  
Office of Career Education  
Michigan Department of Education  
Lansing, Michigan 48909

Leo Schuch, Assistant Principal  
Capital Area Career Center  
Mason, Michigan 48854

John Shupe, Assistant Superintendent  
Livingston Intermediate School District  
1425 W. Grand River Avenue  
Howell, Michigan 48843

Professor Ralph Wenrich  
The University of Michigan School of Education  
Occupational Programs  
Ann Arbor, Michigan 48104

Carl Woloszyk, Consultant  
Vocational-Technical Education Service  
Michigan Department of Education  
Lansing, Michigan 48909

## APPENDIX C

### COVER LETTER AND QUESTIONNAIRE

## APPENDIX C

### COVER LETTER AND QUESTIONNAIRE

#### MICHIGAN STATE UNIVERSITY

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COLLEGE OF EDUCATION  
DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM  
321 Erickson Hall

EAST LANSING • MICHIGAN • 48824

April 22, 1978

Dear Vocational Administrator:

You, no doubt, share with me a common concern: the need to define the role of vocational teacher educators in Michigan--as it relates to the professional development of practitioners. You may be aware that the Michigan Occupational Teacher Educators Association (MOTEA) is drafting a position paper regarding their role; and that the state conference, May 22-23, for Vocational Teacher Educators has as its theme, "The Role of Vocational Teacher Educators."

For my doctoral dissertation, under the direction of Dr. Robert P. Poland at Michigan State University, I have chosen to study "Selected Vocational Administrators' Role Expectations for Michigan Vocational Teacher Educators." As you know, 212 individuals are listed in the Directory of Vocational Administrators 1977-78, published by the Michigan Department of Education Vocational-Technical Education Service. I feel that each of those 212 individuals has a valuable opinion regarding the role expectations for vocational teacher educators.

I am therefore seeking your response to the enclosed questionnaire, which should take approximately 15 minutes to complete. Your responses will be kept completely confidential. All results will be summarized by groups. Please respond to each item on the questionnaire and return it in the stamped, self-addressed envelope by May 2.

Thank you for your cooperation.

Sincerely,

Loretta L. Grobe  
Ph.D. Candidate  
Vocational-Technical Education Administration

SELECTED VOCATIONAL ADMINISTRATORS' ROLE EXPECTATIONS  
FOR MICHIGAN VOCATIONAL TEACHER EDUCATORS

Q U E S T I O N N A I R E

This study of selected vocational administrators' role expectations for Michigan vocational teacher educators is being conducted to determine the major tasks that, in the administrators' opinion, SHOULD be performed by vocational teacher educators.

The following definitions should be helpful in clarifying the above statement:

ROLE--A set of expected behaviors for an individual in a given situation or position.

VOCATIONAL TEACHER EDUCATORS--individuals employed at four-year colleges and universities who contribute to the professional development of vocational-technical education personnel at the secondary and post-secondary levels.

PROFESSIONAL DEVELOPMENT--(similar to inservice education)  
A planned and organized effort to provide teachers and other educational workers with the knowledge and skills necessary to facilitate improved student learning and performance and to meet additional needs of students.

PRACTITIONERS--Vocational-technical educators who are employed at the secondary or post-secondary level and are responsible for delivering instruction or instructional services to students in the vocational-technical education areas, i.e., agriculture, distributive education, health occupations, home economics, business and/or office, and trade and industrial.

This questionnaire consists of two sections:

Section I is designed to determine the respondent's opinion of the tasks that ideally should be performed by the Michigan vocational teacher educators (relative to their involvement in the professional development of practitioners).

Section II is designed to collect information on the educational background and work experience of the respondent.

-----  
SECTION I

Directions: This questionnaire contains descriptions of tasks or "role expectations." Please think about an ideal (very appropriate) role for vocational teacher educators. As you read each task statement, decide whether you think it should be part of their role, and if so, what level priority it is; if not, why it is inappropriate. Then, check the response, at the right, that best approximates your opinion. Please respond to each item. Thank you.



Q. No. ☐☐☐☐

Preface each statement with:

"In my opinion, the expectation for vocational teacher educators to . . ."

	YES, IT IS THEIR ROLE			UNDECIDED	NO, IT IS NOT THEIR ROLE	
	IS OF HIGH PRIORITY	IS OF MEDIUM PRIORITY	IS OF LOW PRIORITY		IS INAPPROPRIATE: Someone else should do it	IS INAPPROPRIATE: No one needs to do it
1. cooperate in the development of the annual and five-year state plan for vocational education						
2. engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners						
3. cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification						
4. develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)						
5. conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)						
6. identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education						
7. cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities						
8. cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas						
9. cooperate in developmental activities (placement projects, curriculum development, professional writings)						
10. cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities						
11. cooperate in obtaining and utilizing data to improve vocational education programs						
12. cooperate in the development of leaders for vocational education youth organizations						

PLEASE REMEMBER TO COMPLETE THE REVERSE SIDE OF THIS PAGE!

Preface each statement with:

"In my opinion, the expectation for vocational teacher educators to . . ."

	YES, IT IS THEIR ROLE			UNDECIDED	NO, IT IS NOT THEIR ROLE	
	IS OF HIGH PRIORITY	IS OF MEDIUM PRIORITY	IS OF LOW PRIORITY		IS INAPPROPRIATE: Someone else should do it	IS INAPPROPRIATE: No one needs to do it
13. participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students						
14. maintain vocational-technical specialty competence through periodic experiences in the world of work						
15. survey practitioners (on a continuing basis) to determine professional development needs and interests						
16. participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators						
17. emphasize the development of present and emerging competencies needed by practitioners						
18. facilitate learning by utilizing a variety of motivational and instructional strategies						
19. interpret vocational-technical education legislation						
20. interpret the State Plan for vocational education						
21. encourage a commitment to a professional code of ethics						
22. project a comprehensive "picture" of vocational education						
23. teach by the CBE (competency-based education) method						
24. conduct vocational education seminars on a regular basis in geographically accessible locations						
25. interpret the vocational certification code						
26. interpret the State Plan for professional development						
27. tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids						

Preface each statement with:

"In my opinion, the expectation for vocational teacher educators to . . ."

	YES, IT IS THEIR ROLE			UNDECIDED	NO, IT IS NOT THEIR ROLE	
	IS OF HIGH PRIORITY	IS OF MEDIUM PRIORITY	IS OF LOW PRIORITY		IS INAPPROPRIATE: Someone else should do it	IS INAPPROPRIATE: No one else should do it
28. address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)						
29. interact frequently (on-site) with supervising teachers						
30. cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs						
31. invite practitioners to share their expertise (as resource persons) in credit and non-credit courses						
32. continually update content and delivery of courses and/or programs, based on input from practitioners						
33. participate actively in local, state and national organizations which facilitate interaction with practitioners						
34. participate in exchange programs (with practitioners and State Department of Education vocational education professionals)						
35. provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs						
36. provide consultation for vocational education instructional planning, execution and evaluation						
37. provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)						
38. provide consultation for coordinating cooperative education programs						
39. provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs						

PLEASE REMEMBER TO COMPLETE THE REVERSE SIDE OF THIS PAGE!

Preface each statement with:

"In my opinion, the expectation for vocational teacher educators to . . ."

	YES, IT IS THEIR ROLE			UNDECIDED	NO, IT IS NOT THEIR ROLE	
	IS OF HIGH PRIORITY	IS OF MEDIUM PRIORITY	IS OF LOW PRIORITY		IS INAPPROPRIATE: Someone else should do it	IS INAPPROPRIATE: No one else should do it
40. provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs						
41. provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)						
42. provide consultation for writing proposals						
43. provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)						
44. provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)						
45. provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels						
46. conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)						
47. conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings						
48. provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)						
49. provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)						
50. communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies						

Preface each statement with:

"In my opinion, the expectation for vocational teacher educators to . . ."

	YES, IT IS THEIR ROLE			UNDECIDED	NO, IT IS NOT THEIR ROLE	
	IS OF HIGH PRIORITY	IS OF MEDIUM PRIORITY	IS OF LOW PRIORITY		IS INAPPROPRIATE: Someone else should do it	IS INAPPROPRIATE: No one else should do it
51. communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education						
52. cooperate with professional organizations in lobbying for vocational-technical education legislation						
53. cooperate with school officials to recommend practitioners for certification						
54. distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners						
55. cooperate with practitioners to solve "across the board" vocational-technical education problems						
56. assist in program planning with Comprehensive Employment and Training Act (CETA) representatives						
57. assist in planning and conducting local and state needs assessment for vocational education						
58. encourage applicants for teacher training programs who possess appropriate experiences in the world of work						
59. guide practitioners in conducting meaningful research						
60. cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs						
61. articulate practitioners' expectations of vocational teacher educators to college/university policy makers						
62. participate in a variety of vocational education (and related) experiences as a volunteer						

PLEASE REMEMBER TO COMPLETE THE REVERSE SIDE OF THIS PAGE!

Please use the following spaces to add any items that you feel have been overlooked:

	YES, IT IS THEIR ROLE			UNDECIDED	NO, IT IS NOT THEIR ROLE	
	IS OF HIGH PRIORITY	IS OF MEDIUM PRIORITY	IS OF LOW PRIORITY		IS INAPPROPRIATE: Someone else should do it	IS INAPPROPRIATE: No one else should do it
63.						
64.						
65.						

At present, SERVICE is not a university function that is supported/funded via the Legislature. Please list and/or explain any suggestions you have that might enable vocational teacher educators to perform this role (such as a funding mechanism, generation of continuing education units, cooperation with professional organizations).

**SECTION II**

**Directions:** Please complete the following information about yourself. You are assured that all information you supply will be kept confidential and no individual will be identified in the report of this study.

<b>PRESENT POSITION (1)</b> 1__ Dean (similar title) of Occupational Education, at a community college 2__ Vocational Director 3__ CEPD Voc-Tech Specialist 4__ Area Center Principal 5__ Shared-Time Director 6__ Other (Specify)_____	<b>NUMBER OF YEARS EXPERIENCE IN AN OCCUPATIONAL SPECIALTY--EXCLUDING TEACHING AND ADMINISTRATION (8)</b> (_____)
<b>NUMBER OF ENROLLEES IN PROGRAMS ADMINISTERED (2)</b> (_____)	<b>BACKGROUND--AREA OF SPECIALIZATION (9)</b> 1__ Agriculture Education 2__ Distributive Education 3__ Health Occupations Education 4__ Home Economics Education 5__ Business/Office Education 6__ Trade and Industrial Education 7__ Industrial Arts 8__ Other (Specify)_____
<b>NUMBER OF YEARS IN PRESENT POSITION (3)</b> (_____)	<b>HIGHEST LEVEL OF EDUCATION ATTAINED (10)</b> 1__ Less than Bachelors 2__ Bachelors 3__ More than Bachelors, but less than Masters 4__ Masters 5__ More than Masters, but less than Specialist or Doctorate 6__ Specialist 7__ More than Specialist, but less than Doctorate 8__ Doctorate
<b>NUMBER OF YEARS EXPERIENCE IN VOCATIONAL EDUCATION TEACHING (4)</b> (_____)	<b>APPROXIMATE NUMBER OF MICHIGAN VOCATIONAL TEACHER EDUCATORS WHOM YOU KNOW WELL, ON A PROFESSIONAL BASIS (11)</b> (_____)
<b>NUMBER OF YEARS EXPERIENCE IN VOCATIONAL EDUCATION ADMINISTRATION (5)</b> (_____)	
<b>NUMBER OF YEARS EXPERIENCE AS A FULL-TIME VOCATIONAL TEACHER EDUCATOR (6)</b> (_____)	
<b>NUMBER OF YEARS EXPERIENCE AS A PART-TIME VOCATIONAL TEACHER EDUCATOR (7)</b> (_____)	

APPENDIX D

FOLLOW-UP COMMUNICATIONS



APPENDIX D

FOLLOW-UP COMMUNICATIONS

May 3, 1978

Dear Vocational Administrator:

I am anxiously awaiting your response to the questionnaire that I sent you April 22, 1978, regarding "Selected Vocational Administrators' Role Expectations of Michigan Vocational Teacher Educators."

Would you be so kind as to answer and return the questionnaire to me by May 12? Thank you for your cooperation.

Sincerely,

Loretta L. Grobe

P.S. Call me (collect) if you need a questionnaire. My number is 517-676-4047.

203 Mark Street  
Mason, Michigan 48854

May 15, 1978

Dear

This letter (reminder number 2) most likely finds you extremely busy with the end of the school year rapidly approaching.

When I mailed you a questionnaire April 22 seeking your opinion about the "Role Expectations for Michigan Vocational Teacher Educators" I hoped I had beaten the end-of-the-year rush, but perhaps I had not. (Even so, 68% of your colleagues have responded at this date.)

If you still have the \_\_\_\_\_ questionnaire and self-addressed, stamped envelope that I mailed you, I would be most appreciative if you would either:

- 1) respond to and return the questionnaire to me by May 24
- or 2) send me a short note (handwritten would be fine!) indicating your reason for not responding to the questionnaire

If you need a questionnaire, please call me (collect) between 8:00 a.m. and 10:00 p.m. at 517 676-4047. If you cannot reach me at that number, you may leave a message at Michigan State University--not collect--at 517 353-6450 between 8:00 a.m. and 5:00 p.m.

Thank you for your interest and cooperation in improving our profession.

Sincerely,

Loretta L. Grobe

MICHIGAN STATE UNIVERSITY

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COLLEGE OF EDUCATION  
DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM

EAST LANSING • MICHIGAN • 48824

304 Erickson Hall

September 19, 1978

Dear Vocational Administrator:

You may recall that last spring I sent you a questionnaire regarding your perception of the role of vocational teacher educators in the professional development of practitioners. I did not receive a completed questionnaire from you--and I am not asking for it now.

However, I do need your help with one small detail for my study... I need to know the position(s) you held during April, May and June, 1978. Enclosed is a post card on which you may indicate that information by simply checking the appropriate numbers.

I would be most appreciative if you would check the appropriate numbers on the post card and send it to me by return mail. Thank you for your cooperation.

Sincerely,

Loretta L. Grobe  
Ph.D. Candidate  
Vocational-Technical Education Administration

Which position(s) did you hold during April,  
May and June, 1978?

(Check all that apply)

- 1\_\_\_\_\_Dean (similar title) of Occupational  
Education, at a community college
- 2\_\_\_\_\_Vocational Director
- 3\_\_\_\_\_CEPD Voc-Tech Specialist
- 4\_\_\_\_\_Area Center Principal
- 5\_\_\_\_\_Shared-Time Director
- 6\_\_\_\_\_Other (Specify)\_\_\_\_\_

Thank you for your cooperation.

## APPENDIX E

### UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION

## APPENDIX E

### UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION

#### Official Delegates

Dr. B. Harold Anderson  
Dept. of Vocational Education  
Colorado State University  
Ft. Collins, CO 80523

Dr. Wellford W. Wilms  
Graduate School of Education  
405 Hilgard Avenue  
University of California  
at Los Angeles  
Los Angeles, CA 90024

Dr. Lloyd D. Briggs  
School of Occupational &  
Adult Education  
Oklahoma State University  
Classroom Office Building  
Stillwater, OK 74074

Dr. Joe Clary, Head  
Dept. of Occupational Education  
North Carolina State University  
P.O. Box 5096  
Raleigh, NC 27607

Dr. Sharon Wallace  
Vocational & Technical Education  
Oregon State University  
Corvallis, OR 97331

Dr. Richard Erickson, Chairman  
Dept. of Vocational & Practical  
Arts Education  
University of Missouri, Columbia  
Columbia, MO 62501

Dr. Melvin Miller  
Dept. of Vocational Technical  
Education  
University of Tennessee  
Knoxville, Tennessee 37916

Dr. George L. O'Kelley  
Division of Vocational Education  
Aderhold Hall  
University of Georgia  
Athens, Georgia 30602

Dr. Carl J. Schaefer (Annell Simcoe)  
Dept. of Voc.-Tech. Education  
Rutgers--The State University  
New Brunswick, NJ 08903

Dr. Robert Taylor, Dir. (Dewey Adams)  
Center for Vocational Education  
The Ohio State University  
Columbus, OH 43210

Dr. Richard Whinfield  
Higher, Technical & Adult Education  
University of Connecticut (U-93)  
Storrs, CT 06068

Dr. Rupert N. Evans  
Dept. of Voc. & Tech. Education  
345 Education Building  
University of Illinois  
Urbana, IL 61801

Dr. Jerome Moss, Jr.  
Dept. of Voc. & Tech. Education  
125 Peik Hall  
159 Pillsbury Drive S.E.  
University of Minnesota  
Minneapolis, MN 55455

Dr. Daniel E. Vogler  
Virginia Polytechnic Institute  
College of Education  
Blacksburg, Virginia 24061

Dr. Harold Binkley  
Department of Vocational Education  
University of Kentucky  
Lexington, Kentucky 40506

## APPENDIX F

### FACTOR INTERCORRELATIONS AND LOADING MATRIX

Table F1.--Factor intercorrelations and loading matrix--three factors (communality in the diagonal).

	Factor 1																Factor 2														Factor 3							
	22	59	38	47	20	46	55	36	15	37	56	21	57	51	60	49	31	48	28	27	35	53	58	24	16	7	61	13	2	10	11	9	6	23				
Item/Item Correlations	22	73	71	66	72	70	66	65	50	34	48	59	53	63	44	34	48	19	52	24	13	52	50	39	42	22	7	6	42	18	36	19	59	15	27			
	59	71	58	49	59	53	49	62	21	41	45	46	62	53	50	50	61	10	36	6	6	30	37	12	27	18	7	5	27	6	15	-6	55	24	5			
	38	66	49	65	48	70	43	41	65	50	61	41	53	63	44	54	36	34	39	24	24	39	30	31	22	-7	-20	42	6	13	10	59	4	14				
	47	72	59	48	53	46	60	63	45	49	44	39	38	33	53	32	37	16	42	23	0	52	59	10	34	26	15	13	11	13	24	19	54	11	13			
	20	70	53	70	46	57	58	46	56	41	39	53	57	56	28	38	35	11	38	34	23	44	38	38	19	22	0	6	51	12	24	18	59	20	-4			
	46	66	49	43	60	58	51	65	50	65	34	50	41	42	34	24	24	4	39	46	13	52	39	20	31	35	22	31	20	31	13	19	41	4	2			
	55	65	62	41	63	46	65	48	38	42	42	42	24	58	46	13	70	10	33	38	15	39	26	27	55	23	23	16	8	20	33	15	52	44	26			
	36	50	21	65	45	56	50	38	43	49	62	41	38	33	32	32	29	49	51	55	55	71	57	36	42	47	27	16	55	23	29	34	54	7	24			
	15	34	41	50	49	41	65	42	49	37	49	21	42	13	37	51	14	16	38	42	27	48	39	-1	3	37	10	27	3	8	-17	11	37	-6	-19			
	37	48	45	61	44	39	34	42	62	49	39	37	27	17	40	53	52	49	55	44	44	60	44	19	37	11	9	18	23	8	-5	7	39	-2	-1			
	56	59	46	41	39	53	50	42	41	21	37	35	22	18	42	50	31	21	19	23	14	56	40	42	22	45	6	14	49	-5	41	53	46	11	14			
	21	53	62	53	38	57	41	24	38	42	27	22	37	47	24	56	20	10	33	-8	15	13	38	17	8	23	-8	2	43	7	-4	-22	34	-13	-14			
	57	63	53	63	33	56	42	58	33	13	17	18	47	33	29	11	55	-1	22	4	4	9	9	28	36	-4	-7	-24	36	6	34	-7	52	42	31			
	51	44	50	44	53	28	34	46	32	37	40	42	24	29	33	36	24	-4	-15	-14	5	16	14	-15	4	16	19	-7	-15	-6	34	34	50	21	16			
	60	34	50	54	32	38	24	13	32	51	53	50	56	11	36	31	13	37	33	5	35	38	54	28	14	29	-6	27	34	-6	-18	2	34	-7	-18			
	49	48	61	36	37	35	24	70	29	14	52	31	20	55	24	13	19	30	50	31	31	33	21	23	48	-9	15	-2	37	-13	16	-15	46	40	7			
Item/Item Correlations	31	19	10	34	16	11	4	10	49	16	49	21	10	-1	-4	37	30	65	47	57	57	48	54	51	62	37	49	44	62	25	-17	-13	14	-21	32			
	48	52	36	39	42	38	39	33	51	38	55	19	33	22	-15	33	50	74	62	68	55	65	68	52	61	25	34	47	61	29	-19	-25	28	-8	7			
	28	24	5	24	23	34	46	38	55	42	44	23	-8	4	-14	5	31	57	68	60	58	73	50	53	48	42	55	57	38	48	8	23	38	24	25			
	27	13	6	24	0	23	13	15	55	27	44	14	15	4	5	35	31	57	55	58	57	49	50	53	48	54	55	44	38	36	-3	-2	38	24	1			
	35	52	30	39	52	44	52	39	71	48	60	56	13	9	16	38	33	48	65	73	49	57	82	58	47	53	24	38	47	34	33	44	56	23	18			
	53	50	37	39	59	38	39	26	57	39	44	40	38	9	14	54	21	54	68	50	50	82	60	64	58	65	28	38	47	48	21	16	54	12	9			
	58	39	12	30	10	38	20	27	36	-1	19	42	17	23	-15	28	23	51	52	53	53	58	64	54	67	55	24	30	58	52	33	18	38	33	17			
	24	42	27	31	34	19	31	55	42	3	37	22	8	36	4	14	48	62	61	48	48	47	58	67	44	41	42	29	37	59	14	-15	29	18	35			
	16	22	18	22	26	22	35	23	47	37	11	45	23	-4	16	49	-9	37	25	42	54	53	65	55	41	40	47	46	29	53	29	41	51	20	26			
	7	7	7	-7	15	0	22	23	27	10	9	6	-8	-7	19	-6	15	49	34	55	55	24	28	24	42	47	33	64	14	54	15	11	33	20	39			
	61	6	5	-20	13	6	31	16	16	27	18	14	2	-24	-7	27	-2	44	47	57	44	38	38	30	29	46	64	33	17	41	-15	8	3	2	10			
	13	42	27	42	11	51	20	8	55	3	23	49	43	36	-15	34	37	62	61	38	38	47	47	58	37	29	14	17	35	0	14	2	29	-3	23			
	2	18	6	6	13	12	31	20	23	8	8	-5	7	6	-6	-13	25	29	48	36	34	48	52	59	53	54	41	0	25	25	10	28	17	34				
Item/Item Corr.	10	36	15	13	24	24	13	33	29	-17	-5	41	-4	34	34	-18	16	-17	-19	8	-3	33	21	33	14	29	15	-15	14	25	99	76	64	62	58			
	11	19	-6	10	19	18	19	15	34	11	7	53	-22	-7	34	2	-15	-13	-25	23	-2	44	16	18	-15	41	11	8	2	10	76	61	49	39	44			
	9	59	55	59	54	49	41	52	54	37	39	46	34	52	50	34	46	14	28	38	38	56	54	38	29	51	33	3	29	28	64	49	50	63	37			
	6	15	24	4	11	20	4	44	7	-6	-2	11	-13	42	21	-7	40	-21	-8	24	24	23	12	33	18	20	20	2	-3	17	62	39	63	34	35			
	23	27	5	14	13	-4	2	26	24	-19	-1	14	-14	31	16	18	7	32	7	25	1	18	9	37	35	26	39	10	23	34	58	44	37	35	32			
501	86	78	80	73	76	71	69	66	61	62	59	61	57	58	55	55	27	50	35	31	62	59	34	40	41	14	12	42	16	29	23	71	22	14				
502	41	22	36	31	37	37	32	58	32	48	41	20	11	0	41	34	81	79	78	75	75	77	73	66	64	57	58	59	55	15	16	48	16	33				
503	44	15	20	29	34	26	44	44	-6	10	53	-8	32	32	-5	19	6	3	43	24	55	39	60	33	54	42	19	25	47	100	78	78	58	56				

## Scale/Scale Correlations (corrected for attenuation)

	Factor 1	Factor 2	Factor 3
Factor 1	100	51	41
Factor 2	51	100	49
Factor 3	41	49	100

## Standard Score Coefficient Alpha

Factor 1 = .93  
Factor 2 = .92  
Factor 3 = .84



APPENDIX G

RANK ORDER OF VTE ROLE STATEMENTS FOR  
POST-SECONDARY GROUP

Table G1.--Rank order of VTE role statements for post-secondary group (community college deans).<sup>a</sup>

Rank	Item #	Statement	% <sup>b</sup>	Mean
1	32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	100.0	1.26
2	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	87.0	1.30
3	18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	100.0	1.35
4	17.	Emphasize the development of present and emerging competencies needed by practitioners	100.0	1.41
5	14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	95.5	1.43
6	23.	Teach by the CBE (competency-based education) method	100.0	1.52
7.5	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	100.0	1.54
7.5	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	100.0	1.54
9	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	90.9	1.55
10	22.	Project a comprehensive "picture" of vocational education	100.0	1.56
11	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	91.3	1.57
12	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	78.3	1.61

Table G1.--Continued.

Rank	Item #	Statement	%	Mean
13	21.	Encourage a commitment to a professional code of ethics	95.5	1.62
14	29.	Interact frequently (on-site) with supervising teachers	86.4	1.63
15	5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	100.0	1.65
16	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	91.3	1.67
17	3.	Cooperate with the State Departemnt of Education in setting and maintaining standards for vocational teacher certification	72.7	1.69
18.5	53.	Cooperate with school officials to recommend practitioners for certification	91.3	1.71
18.5	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	95.5	1.71
20.5	41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	90.0	1.72
20.5	44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	81.8	1.72
22	30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	90.9	1.75

Table G1.--Continued.

Rank	Item #	Statement	%	Mean
24.5	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	91.3	1.76
24.5	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	91.3	1.76
24.5	36.	Provide consultation for vocational education instructional planning, execution and evaluation	91.3	1.76
24.5	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	73.9	1.76
27.5	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	85.7	1.78
27.5	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	85.7	1.78
29.5	8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	90.9	1.80
29.5	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	90.9	1.80
31	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	91.3	1.81

Table G1.--Continued.

Rank	Item #	Statement	%	Mean
33	4.	Develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)	77.3	1.82
33	33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	95.7	1.82
33	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	77.3	1.82
35.5	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	90.9	1.85
35.5	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	91.3	1.85
37	39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	82.6	1.89
38.5	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	91.3	1.90
38.5	45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	100.0	1.90
40	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	95.7	1.91
41	43.	Provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)	81.8	1.94

Table G1.--Continued.

Rank	Item #	Statement	%	Mean
43.5	25.	Interpret the vocational certification code	78.3	2.00
43.5	38.	Provide consultation for coordinating cooperative education programs	91.3	2.00
43.5	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	95.5	2.00
43.5	50.	Communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies	100.0	2.00
46	40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	95.7	2.04
47	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	95.2	2.05
48	59.	Guide practitioners in conducting meaningful research	95.7	2.09
49	26.	Interpret the State Plan for professional development	86.4	2.10
49	52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	82.6	2.10
52	20.	Interpret the State Plan for vocational education	81.8	2.11
52	42.	Provide consultation for writing proposals	85.7	2.11
52	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	81.8	2.11
54	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	69.6	2.12

Table G1.--Continued.

Rank	Item #	Statement	%	Mean
55.5	34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	95.7	2.18
55.5	57.	Assist in planning and conducting local and state needs assessment for vocational education	77.3	2.18
57	12.	Cooperate in the development of leaders for vocational education youth organizations	87.0	2.20
58	19.	Interpret vocational-technical education legislation	85.7	2.28
59	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	90.9	2.30
60	1.	Cooperate in the development of the annual and five-year state plan for vocational education	65.2	2.40
61	54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	77.3	2.47
62	62.	Participate in a variety of vocational education (and related) experiences as a volunteer	100.0	2.48

<sup>a</sup>N = 23, representing a 76.7 percent return.

<sup>b</sup>% refers to postsecondary subpopulation selecting item as an appropriate role statement for VTEs.

APPENDIX H

RANK ORDER OF VTE ROLE STATEMENTS FOR  
TOTAL SECONDARY RESPONDENTS



Table H1.--Rank order of VTE role statements for total secondary respondents.<sup>a</sup>

Rank	Item #	Statement	% <sup>b</sup>	Mean
1	32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	99.3	1.13
2.5	18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	100.0	1.35
2.5	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	89.8	1.35
4	23.	Teach by the CBE (competency-based education) method	96.3	1.39
5	17.	Emphasize the development of present and emerging competencies needed by practitioners	97.1	1.40
6	14.	Maintain vocational-technical specialty competency through periodic experiences in the world of work	99.3	1.45
7	29.	Interact frequently (on-site) with supervising teachers	97.8	1.47
8	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	98.6	1.51
10	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	97.2	1.52
10	21.	Encourage a commitment to a professional code of ethics	97.1	1.52
10	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	88.1	1.52
12	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	96.2	1.56

Table H1.--Continued.

Rank	Item #	Statement	%	Mean
13	30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	92.8	1.57
14	3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	88.7	1.58
15.5	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	93.5	1.58
15.5	53.	Cooperate with school officials to recommend practitioners for certification	89.8	1.58
17.5	8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	92.0	1.59
17.5	33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	97.2	1.59
19	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	98.6	1.62
21	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	95.0	1.63
21	22.	Project a comprehensive "picture" of vocational education	91.4	1.63
21	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	92.5	1.63
23	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	96.4	1.64

Table H1.--Continued.

Rank	Item #	Statement	%	Mean
24	44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	92.1	1.65
25	36.	Provide consultation for vocational education instructional planning, execution and evaluation	89.1	1.66
27	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	92.9	1.68
27	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	85.1	1.68
27	52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	91.9	1.68
30	4.	Develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)	91.4	1.71
30	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	95.6	1.71
30	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	93.5	1.71
32	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	81.0	1.75

Table H1.--Continued.

Rank	Item #	Statement	%	Mean
33	43.	Provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)	90.0	1.77
34	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	89.9	1.78
35	50.	Communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies	95.0	1.79
36	39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	86.8	1.80
37	5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	94.8	1.82
39	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	94.9	1.83
39	12.	Cooperate in the development of leaders for vocational education youth organizations.	94.8	1.83
39	25.	Interpret the vocational certification code	69.6	1.83
41	34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	98.5	1.85
42	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	93.6	1.87

Table H1.--Continued.

Rank	Item #	Statement	%	Mean
43.5	40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	88.5	1.89
43.5	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	92.3	1.89
45.5	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	79.3	1.90
45.5	41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	85.0	1.90
47	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	95.6	1.91
48	59.	Guide practitioners in conducting meaningful research	89.1	1.93
49	45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	93.4	1.96
50	57.	Assist in planning and conducting local and state needs assessment for vocational education	84.8	1.97
51	1.	Cooperate in the development of the annual and five-year state plan for vocational education	83.3	1.98
52	38.	Provide consultation for coordinating cooperative education programs	84.7	1.99
53	26.	Interpret the State Plan for professional development	76.3	2.01

Table H1.--Continued.

Rank	Item #	Statement	%	Mean
54	62.	Participate in a variety of vocational education (and related) experiences as a volunteer	93.3	2.02
55	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	72.7	2.05
56	42.	Provide consultation for writing proposals	86.6	2.08
57	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	85.9	2.09
58	19.	Interpret vocational-technical education legislation	67.9	2.10
59.5	20.	Interpret the State Plan for vocational education	66.2	2.12
59.5	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	74.2	2.12
61	47.	Conduct (in cooperation with the State Department of Education) vocational education professionals) state conferences and meetings	74.4	2.15
62	54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	81.8	2.20

<sup>a</sup>N = 142, representing a 78.4 percent return.

<sup>b</sup>% refers to total secondary subpopulation selecting item as an appropriate role statement for VTEs.

## APPENDIX I

### RANK ORDER OF VTE ROLE STATEMENTS FOR VOCATIONAL DIRECTORS

Table 11.--Rank order of VTE role statements for vocational directors.<sup>a</sup>

Rank	Item #	Statement	% <sup>b</sup>	Mean
1	32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	98.3	1.14
2	14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	98.3	1.33
3	29.	Interact frequently (on-site) with supervising teachers	96.3	1.40
4	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	91.1	1.41
5	18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	100.0	1.43
6	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	100.0	1.46
7	21.	Encourage a commitment to a professional code of ethics	96.5	1.47
8	30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	97.5	1.47
9	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	98.2	1.48
10	8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	91.1	1.53
12	17.	Emphasize the development of present and emerging competencies needed by practitioners	96.6	1.54
12	23.	Teach by the CBE (competency-based education) method	94.5	1.54



Table 11.--Continued.

Rank	Item #	Statement	%	Mean
12	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	94.5	1.54
14	53.	Cooperate with school officials to recommend practitioners for certification	91.1	1.55
15	22.	Project a comprehensive "picture" of vocational education	91.4	1.58
16	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	89.1	1.59
17	3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	82.8	1.60
18	33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	96.6	1.61
19	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	92.9	1.65
20	44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	96.6	1.67
21.5	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	94.6	1.68
21.5	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	85.1	1.68
23.5	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	89.7	1.69

Table 11.--Continued.

Rank	Item #	Statement	%	Mean
23.5	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	96.5	1.69
25.5	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	98.3	1.70
25.5	34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	98.1	1.70
27.5	4.	Develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)	91.4	1.72
27.5	36.	Provide consultation for vocational education instructional planning, execution and evaluation	89.3	1.72
29	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	98.2	1.75
32.5	25.	Interpret the vocational certification code	66.1	1.76
32.5	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	87.7	1.76
32.5	39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	89.5	1.76
32.5	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	80.7	1.76

Table 11.--Continued.

Rank	Item #	Statement	%	Mean
32.5	52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	92.7	1.76
32.5	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	96.2	1.76
36	5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	94.4	1.78
37	12.	Cooperate in the development of leaders for vocational education youth organizations	94.7	1.80
38	50.	Communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies	94.5	1.81
39.5	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	96.6	1.84
39.5	43.	Provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)	96.6	1.84
41	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	89.7	1.85
42	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	83.9	1.87

Table 11.--Continued.

Rank	Item #	Statement	%	Mean
43.5	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	94.5	1.88
43.5	40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	91.2	1.88
45.5	41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	86.0	1.92
45.5	59.	Guide practitioners in conducting meaningful research	92.9	1.92
47	57.	Assist in planning and conducting local and state needs assessment for vocational education	82.8	1.96
48	38.	Provide consultation for coordinating cooperative education programs	87.9	1.96
50	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	96.4	2.00
50	45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	93.1	2.00
50	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	94.6	2.00
52	26.	Interpret the State Plan for professional development	72.2	2.03
53	62.	Participate in a variety of vocational education (and related) experiences as a volunteer	94.1	2.04

Table 11.--Continued.

Rank	Item #	Statement	%	Mean
54	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	70.9	2.05
55.5	1.	Cooperate in the development of the annual and five-year state plan for vocational education	84.2	2.10
55.5	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	70.4	2.10
57	54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	83.9	2.11
58	42.	Provide consultation for writing proposals	91.2	2.13
59	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	85.7	2.15
60	19.	Interpret vocational-technical education legislation	64.8	2.20
61	20.	Interpret the State Plan for vocational education	58.6	2.29
62	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	83.9	2.30

<sup>a</sup>N = 58, representing a 74.3 percent return.

<sup>b</sup>% refers to vocational directors subpopulation selecting item as an appropriate role statement for VTEs.

## APPENDIX J

### RANK ORDER OF VTE ROLE STATEMENTS FOR CEPD VOCATIONAL-TECHNICAL SPECIALISTS

Table J1.--Rank order of VTE role statements for CEPD vocational-technical specialists.<sup>a</sup>

Rank	Item #	Statement	% <sup>b</sup>	Mean
1	32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	100.0	1.11
2	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	91.4	1.22
3	18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	100.0	1.23
4	23.	Teach by the CBE (competency-based education) method	94.1	1.28
5	17.	Emphasize the development of present and emerging competencies needed by practitioners	97.1	1.33
6	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	94.1	1.37
7	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	97.2	1.46
8	33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	97.1	1.47
9	44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	88.6	1.48
11.5	8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	85.7	1.50
11.5	14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	100.0	1.50

Table J1.--Continued.

Rank	Item #	Statement	%	Mean
11.5	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	88.9	1.50
11.5	29.	Interact frequently (on-site) with supervising teachers	100.0	1.50
14	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	94.4	1.52
15	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	91.7	1.53
16.5	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	97.1	1.54
16.5	43.	Provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)	82.4	1.54
18	30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	100.0	1.57
19.5	21.	Encourage a commitment to a professional code of ethics	97.1	1.58
19.5	3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	88.6	1.58
21.5	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	100.0	1.59
21.5	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	88.9	1.59



Table J1.--Continued.

Rank	Item #	Statement	%	Mean
23	36.	Provide consultation for vocational education instructional planning, execution and evaluation	85.7	1.60
24.5	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	91.4	1.62
24.5	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	94.1	1.62
26	53.	Cooperate with school officials to recommend practitioners for certification	93.9	1.64
27.5	4.	Develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)	94.3	1.67
27.5	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	94.3	1.67
29	52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	94.1	1.69
30	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	100.0	1.70
31	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	86.7	1.73
32	22.	Project a comprehensive "picture" of vocational education	91.4	1.75
33	34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	97.1	1.76

Table J1.--Continued.

Rank	Item #	Statement	%	Mean
34	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	82.9	1.76
35.5	39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	80.0	1.79
35.5	25.	Interpret the vocational certification code	70.6	1.79
37.5	5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	97.2	1.80
37.5	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	88.2	1.80
39	41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	78.8	1.81
40	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities		
41	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	97.1	1.82
42.5	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	97.1	1.85

Table J1.--Continued.

Rank	Item #	Statement	%	Mean
42.5	50.	Communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies	94.4	1.85
44	1.	Cooperate in the development of the annual and five-year state plan for vocational education	80.0	1.86
45	45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	94.4	1.88
46	57.	Assist in planning and conducting local and state needs assessment for vocational education	82.4	1.89
47	40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	80.6	1.92
48	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	93.8	1.93
49	12.	Cooperate in the development of leaders for vocational education youth organizations	97.1	1.94
50.5	62.	Participate in a variety of vocational education (and related) experiences as a volunteer	96.8	2.00
50.5	26.	Interpret the State Plan for professional development	76.5	2.00
53.5	42.	Provide consultation for writing proposals	84.4	2.04
53.5	38.	Provide consultation for coordinating cooperative education programs	74.3	2.04

Table J1.--Continued.

Rank	Item #	Statement	%	Mean
53.5	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	70.6	2.04
53.5	20.	Interpret the State Plan for vocational education	65.7	2.04
56	59.	Guide practitioners in conducting meaningful research	85.7	2.07
57.5	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	84.4	2.15
57.5	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	81.8	2.15
59	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	75.0	2.21
60	19.	Interpret vocational-technical education legislation	67.6	2.22
61	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	72.7	2.30
62	54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	94.3	2.39

<sup>a</sup>N = 36, representing a 92.3 percent return.

<sup>b</sup>% refers to CEPD vocational-technical specialists subpopulation selecting item as an appropriate role statement for VTEs.

## APPENDIX K

### RANK ORDER OF VTE ROLE STATEMENTS FOR AREA CENTER PRINCIPALS

Table K1.--Rank order of VTE role statements for area center principals.<sup>a</sup>

Rank	Item #	Statement	% <sup>b</sup>	Mean
1	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	85.7	1.08
2	32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	100.0	1.13
3	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	86.7	1.23
4.5	18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	100.0	1.27
4.5	53.	Cooperate with school officials to recommend practitioners for certification	73.3	1.27
6	52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	80.0	1.33
7	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	86.7	1.38
8	17.	Emphasize the development of present and emerging competencies needed by practitioners	100.0	1.40
9	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students)	92.9	1.46
10.5	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	100.0	1.50
10.5	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	92.3	1.50

Table K1.--Continued.

Rank	Item #	Statement	%	Mean
12.5	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	92.9	1.54
12.5	21.	Encourage a commitment to a professional code of ethics	92.9	1.54
14	3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	93.3	1.57
15	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	80.0	1.58
17.5	14.	Maintain vocational-technical specialty competency through periodic experiences in the world of work	100.0	1.60
17.5	29.	Interact frequently (on-site) with supervising teachers	100.0	1.60
17.5	23.	Teach by the CBE (competency-based education) method	100.0	1.60
17.5	50.	Communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies	100.0	1.60
21	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	93.3	1.64
21	36.	Provide consultation for vocational education instructional planning, execution and evaluation	93.3	1.64
21	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	93.3	1.64
22	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	85.7	1.67

Table K1.--Continued.

Rank	Item #	Statement	%	Mean
24.5	8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	92.9	1.69
24.5	22.	Project a comprehensive "picture" of vocational education	86.7	1.69
26.5	40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	93.3	1.71
26.5	44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	93.3	1.71
29	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	100.0	1.73
29	30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	100.0	1.73
29	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	73.3	1.73
32	33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	93.3	1.79
32	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	93.3	1.79
32	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	93.3	1.79



Table K1.--Continued.

Rank	Item #	Statement	%	Mean
34.5	4.	Develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)	100.0	1.80
34.5	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	76.9	1.80
36	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	73.3	1.82
37	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	93.3	1.86
38	26.	Interpret the State Plan for professional development	66.7	1.90
39	43.	Provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)	73.3	1.91
41	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	93.3	1.92
41	38.	Provide consultation for coordinating cooperative education programs	80.0	1.92
41	57.	Assist in planning and conducting local and state needs assessment for vocational education	80.0	1.92
43	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	100.0	1.93

Table K1.--Continued.

Rank	Item #	Statement	%	Mean
45.5	1.	Cooperate in the development of the annual and five-year state plan for vocational education	100.0	2.00
45.5	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	100.0	2.00
45.5	45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	92.3	2.00
45.5	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	53.8	2.00
49	39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	86.7	2.08
49	62.	Participate in a variety of vocational education (and related) experiences as a volunteer	85.7	2.08
49	20.	Interpret the State Plan for vocational education	80.0	2.08
51	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	78.6	2.09
52	25.	Interpret the vocational certification code	66.7	2.10
53	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	100.0	2.14
54	42.	Provide consultation for writing proposals	80.0	2.17

Table K1.--Continued.

Rank	Item #	Statement	%	Mean
55	41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	84.6	2.18
56	5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	100.0	2.21
57	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	69.2	2.22
58	59.	Guide practitioners in conducting meaningful research	73.3	2.27
59	34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	100.0	2.31
60	19.	Interpret vocational-technical education legislation	64.3	2.33
61	12.	Cooperate in the development of leaders for vocational education youth organizations	78.6	2.36
62	54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	60.0	2.44

<sup>a</sup>N = 15, representing 62.5 percent return.

<sup>b</sup>% refers to area center principal subpopulation selecting item as an appropriate role statement for VTEs.

## APPENDIX L

### RANK ORDER OF VTE ROLE STATEMENTS FOR SHARED-TIME DIRECTORS

Table L1.--Rank order of VTE role statements for shared-time directors.<sup>a</sup>

Rank	Item #	Statement	% <sup>b</sup>	Mean
1	32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	100.0	1.12
2	23.	Teach by the CBE (competency-based education) method	100.0	1.14
3	17.	Emphasize the development of present and emerging competencies needed by practitioners	100.0	1.27
4	29.	Interact frequently (on-site) with supervising teachers	92.9	1.46
5.5	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	100.0	1.56
5.5	18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	100.0	1.56
7	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	85.7	1.58
9.5	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	100.0	1.60
9.5	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other consumer aids)	100.0	1.60
9.5	3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	93.8	1.60
9.5	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	93.8	1.60
12	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	100.0	1.62

Table L1.--Continued.

Rank	Item #	Statement	%	Mean
14	5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	85.7	1.67
14	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	85.7	1.67
14	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	75.0	1.67
16	19.	Interpret vocational-technical education legislation	60.0	1.68
18.5	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	100.0	1.69
18.5	14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	100.0	1.69
18.5	4.	Develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)	86.7	1.69
18.5	52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	86.7	1.69
21	20.	Interpret the State Plan for vocational education	66.7	1.70
22.5	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	100.0	1.71
22.5	12.	Cooperate in the development of leaders for vocational education youth organizations	92.9	1.71

Table L1.--Continued.

Rank	Item #	Statement	%	Mean
24.5	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	100.0	1.73
24.5	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	93.8	1.73
26.5	21.	Encourage a commitment to a professional code of ethics	100.0	1.75
26.5	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	85.7	1.75
28	22.	Project a comprehensive "picture" of vocational education	87.5	1.79
29	1.	Cooperate in the development of the annual and five-year state plan for vocational education	66.7	1.80
30	33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	100.0	1.81
31	30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	87.5	1.86
32.5	8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	100.0	1.87
32.5	50.	Communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies	93.8	1.87
34	39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	83.3	1.90

Table L1.--Continued.

Rank	Item #	Statement	%	Mean
35.5	36.	Provide consultation for vocational education instructional planning, execution and evaluation	86.7	1.92
35.5	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	81.3	1.92
37.5	53.	Cooperate with school officials to recommend practitioners for certification	87.5	1.93
37.5	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	87.5	1.93
39	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	100.0	1.94
42.5	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	93.8	2.00
42.5	43.	Provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)	93.8	2.00
42.5	44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	86.7	2.00
42.5	59.	Guide practitioners in conducting meaningful research	86.7	2.00
42.5	25.	Interpret the vocational certification code	68.8	2.00
42.5	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	56.3	2.00



Table L1.--Continued.

Rank	Item #	Statement	%	Mean
46.5	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	100.0	2.07
46.5	45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	86.7	2.07
48	26.	Interpret the State Plan for professional development	81.3	2.08
49	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	93.3	2.14
50	38.	Provide consultation for coordinating cooperative education programs	85.7	2.17
51	42.	Provide consultation for writing proposals	73.3	2.18
52.5	62.	Participate in a variety of vocational education (and related) experiences as a volunteer	90.0	2.22
52.5	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	60.0	2.22
54	40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	92.9	2.23
55	41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	92.3	2.25

Table L1.--Continued.

Rank	Item #	Statement	%	Mean
56	57.	Assist in planning and conducting local and state needs assessment for vocational education	87.5	2.29
57	54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	66.7	2.30
58	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	86.7	2.31
59	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	86.7	2.38
60	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	78.6	2.54
61	34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	100.0	2.57
62	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	61.5	2.62

<sup>a</sup>N = 16, representing a 100 percent return.

<sup>b</sup>% refers to shared-time directors subpopulation selecting item as an appropriate role statement for VTEs.

APPENDIX M

RANK ORDER OF VTE ROLE STATEMENTS  
FOR "OTHERS" SUBGROUP

Table M1.--Rank order of VTE role statements for "others" subgroup.<sup>a</sup>

Rank	Item #	Statement	% <sup>b</sup>	Mean
1.5	23.	Teach by the CBE (competency-based education) method	100.0	1.12
1.5	32.	Continually update content and delivery of courses and/or programs, based on input from practitioners	100.0	1.12
3	17.	Emphasize the development of present and emerging competencies needed by practitioners	94.1	1.18
4	48.	Provide a system for granting college credit to practitioners for previous experiences in the world of work (which are relative to the course/program content in their teaching assignments)	88.2	1.20
5	18.	Facilitate learning by utilizing a variety of motivational and instructional strategies	100.0	1.23
6.5	15.	Survey practitioners (on a continuing basis) to determine professional development needs and interests	100.0	1.29
6.5	31.	Invite practitioners to share their expertise (as resource persons) in credit and non-credit courses	100.0	1.29
9	7.	Cooperate with the State Department of Education vocational education professionals in the development and utilization of professional development materials and activities	94.1	1.31
9	27.	Tailor presentations to meet practitioner needs (i.e., be selective in use of commercially prepared modules or other curriculum aids)	92.9	1.31
9	28.	Address specific problems faced by non-degreed, annually authorized personnel (e.g., the transition from labor--supervised employee, to a profession--teacher)	86.7	1.31

Table M1.--Continued.

Rank	Item #	Statement	%	Mean
11	14.	Maintain vocational-technical specialty competence through periodic experiences in the world of work	100.0	1.33
12	21.	Encourage a commitment to a professional code of ethics	100.0	1.35
13	37.	Provide consultation for vocational education instructional management (budgets, reports, space, facilities, equipment and supplies, curriculum materials)	87.5	1.36
14	22.	Project a comprehensive "picture" of vocational education	100.0	1.37
15	36.	Provide consultation for vocational education instructional planning, execution and evaluation	93.8	1.40
17	61.	Articulate practitioners' expectations of vocational teacher educators to college/university policy makers	88.2	1.41
17	33.	Participate actively in local, state and national organizations which facilitate interaction with practitioners	100.0	1.41
17	59.	Guide practitioners in conducting meaningful research	100.0	1.41
19.5	12.	Cooperate in the development of leaders for vocational education youth organizations	100.0	1.44
19.5	10.	Cooperate with advisory committees in the development (i.e., needs assessment, planning, delivery, evaluation) of professional development activities	94.1	1.44
21	11.	Cooperate in obtaining and utilizing data to improve vocational education programs	100.0	1.47
24	29.	Interact frequently (on-site) with supervising teachers	100.0	1.50
24	34.	Participate in exchange programs (with practitioners and State Department of Education vocational education professionals)	100.0	1.50

Table M1.--Continued

Rank	Item #	Statement	%	Mean
24	30.	Cooperate with practitioners to provide meaningful leadership experiences for individuals in advanced degree programs	94.1	1.50
24	35.	Provide consultation (e.g., for planning, implementation, operation, or evaluation) for vocational education programs	94.1	1.50
24	53.	Cooperate with school officials to recommend practitioners for certification	94.1	1.50
28	49.	Provide advice and/or answers for a variety of vocational education (and related) questions/problems (upon request by practitioners)	100.0	1.53
28	3.	Cooperate with the State Department of Education in setting and maintaining standards for vocational teacher certification	100.0	1.53
28	41.	Provide consultation for improving and expanding vocational education options for particular groups (e.g., adults, inner-city residents, sparsely populated rural area residents, minorities, limited English-speakers, handicapped, disadvantaged, migrants, males-females in sex-biased occupations)	88.2	1.53
30	13.	Participate in a professional development plan (for vocational teacher educators) which includes on-site interaction with practitioners and their students	94.1	1.56
31	2.	Engage in cooperative planning with State Department of Education personnel responsible for leadership in professional development of practitioners	100.0	1.59
33	52.	Cooperate with professional organizations in lobbying for vocational-technical education legislation	100.0	1.60
33	55.	Cooperate with practitioners to solve "across the board" vocational-technical education problems	93.8	1.60

Table M1.--Continued.

Rank	Item #	Statement	%	Mean
33	44.	Provide advice and counsel for practitioners in their personal planning (for continuing education, certification and/or advanced degree programs)	88.2	1.60
36	8.	Cooperate with the State Department of Education in the development and/or selection of competency tests for teacher certification in specific occupational areas	100.0	1.62
36	39.	Provide consultation for infusing mandated programs (e.g., Career Education, Bilingual Education, Mainstreaming) into vocational education programs	94.1	1.62
36	43.	Provide linkage (communication, understanding) between the various levels and sequences of vocational education and related programs (e.g., industrial arts, career education, pre-vocational education, academic subjects)	94.1	1.62
38	51.	Communicate auxiliary service available (e.g., Employment Security Commission, Occupational Information System) which relate to vocational education	100.0	1.65
39.5	9.	Cooperate in developmental activities (placement projects, curriculum development, professional writings)	93.8	1.67
39.5	40.	Provide consultation for integrating specialized personnel (e.g., job placement, special education, remedial basic skills, teaching aids, psychology, social work, staff development) into vocational education programs	88.2	1.67
41.5	50.	Communicate opportunities (e.g., professional and honorary organizations, leadership or training programs, credit/non-credit courses and programs) to renew and expand competencies	94.1	1.69

Table M1.--Continued.

Rank	Item #	Statement	%	Mean
41.5	4.	Develop preparatory programs for support personnel (e.g., directors of federal projects, job placement, follow-up, community relations, curriculum)	81.3	1.69
43.5	58.	Encourage applicants for teacher training programs who possess appropriate experiences in the world of work	100.0	1.71
43.5	60.	Cooperate in the recruitment of individuals from the world of work to serve as part-time community college faculty in highly specialized vocational-technical education programs	87.5	1.71
45	16.	Participate in the vocational-technical education program articulation process between community college practitioners and vocational teacher educators	88.2	1.73
46.5	5.	Conduct research and/or contribute to professional literature (relative to the field of vocational-technical education)	94.1	1.75
46.5	6.	Identify, interpret and organize ideas (of colleagues and practitioners, and of scholars and/or leaders from other fields) that have implications for vocational-technical education	94.1	1.75
48	62.	Participate in a variety of vocational education (and related) experiences as a volunteer	92.9	1.77
49.5	25.	Interpret the vocational certification code	82.4	1.79
49.5	42.	Provide consultation for writing proposals	93.3	1.79
51	19.	Interpret vocational-technical education legislation	88.2	1.80
52	24.	Conduct vocational education seminars on a regular basis in geographically accessible locations	94.1	1.81
53	56.	Assist in program planning with Comprehensive Employment and Training Act (CETA) representatives	80.0	1.83



Table M1.--Continued.

Rank	Item #	Statement	%	Mean
54	54.	Distribute to practitioners a newsletter or report (on a regular basis) describing vocational education items of interest for and about practitioners	81.3	1.85
55	45.	Provide input (e.g., legislative, funding allocation, program planning) for professional development at state and national levels	100.0	1.87
56	46.	Conduct State Department of Education developed and/or approved inservice workshops (e.g., competency-based education [CBE], employability skills, placement personnel)	81.3	1.92
58	38.	Provide consultation for coordinating cooperative education programs	100.0	1.93
58	57.	Assist in planning and conducting local and state needs assessment for vocational education	100.0	1.93
58	1.	Cooperate in the development of the annual and five-year state plan for vocational education	88.2	1.93
60.5	26.	Interpret the State Plan for professional development	93.8	2.00
60.5	47.	Conduct (in cooperation with the State Department of Education vocational education professionals) state conferences and meetings	80.0	2.00
62	20.	Interpret the State Plan for vocational education	81.3	2.15

<sup>a</sup>N = 17, representing a 70.8 percent return.

<sup>b</sup>% refers to the others subpopulation selecting item as an appropriate role statement for VTEs.

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