

AN ATTITUDINAL INVESTIGATION INTO THE RECERTIFICATION  
POLICIES OF DISTRIBUTIVE EDUCATION/MARKETING  
TEACHER-COORDINATORS IN THE STATE  
OF OKLAHOMA

By

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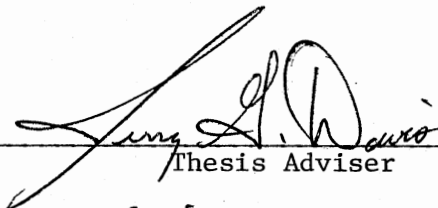
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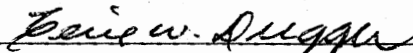
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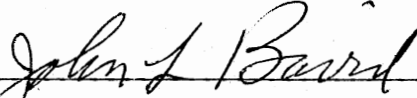


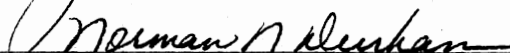
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## CHAPTER I

### INTRODUCTION

The requirements for valid work experiences have been the cornerstone of certification for vocational teachers from the outset. The Smith-Hughes Act clearly specified that only persons with practical experience be allowed to teach in federally reimbursed programs. The traditional feeling that one cannot teach skills that one has not personally developed or performed had provided a historical basis and a compelling logic to this requirement (Miller, 1982).

Just as there is a feeling a person cannot teach a skill they have not personally developed, there is also the belief that one cannot continue to teach skills that one has not periodically updated. In Oklahoma, in order to receive a standard certification as a Distributive Education/Marketing teacher-coordinator, it is necessary to have completed two years or 4,000 hours as a paid employee in a distributive occupation (State Board of Education, 1975). To be recertified, a teacher-coordinator must complete a minimum of five weeks (200 hours) of employment in an approved distributive occupation during the first five years of teaching and each successive five year period (State Department of Vocational and Technical Education, 1979).

#### Statement of the Problem

The specific problem of this study was to investigate the possible



lack of information and understanding regarding the recertification requirements for teacher-coordinators of Distributive Education/Marketing.

#### Need for the Study

The recertification requirements for Distributive Education/Marketing teacher-coordinators have been mandated by the State Department of Vocational Education without participation or input from the teachers in the field. Based on the assumption that people are more supportive of programs they help to develop, it was felt that an attitudinal survey concerning certification/recertification requirements would be beneficial in understanding the present requirements and in suggesting future certification requirements. This study could be helpful in gaining support for present certification/recertification requirements. Also it could help to establish some guidelines for future certification/recertification requirements. It also could help determine the understanding and acceptance of the optional recertification plan offered by the State Supervisor of Distributive Education/Marketing.

#### Purpose of the Study

The purpose of this study was used to determine the understanding and acceptability of the present requirements for the renewal of teacher certification.

#### Objectives

The objectives of this study were to determine:

1. The attitude of teacher-coordinators in Distributive Education/Marketing toward Oklahoma's vocational teacher recertification requirements.

2. The attitude of teacher-coordinators in Distributive Education/Marketing toward the requirement of updating work experience.

3. The attitude of teacher-coordinators in Distributive Education/Marketing toward the requirement that 200 hours of practical work experience each five years is appropriate for the experience update.

4. The attitude of teacher-coordinators in Distributive Education/Marketing toward the optional plan that may be developed by the State Supervisor of Distributive Education/Marketing as an appropriate method of experience update.

5. To suggest possible alternate plans for updating practical work experience.

#### Scope

The scope of this study was:

1. All certified teacher-coordinators in Distributive Education/Marketing in the State of Oklahoma.

2. Only those teacher-coordinators in certified Distributive Education/Marketing programs were selected to answer the questionnaire.

#### Limitations

The limitations of this study were as follows:

1. The findings of this attitudinal questionnaire apply only to

Distributive Education/Marketing teacher-coordinators in the State of Oklahoma and may not be generalized to other Distributive Education/Marketing teacher-coordinators in other states.

2. The data collected for analysis and the information resulting from the analysis is accurate only to the extent the subject's answers were accurate and honest.

### Definition of Terms

Distributive Education/Marketing: A program of occupational instruction designed to prepare individuals to enter, progress, or improve competencies in distributive occupations. It is provided at the high school, post-secondary, and adult levels and involves varying combinations of:

1. Classroom instruction in marketing and distribution,
2. Practical and/or stimulated occupational oriented experiences,
3. Individual studies related to a learner's career interest,
4. Experiences involving development of basic and personal skills,
5. Career counseling and occupational guidance,
6. Supervised on-the-job instruction (Samson, 1964).

Distributive Education Teacher-Coordinator: The coordinator is a member of the school staff who is responsible for integrating the classroom instruction and "on-the-job" work experience of the student-learner (Committee of Business Education Terms, 1960).

Teacher Certification (Vocational Certification): Teacher certification is granted after the minimum academic, professional, and other standards established by state departments of education are met by those who wish to teach full or part-time in the public school system (Houstman, 1972).

## CHAPTER II

### REVIEW OF LITERATURE

The problem of this study was the lack of information or understanding in the regard to the 200 hours practical work experience or appropriate substitute required every five years for recertification of vocational teacher coordinators in Distributive Education/Marketing. The review of literature related to this problem is presented thus:

1. Principles of Certification,
2. Vocational Teacher Certification,
3. Requirements for Vocational Certification,
4. Requirements for Oklahoma Teacher Education, Certification,
5. Oklahoma Vocational Teacher Certification, Recertification,
6. Summary.

#### Principles of Certification

In primitive society there were no schools. The minimum amount of education that was secured was acquired through personal experience, from information gained through parents, especially the father, or from the initiation exercises for tribal society. Later, some phases of education were taken over by the priestly class. As society became more complex, formal education and the profession of teaching came into existence. As long as there were no schools, education was a private, individual affair. A parent selected a tutor, or teacher, if he wanted

one, for his son, and no one interfered. There was no need for a certification, and thus no need for recertification (Ford, cited in Brantner, 1974).

The community or state desires to protect its children from incompetent teachers; this has led to teacher certification/recertification. For similar reasons laws have been enacted requiring physicians, lawyers, nurses, dentists, pharmacists, embalmers, optometrists, steam engineers, and public accountants to hold licenses or certificates. The certification was therefore used as a document to certify that the holder was qualified to teach. Furthermore, by this law no person was allowed to teach in any public school unless he held such a certificate (Ford, cited in Brantner, 1974).

#### Vocational Teacher Certification

The accelerated program of vocational education brought on by the enactment of the Smith-Hughes Act in 1917 carried with it an established principle that has had profound effect on the training of vocational teachers. This principle ran contrary to the rising tide for normal school or college preparation as a minimum for all teachers. The Federal Board for Vocational Education (1968) made its position clear in its pronouncement of August, 1918.

It is, of course, essential always that the teacher shall be able to teach, but it does not follow that he shall always qualify as a professional teacher. It is much more important that the instructor in carpentering, for example, at least as regards shopwork instruction, shall be a competent carpenter than that he shall have attended a normal school. Provided he can teach carpentry to beginners, he fulfills the chief professional requirement for a vocational teacher of carpentering. This is the prime requisite and all other qualifications are secondary. He must be of good

moral character, and unobjectionable in every respect, but provided always, that he can teach carpentering, he should be judged and certified in other respects as a man, rather than as a professional pedagogue (p. 25).

A study by Willis (1954) was the first to be devoted entirely to teacher training. Some items she reported were:

1. A great variation in certification requirements for distributive education teacher coordinators.
2. A great variation in the distributive teacher education curricula.
3. A great variation between courses listed as required for certification and those offered at teacher education institutions.

Nye (1967) shows in his study recertification opinions from 84 leaders in Distributive Education/Marketing. His study indicated that 30.3 percent of the respondents believed that teacher education personnel should determine professional certification requirements while 51.52 percent believed that teacher education personnel should not determine the requirements; however, 15.15 percent of the respondents were uncertain as to whom should assume the responsibility on this particular issue. In the State of Oklahoma, professional certification is the responsibility of the State Supervisor of Distributive Education/Marketing.

#### Requirements for Vocational Teacher

##### Certification and Occupational

##### Experience

To meet the increasing demand for teachers in vocational programs, most states adopted requirements for certification that were quite

different from their requirements for academic subject teachers. In academic areas at the secondary level, a baccalaureate degree in education is the standard minimum requirement for teacher certification. However, vocational certification at both the secondary and post-secondary levels is based upon occupational competency in the specialty areas, as well as academic accomplishment. In many states, certification of teachers in post-secondary vocational programs is not required at all. Further, qualification requirements for vocational teachers are tailored by each individual state and adjusted to alleviate varying teacher shortages in those states (Ford, cited in Brantner, 1974).

Evans (1973), commenting on this situation, states:

When there is a shortage of vocational instructors, standards of competence in both subject matter and pedagogy tend to be decreased or postponed. It is typical in most states, for example, to allow vocational teachers in certain fields to begin teaching with absolutely no teacher education. The usual understanding is that one or so courses per year will be completed until minimum standards are reached (pp. 57-58).

Consequently, certification requirements are vastly different from state to state.

Each state differs in the requirements established in the area of work experience necessary for prospective teacher-coordinators to become a certified teacher-coordinator. With the growth and development of teacher education programs in public and/or private institutions and less teacher education being done by individual state supervisors or their assistants, divergent points of view have developed pertaining to this particular segment of teacher coordinator certification.

An analysis shows that 53.03 percent of the respondents do not believe that teacher education personnel should determine occupational work experience requirements for prospective teacher coordinators (Nye, 1967).

Houstman (1972) says in a changing world of distributions, it is essential that both content and teaching methods in distributive education be kept up-to-date.

Distributive education personnel at every level should be occupationally knowledgeable in distribution and keep it updated.

Teacher education certification requirements should permit the distributive education program to capitalize on the availability of potential teaching personnel with a variety of abilities and backgrounds, provided standards are not lowered.

The most noticeable aspect of state certification requirements in both the secondary and post-secondary levels of vocational education programs was the emphasis upon work or experience rather than formal education for the beginning teacher. The major trend seems to be a demand for occupational competence at the outset, with teaching competence to be developed on an in-service training basis (Ford cited in Brantner, 1974).

The Weatherford (1974) study revealed data and information concerning update of work experiences (Table I). Though the percentages vary among the alternatives, the trend of thought has not changed on the two alternatives receiving the most support. Both groups indicate as their first choice alternative "c" (every three to five years) and their second choice alternative "d" (every five to seven years).

Ramp (cited in Brantner, 1974) found in his study that work experience requirements for secondary trades and industries teacher certification not only varied greatly from state to state, but also varied within a state depending upon the academic accomplishment of prospective teachers.



TABLE I  
DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS SHOULD  
BE REQUIRED TO RENEW (OR SUPPLEMENT)  
THEIR OCCUPATIONAL EXPERIENCE

Alternatives	1960		1971	
	No.	Percentage	No.	Percentage
A. NEVER	4	8	2	7
B. EVERY YEAR	0	0	1	3
C. EVERY 3-5 YEARS	30	59	14	47
D. EVERY 5-7 YEARS	10	20	6	20
E. EVERY 7-10 YEARS	0	0	3	10
F. OTHER	6	12	0	0
NO OPINION	1	2	3	10
MORE THAN ONE RESPONSE	0	0	1	3

Data and information concerning update of work was taken from Weatherford's study conducted in 1972. The study question concerned how often teacher-coordinators should update their occupational experience.

For example, one state reduced the work experience requirement from three years to two years for a teacher holding a Master's degree. On the other hand, two states considered work experience as fulfilling college training requirements. One offered this on an individual basis, and the other specified that each two years of work experience would be considered equivalent to one year of college (Ramp, cited in Brantner, 1974).

Various methods of determining work experience requirements among states made it impossible to relate this factor to certification per se or to state categorically how much work experience is required in a given state. It appeared that work experience was usually a prerequisite to provisional certification of teachers. If teachers held the standard certificate, the work experience requirement became a matter for program approval. The variety of approaches may be seen in the following:

1. The lowest work experience requirement of all states in this study was 2,000 hours during the past ten year period. Technical school graduates in this state were enrolled to waive two-fifths of this requirement leaving a minimum work experience requirement of 1,200 hours.
2. One state did not require a specific amount of work experience. Trade competency in this state was determined by demonstration and examination.
3. A rather high expectation was shown by one state that had a requirement of eight years total work experience, four of which must have been at the journeyman level. Technical or trade school credit could reduce the total of six years, but the four-year journeyman level

requirements remained the same in all cases.

4. Several states reduced the employment requirement for persons who held state licensure in the trade to be taught. Two states waived all work experience requirements for persons of this status.

5. Three states required prospective teachers to successfully complete trade competency examinations. These exams were in addition to a specified number of years work experience.

6. One state specified "journeyman status" as the work experience of learner training.

7. All states that differentiated between "learner period" and "beyond learner period" or "journeyman level" would accept trade or technical school training on the same basis as apprenticeship training. However, in no instance was formal school training accepted in lieu of journeyman work experience in those states where journeyman experience was required (Ramp, cited in Brantner, 1974).

Because of their inability to require evidence of relevant, up-to-date competency for recertification, some states, are considering using competency testing of vocational teachers for certification purposes. To do so, tests would have to be validated, kept up-to-date, secured etc. At present, the problems associated with such a program seem to outweigh the benefits.

While job competency may be difficult to measure, college credits on a transcript are easily measured (Miller, 1982).

Miller and Roehrich (1977) state unless some valid means of assessing work experience or technical competence is used, the problem of evaluating work experience will persist. Furthermore, unless some valid and reliable assessment procedure with national norms is used, there is

little likelihood of developing reciprocity agreements across the states for non-degreed vocational teacher certification.

If, in fact, occupational experience is as important as vocational educators believe, more imaginative research must be conducted to identify the related desirable and measurable educational outcomes.

Certification agencies are concerned with the problem of maintaining technical currency among teachers, a concern they share with teachers (Miller, 1982).

#### Requirements for Oklahoma Teacher Education Certification

The teacher-coordinator shall be required to complete every five years a minimum of five semester hours of approved study in the teacher's field of work. It will also be required that a minimum of five weeks (200 hours) of employment in an approved distributive occupation will be successfully completed during each five year period. If, for any reason, it is not possible for the teacher-coordinator to fulfill the employment requirement, they must report this to the State Supervisor of Distributive Education/Marketing and provision will be made for an alternate plan which will be approved (State Board of Education, 1975) (see Appendix A).

#### Oklahoma Vocational Teacher Certification/ Recertification

The Oklahoma vocational teacher certification/recertification requirements are almost identical to those set by the Oklahoma State Department of Education. The teacher-coordinator shall be required

to complete every five years a minimum of five semester hours of approved study in the teacher's field of work. It will also be required that a minimum of five weeks (200 hours) of employment in an approved distributive occupation will be successfully completed during each five year period (State Department of Vocational-Technical Education, 1979) (see Appendix B).

## CHAPTER III

### METHODOLOGY

The purpose of this study was to determine the attitudinal acceptance of Distributive Education/Marketing teacher-coordinators in the State of Oklahoma to the occupational experience requirements contained in the recertification requirements. This chapter is a description of the research population, a review of the survey instrument, the data gathering procedures, and the analysis of data.

#### The Population of Data

The population for this study was all of the 82 Distributive Education/Marketing teacher-coordinators in the State of Oklahoma. The population was determined by a list furnished from the State Supervisor's office of Distributive Education/Marketing located at the State Department of Vocational and Technical Education. This list contained the location of all certified Distributive Education/Marketing programs, and all certified Distributive Education/Marketing teacher-coordinators within the State of Oklahoma. No effort was made to determine the type of certification of the Distributive Education/Marketing teacher-coordinators. All the returned questionnaires were analyzed in the same manner.

## Survey Instrument

The survey instrument was designed by the author. The author designed the attitudinal instrument based on the occupation-certification/recertification requirements from the Teacher Education, Certification and Assignment Handbook (State Board of Education, 1975) and the Oklahoma Vocational Teacher Certification booklet (State Department of Vocational and Technical Education, 1979) for the Distributive Education/Marketing teacher coordinators. The validity of the instrument was then tested "jury method" with gathered input from the panel of six experts (see Appendix C). These persons are knowledgeable in the field of vocational education and specifically Distributive Education/Marketing and the occupational requirements for teacher certification/recertification. Suggested changes were considered and involved in the final form of the survey instrument (see Appendix D).

## Data Collection Procedures

The data for this study was collected by mailing a questionnaire to all Distributive Education/Marketing teachers in the State of Oklahoma. The questionnaire and cover letter were to be returned in a self-addressed, pre-stamped envelope (see Appendix E). Also included in the questionnaire mail-out was a statement of anonymity explaining that opinions and responses would remain anonymous and a statement concerning renewal of Oklahoma Standard Teaching Certificates (see Appendix F and G).

The follow-up procedures entailed a second mailing to all teachers which had not returned the questionnaire to the researcher. Included

in the second mailing was an interest statement by the researcher to stimulate responses to the questionnaire (see Appendix H).

The final step in the follow-up procedure was to place a telephone call to all non-respondents to determine if another questionnaire should be sent again and/or the reasons for non-response.

An anonymity was ensured for all respondents by numbering each questionnaire and corresponding envelope for data collection purposes. The numbering process allowed for accountability for all Distributive Education/Marketing teacher-coordinators in the state. After all questionnaires were accounted for, the information showing the connection between the numbered questionnaires and the Distributive Education/Marketing teacher-coordinators was destroyed. Thus, assuring anonymity of comments and responses by any particular Distributive Education/Marketing teacher-coordinator.

#### Analysis of Data

The questionnaire items were reviewed and summarized in both narrative and table form using percentage and means where appropriate. The "comments" questions were summarized and reported in narrative form.



## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was to determine the understanding and attitude of teacher-coordinators in Distributive Education/Marketing toward the requirements to update work experience for recertification. This chapter presents the findings of the study in this order:

1. Background information of Distributive Education/Marketing teacher-coordinators.
2. Need for work experience.
3. Updating of practical experience for recertification.
4. Need for occupational work experience based on practical work experience.
5. Optional recertification plan.
6. Comments recommending an alternate plan for recertification.

#### Background Information

The population of this study was the 82 Distributive Education/Marketing teacher-coordinators certified to teach Distributive Education/Marketing in the State of Oklahoma. Only 74 of the certified Distributive Education/Marketing teacher-coordinators listed by the State Department of Vocational and Technical Education were used for analysis. Of the eight non-respondents, two persons indicated they were not in an employment position that required recertification, and six persons did

not respond to the questionnaire.

The background information derived from the questionnaire was used to determine sexual composition of the teacher-coordinators in the field, number of years teaching experience, number of years of practical work experience, and the recency of that practical work experience.

It was found that 41.9 percent of the respondents were male and 56.8 percent were female. One respondent failed to mark this demographic question. This information is presented in Table II.

TABLE II  
SEX OF DISTRIBUTIVE EDUCATION /  
MARKETING TEACHER-COORDINATOR

	Frequency	Percent
Non-response	1	1.4
Male	31	41.9
Female	42	56.8
Total	74	100.0

It was found that 66.2 percent of the teacher-coordinators in Distributive Education/Marketing in the state have less than five years teaching experience in Distributive Education/Marketing. It was also a finding of this study that the mean number of years teaching experience for teacher-coordinators in the State of Oklahoma was only 2.35 years,

as determined by the designated categories of teaching experience. Although the greater percentage of teacher-coordinators had less than five years teaching experience, it was found that 23 percent of the respondents have been teaching Distributive Education/Marketing for ten years or longer. This information is shown in Table III.

TABLE III  
NUMBER OF YEARS TEACHING AS A  
DISTRIBUTIVE EDUCATION/  
MARKETING COORDINATOR

	Frequency	Percent
1 year or less	22	29.7
1 - 2 years	25	33.8
6 - 10 years	8	10.8
10 + years	17	23.0
Total	74	100.0

When investigating the number of years practical work experience, it was revealed that 77 percent of the teacher-coordinators had two years or less work experience. When looking at the number of years of work experience for all teacher-coordinators, it was found that the mean number of years of work experience in this study was 2.84 years. Only 2.7 percent of the respondents had ten or more years practical work experience as shown in Table IV.

TABLE IV  
NUMBER OF YEARS OF PRACTICAL WORK EXPERIENCE:  
REPORTED BY RESPONDENTS

	Frequency	Percent
1 - 2 years	57	77.0
3 - 5 years	12	16.2
6 - 10 years	3	4.1
10 + years	2	2.7
Total	74	100.0

Table V illustrates the breakdown in recency of practical work experience of the respondents. It indicates that 77 percent of the teacher-coordinators have recent work experience (two years or less). It was also found that 93.2 percent of the responding teacher-coordinators have had practical work experience within the past five years.

#### Need for Work Experience

Concerning the need for work experience by Distributive Education/Marketing teacher-coordinators, 93.2 percent of the respondents indicated they felt it was necessary. This is shown in Table VI. In some comments, it was stated that a teacher-coordinator could not be effective in the classroom without practical work experience.

TABLE V  
REGENCY OF PRACTICAL WORK EXPERIENCE:  
REPORTED BY RESPONDENTS

	Frequency	Percent
1 - 2 years	57	77.0
3 - 5 years	12	16.2
6 - 10 years	3	4.1
10 + years	2	2.7
Total	74	100.0

TABLE VI  
NEED FOR WORK EXPERIENCE BY DISTRIBUTIVE  
EDUCATION/MARKETING TEACHER-  
COORDINATOR: REPORTED  
BY RESPONDENTS

	Frequency	Percent
YES	69	93.2
NO	5	6.8
Total	74	100.0

Updating of Practical Experience  
for Recertification

Table VII shows the opinion of the respondents concerning the need to update practical work experience for recertification of Distributive Education/Marketing teacher-coordinators. It was found that 64.9 percent of the respondents felt there was a need to update their practical work experience. Concerning the recertification requirement that 200 hours of practical work experience be required every five years for recertification of Distributive Education/Marketing teacher-coordinators, 73.3 percent of the respondents agreed that 200 hours was an appropriate amount of work experience, and 28.4 percent of the respondents did not feel that 200 hours of practical work experience was not appropriate for recertification. This information is shown in Table VIII.

TABLE VII  
NEED FOR DISTRIBUTIVE EDUCATION/MARKETING  
TEACHER-COORDINATORS TO UPDATE  
PRACTICAL WORK EXPERIENCE:  
REPORTED BY RESPONDENTS

	Frequency	Percent
Non-response	2	2.7
YES	48	64.9
NO	24	32.4
Total	74	100.0

TABLE VIII  
 AGREEMENT THAT 200 HOURS OF PRACTICAL  
 WORK EXPERIENCE BEING APPROPRIATE  
 FOR RECERTIFICATION: REPORTED  
 BY RESPONDENTS

	Frequency	Percent
Non-response	1	1.4
YES	52	70.3
NO	21	28.4
Total	74	100.0

#### Need for Occupational Work Experience

##### Based on Practical Work Experience

The perceived need for occupational update for recertification based on background of practical work experience is shown in Table IX. It was found that 77 percent of the respondents favoring a need for occupational work experience update were in the area of sales or management. It was also found that the respondents not favoring the need for occupational experience update that 71 percent of these were also in the area of sales or management.

#### Optional Recertification Plan

In responding to the question, "Do you feel an optional plan developed by the State Supervisor of Distributive Education/Marketing is also an appropriate method of recertification?", 50 percent of the

TABLE IX  
NEED FOR OCCUPATIONAL UPDATE BASED ON PRACTICAL  
WORK EXPERIENCE: PERCEIVED BY RESPONDENTS

Distributive Education/Marketing Teacher-Coordiators Expressing A Need for Occupational Experience Update			Distributive Education/Marketing Teacher-Coordiators Expressing No Need for Occupational Experience Update		
	Frequency	Percent		Frequency	Percent
Sales	25	52%		11	46%
Management	12	25%		6	25%
Food Service	4	11%		1	4%
Buyer	2	4%		2	8%
Advertising	1	2%		1	4%
Real Estate	2	2%		3	13%
Customer Service	1	2%		0	0%
Painting Contractor	<u>1</u>	<u>2%</u>		<u>0</u>	<u>0%</u>
Total	48	100%		24	100%

Two respondents to the survey did not answer the question on need for occupational experience update.



respondents indicated it was an appropriate method. It was also found that 26 percent of the respondents felt there should be no optional plan for recertification. Twelve percent of the respondents indicated that an optional plan would be acceptable or unacceptable depending on the contents of the plan. This information is shown in Table X.

TABLE X  
SHOULD THERE BE AN OPTIONAL RECERTIFICATION  
PLAN: DETERMINED BY RESPONDENTS

	Frequency	Percent
YES	37	50.0
NO	19	26.0
DEPENDS ON THE PLAN	9	12.0
NO COMMENT	9	12.0
Total	74	100.0

#### Comments Recommending an Alternate

#### Plan for Recertification

Distributive Education/Marketing teacher-coordinators gave the following recommendations for an alternate plan for recertification in lieu of 200 hours of practical work experience.

1. Professional improvement meetings with resource persons from industry.
2. Update orientations by business persons at August Vocational-Technical Conference.
3. Award college credit for needed work experience update.
4. Require that all work experience in the update be in different experience areas.
5. Use the observations from coordination of the teacher-coordinators work stations.
6. Dropping the requirement for college hours and only counting actual work experience.
7. Reduce the number of hours required.
8. Add additional hours of college credit and drop work experience requirement.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Oklahoma certification/recertification requirements have been mandated without input or participation of Distributive Education/Marketing teacher-coordinators in its development. Based on the assumption that people support a program which they help to develop, it is important that teacher-coordinators be allowed to express their concerns and give input into the recertification requirements.

#### Summary

The specific problem of this study was to investigate the possible lack of information and understanding regarding to recertification requirements for teacher-coordinators of Distributive Education/Marketing in the State of Oklahoma. More specifically, it was the intent to investigate the attitude of teacher-coordinators concerning the requirement to update work experience every five years.

The population for this study was all of the 82 Distributive Education/Marketing teacher-coordinators in the State of Oklahoma. Of the 82 teacher-coordinators surveyed, 74 responded to the attitudinal questionnaire. Of the eight non-respondents, two of these were not in appropriate positions for recertification, and the other six were non-respondents.

The data gathering instrument was designed by the researcher and validated by a panel of experts. The data for the instrument was

gathered through a series of mailing and follow-up telephone calls. The results were reported in tabular and narrative format, utilizing percentages and means when appropriate.

### Analysis of Responses

An investigation into the background of the teacher-coordinators in Distributive Education/Marketing revealed that 66.2 percent of the teacher-coordinators had less than five years teaching experience in Distributive Education/Marketing. It was also found that 23 percent of the respondents had been teaching ten years or longer, and the mean number of teaching experience was found to be 2.35 years. The work experience of the teacher-coordinators was analyzed and was found that 77 percent of the teacher-coordinators had less than two years work experience. When investigating the recency of work experience, it was found that 93.2 percent of the teacher-coordinators had work experience within the past five years. It was also found that 93.2 percent of the respondents deemed that work experience was essential to be effective in the Distributive Education/Marketing classroom. Concerning the need for updating teacher-coordinators work experience, 64.9 percent of the respondents felt there was a need to update their work experience, and 73.3 percent agreed with the State Department of Vocational Education that 200 hours work experience every five years was appropriate for recertification. Seventy-seven percent of teacher-coordinators favoring the update of work experience and 71 percent of the respondents not in favor of updating work experience listed their original occupational experience for certification as a Distributive Education/Marketing teacher-coordinator to be in the areas of sales and management.

On the question of an optional plan developed by the State Supervisor of Distributive Education/Marketing for recertification, it was found that 50 percent of the teacher-coordinators agreed that the optional plan was an appropriate method of recertification. Twenty-six percent of the teacher-coordinators expressed the opinion that there should be no optional plan for recertification, and that there was no substitute for updating work experience.

There were differences of opinion concerning the recommendations for an optional plan for recertification in lieu of the 200 hours work update of work experience. The opinions ranged from no need for work experience update or additional college to increasing the requirements in both areas.

### Findings

The following conclusions, based on the findings of this study are accepted as valid for the population of this study at the time the investigation was conducted:

1. The Distributive Education/Marketing teacher-coordinators were generally in favor of practical work experience for certification and recertification. This finding tends to indicate a favorable attitude toward a requirement of occupational experience for both certification and recertification.

2. Distributive Education/Marketing teacher-coordinators were generally in agreement that 200 hours of practical work experience required every five years for certification was appropriate. This finding suggests a favorable attitude toward the established number of hours required for recertification.

3. The optional recertification plan data from the teacher-coordinators would indicate uncertainty and limited acceptance of the State Supervisor of Distributive Education/Marketing developing an alternate plan for recertification. This finding suggests a lack of understanding of the optional certification plans or an unwillingness to accept them without knowing the contents of the plan.

4. The teacher-coordinators' comments when recommending alternate plans for recertification varied considerably from decreasing or eliminating the requirements for recertification to increasing all requirements for recertification. This finding tends to indicate there is little or no agreement among teacher-coordinators concerning what should be contained within the optional recertification plan.

#### Recommendations

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

1. It may be desirable to establish general guidelines for the optional plan for recertification.
2. Based on the findings of this study, the understanding of recertification requirements for teacher-coordinators would be increased if more information concerning recertification were disseminated.
3. It is recommended that a national study be conducted on recertification of Distributive Education/Marketing teacher-coordinators.
4. It may be desirable for the Oklahoma State Department of Vocational and Technical Education to conduct conferences and in-service seminars to explain the recertification requirements to include the optional plan.

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## APPENDICES

APPENDIX A

VOCATIONAL DISTRIBUTIVE EDUCATION/  
MARKETING REQUIREMENTS FROM  
THE STATE BOARD OF  
EDUCATION

## **VOCATIONAL DISTRIBUTIVE EDUCATION**

The holder of the special certificate in distributive education is authorized to serve as a teacher and/or teacher-coordinator of cooperative or project plan classes in distributive education as approved by the State Supervisor of Distributive Education in accordance with a proper approval credential.

### **STANDARD DISTRIBUTIVE EDUCATION**

The applicant shall meet all requirements of eligibility for certification (see pp. 9-12).

The applicant shall have completed an approved program of preparation for the distributive education teacher and/or teacher-coordinator and meet all conditions for endorsement by the State Supervisor of Distributive Education if work was done in an institution in Oklahoma.

The applicant shall have completed a plan of study which satisfies all requirements and meets all other conditions prescribed under Minimum Essentials for Approved Teacher-Certificate Programs (see pp. 91-92) if work was done in an institution outside of Oklahoma.

A recommendation of the applicant for certification is required from the State Supervisor of Distributive Education.

**Teacher-Coordinator Qualifications**—Each fully qualified teacher-coordinator will have the following qualifications:

1. *General Education*— He will hold a bachelor's degree from an approved college or university.

The applicant's academic preparation shall include six semester hours of American History and Government.

2. *Professional preparation in distributive education*— A bachelor's degree with a minimum of six (6) semester hours in distributive education courses. (The six hours can be included in the requirements for the bachelor's degree or they may be in addition to the degree requirements.) An additional six (6) semester hours must be completed within two years after initial employment.

The twelve semester hours of professional distributive education courses shall be in such subjects as principles and philosophy of distributive education, organization and administration of distributive education, problems and methods of distributive education, and improvement of instruction in merchandising.

3. *Technical preparation in distribution*— He must have eighteen (18) semester hours in technical courses chosen from the following areas: marketing, management, accounting, economics, business law, and merchandising. Twelve (12) of the eighteen semester hours should be from the area of marketing.

4. *Teaching experience*— In evaluating the qualifications of a prospective teacher-coordinator, teaching experience will be given preference. However, teacher-coordinators may be employed who have not had full-time teaching experience but only when they can be placed under the close supervision of the state supervisor, a DE teacher educator, or a local supervisor.

5. *Experience in distributive occupations*— A fully qualified teacher-coordinator shall be required to have two (2) years, or 4,000 hours, as a paid employee in a distributive occupation. One (1) year, or 2,000 hours, must be attained before employment as a teacher-coordinator. The second year of experience, 2,000 hours, must be obtained within a period of not more than five (5) years after employment. Experience obtained following employment as a DE coordinator may be applied toward professional improvement necessary for renewal of a five-year standard certificate.

A valid teaching certificate in distributive education must be held by the DE teacher-coordinator. The state supervisor may request a temporary teaching certificate to be issued if, in his opinion, the person under consideration can successfully perform the duties and responsibilities of a teacher-coordinator of distributive education even though he doesn't meet all the above qualifications. A temporary teaching certificate will only be issued when a fully-qualified teacher-coordinator is not available and when this action is approved by the local school administration and the board of education. The temporary teaching certificate is for one teaching year only. A 3-year provisional certificate may be issued to teacher-coordinators who have completed at least half of the professional and technical preparation. The standard teaching certificate (special) for a DE teacher-coordinator is issued by the State Department of Education for a five-year period. The application for all certificates must be requested from the State Supervisor of Distributive Education.

6. *Renewal of a standard teaching certificate*— The teacher-coordinator shall be required to complete every five (5) years a minimum of five (5) semester hours of approved study in the teacher's field of work. It

## REQUIREMENTS FOR CERTIFICATION

will also be required that a minimum of five (5) weeks (200 hours) of employment in an approved distributive occupation will be successfully completed during each five (5) year period. If, for any reason, it is not possible for the teacher-coordinator to fulfill the employment requirement, he must report this to the State Supervisor of DE and provision will be made for an alternate plan which will be approved.

## NON-STANDARD CERTIFICATES

Provisional and/or temporary certificates will be issued at the discretion of the State Board of Education.

The applicant shall be recommended for certification by the State Supervisor of Distributive Education.

The applicant shall satisfy all general regulations of eligibility.

The applicant for a 3-year provisional certificate shall have completed a minimum of six semester hours in professional distributive education courses and nine semester hours in technical education. Temporary certificates will only be approved by the State Supervisor of Distributive Education if a qualified teacher-coordinator cannot be obtained.

The applicant shall agree to remove any deficiencies existing which prevent his qualifying for the standard certificate in accordance with provisions listed under Professional Improvement (below) and completion of an approved certificate program.

### *Professional Improvement*

Those having only one year or 2,000 hours of experience as paid workers in distributive occupations at the time they received their certificates shall be required to obtain the second year or additional 2,000 hours of experience required to complete the program of preparation within a period of not more than five years after the date of initial employment.

Anyone receiving a certificate who has less than 12 semester hours in professional distributive education courses shall fully meet the requirement of 12 semester hours in distributive education within two years after his initial employment.

Normally, 18 semester hours of work in technical preparation, including 12 semester hours from the area of marketing, are required for certification. Those deficient in this respect at the time of certification shall remove the deficiency at the rate of six semester hours a year.

Teachers and coordinators of cooperative and project plan classes shall have, or shall earn within three years after their initial employment, credit in courses such as the following:

1. Principles and philosophy of distributive education.
2. Organization and administration of distributive education.
3. Problems and methods of distributive education.

APPENDIX B

VOCATIONAL DISTRIBUTIVE EDUCATION/MARKETING  
REQUIREMENTS FROM THE STATE DEPARTMENT  
OF VOCATIONAL-TECHNICAL EDUCATION

## **VOCATIONAL DISTRIBUTIVE EDUCATION/MARKETING**

### **Vocational Distributive Education** *Standard Certificate*

The holder of the certificate in distributive education is authorized to serve as a teacher and/or teacher-coordinator of cooperative or project plan classes in distributive education as approved by the State Supervisor of Distributive Education in accordance with a proper approval credential.

The applicant shall meet all requirements of eligibility for certification as set forth by the State Board of Education.

The applicant shall have completed an approved program of preparation for the distributive education teacher and/or teacher-coordinator and meet all conditions for endorsement by the State Supervisor of Distributive Education if work was done in an institution in Oklahoma.

The applicant shall have completed a plan of study which satisfies all requirements and meets all other conditions prescribed under Minimum Essentials for Approved Teacher-Certificate Programs if course work was done in an institution outside of Oklahoma.

A recommendation of the applicant for certification is required from the State Supervisor of Distributive Education.

Teacher-Coordinator Qualifications--Each fully qualified teacher-coordinator will have the following qualifications:

#### **1. General Education**

The applicant will hold a bachelor's degree from an approved college or university.

The applicant's academic preparation shall include six semester hours of American History and Government.

#### **2. Professional Preparation in Distributive Education**

A bachelor's degree with a minimum of 6 semester hours in distributive education courses. (The 6 hours can be included in the requirements for the bachelor's degree or they may be in addition to the degree requirements.) An additional 6 semester hours must be completed within 2 years after initial employment.

The 12 semester hours of professional distributive education courses shall be in such subjects as principles and philosophy of distributive education, organization and administration of distributive education, problems and methods of distributive education, and improvement of instruction in merchandising.

### **3. Teaching Experience**

In evaluating the qualifications of a prospective teacher-coordinator, teaching experience will be given preference. However, teacher-coordinators may be employed who have not had full-time teaching experience but only when they can be placed under the close supervision of the state supervisor, a DE teacher educator, or a local supervisor.

### **4. Experience in Distributive Occupations**

A fully qualified teacher-coordinator shall be required to have 2 years, or 4,000 hours, as a paid employee in a distributive occupation. One year, or 2,000 hours, must be attained before employment as a teacher-coordinator. The second year of experience, 2,000 hours, must be obtained within a period of not more than 5 years after employment. Experience obtained following employment as a DE coordinator, may be applied toward professional improvement necessary for renewal of a five-year standard certificate.

A valid teaching certificate in distributive education must be held by the DE teacher-coordinator. The State Supervisor of Distributive Education may request a temporary teaching certificate to be issued if, in his/her opinion, the person under consideration can successfully perform the duties and responsibilities of a teacher-coordinator of distributive education even though he/she doesn't meet all the above qualifications. A temporary teaching certificate will only be issued when a fully-qualified teacher-coordinator is not available and when this action is approved by the local school administration and the board of education. The temporary teaching certificate is for one teaching year only. A 3-year provisional certificate may be issued to teacher-coordinators who have completed at least half of the professional and technical preparation. The standard teaching certificate for a DE teacher-coordinator is issued by the State Department of Education for a five-year period. The application for all certificates must be requested from the State Supervisor of Distributive Education.

### **5. Renewal of a Standard Teaching Certificate**

The teacher-coordinator shall be required to complete every 5 years a minimum of 5 semester hours of approved study in the teacher's field of work. It will also be required that a minimum of 5 weeks (200 hours) of



employment in an approved distributive occupation will be successfully completed during each 5 year period. If, for any reason, it is not possible for the teacher-coordinator to fulfill the employment requirement, they must report this to the State Supervisor of DE and provision will be made for an alternate plan which will be approved.

### **Vocational Distributive Education Non-Standard Certificates**

Temporary certificates will be issued at the discretion of the State Board of Education.

The applicant shall be recommended for certification by the State Supervisor of Distributive Education.

The applicant shall satisfy all general regulations of eligibility.

The applicant for a 3-year provisional certificate shall have completed a minimum of six semester hours in professional distributive education courses and nine semester hours in technical education. Temporary certificates will only be approved by the State Supervisor of Distributive Education if a qualified teacher-coordinator cannot be obtained.

The applicant shall agree to remove any deficiencies existing which prevent his qualifying for the standard certificate in accordance with provisions listed under Professional Improvement (below) and completion of an approved certificate program.

### **Professional Improvement**

Those having only one year or 2,000 hours of experience as paid workers in distributive occupations at the time they received their certificates shall be required to obtain the second year or additional 2,000 hours of experience required to complete the program of preparation within a period of not more than five years after the date of initial employment.

A DE teacher-coordinator receiving a certificate who has less than 12 semester hours in professional distributive education courses shall fully meet the requirement of 12 semester hours in distributive education within two years after their initial employment.

Normally, 18 semester hours of work in technical preparation, including 12 semester hours from the area of marketing, are required for certification. Those deficient in this respect as the time of certification shall remove the deficiency at the rate of six semester hours a year.

Teachers and coordinators of cooperative and project plan classes shall have, or shall earn within three years after their initial employment, credit in courses such as the following:

1. Principles and philosophy of distributive education.
2. Organization and administration of distributive education.
3. Problems and methods of distributive education.
4. Improvement of instruction in merchandising.

*NOTE: For information about Vocational Distributive Education program development, teacher assignments and specific certification information, you may contact:*

Mr. Gene Warner, , State Supervisor,  
Distributive Education/Marketing  
State Department of Vocational and  
Technical Education  
1515 W. 6th Avenue  
Stillwater, OK 74074  
Telephone (405) 377-2000

## APPENDIX C

### PANEL OF EXPERTS

- Mr. John Freideman, State Supervisor of Adult Education  
(Previous State Supervisor of Distributive  
Education/Marketing)  
State Department of Vocational Education
- Ms. Barbara Lyon, Curriculum Writer  
State Department of Vocational Education
- Mr. Harvey Brooks, Distributive Education/Marketing  
Teacher-Coordinator  
Stillwater, Oklahoma
- Dr. Jerry Davis, Teacher-Educator, Distributive Education/  
Marketing  
Oklahoma State University
- Ms. Pat Mashburn, Assistant State Supervisor of Distributive  
Education/Marketing  
State Department of Vocational Education
- Mr. Jim Baker, Distributive Education/Marketing  
Teacher-Coordinator  
Jenks, Oklahoma

APPENDIX D

DISTRIBUTIVE EDUCATION/  
MARKETING SURVEY

## DE/Marketing Survey

1. Male ☐ Female ☐
2. Number of years teaching as a DE/Marketing coordinator.  
1-2 yrs. ☐ 3-5 yrs. ☐ 6-10 yrs. ☐ over 10 yrs. ☐
3. Number of years of practical work experience.  
1-2 yrs. ☐ 3-5 yrs. ☐ 6-10 yrs. ☐ over 10 yrs. ☐
4. Recency of practical work experience was within the last:  
1-3 yrs. ☐ 3-5 yrs. ☐ 6-10 yrs. ☐ over 10 yrs. ☐
5. Job description of practical work experience.
6. Do you feel work experiences are needed for all DE/Marketing coordinators?  
yes ☐ no ☐
7. Do you feel there is a need for updating your practical work experience?  
yes ☐ no ☐
8. Do you agree that 200 hours of practical work experience (each 5 years) is appropriate for the experience update.  
yes ☐ no ☐
9. Do you feel an optional plan developed by the State Supervisor of DE/Marketing is also an appropriate method of experience updating?
10. What alternate plan would you recommend?

## APPENDIX D

### COVER LETTER FOR THE SURVEY

Dear Teacher-Coordinator:

Thank you for taking time from your busy schedule to answer this survey concerning a very important DE/Marketing question. This survey is examining the attitudes of teacher-coordinators in the field of DE/Marketing toward the five year standard certification renewal policy.

The Oklahoma Vocational Teacher Certification booklet for requirement of the renewal for a standard teaching certificate for DE/Marketing states:

The teacher-coordinator shall be required to complete every 5 years a minimum of 5 semester hours of approved study in the teacher's field of work. It will also be required that a minimum of 5 weeks (200 hours) of employment in an approved distributive occupation will be successfully completed during each 5 year period. If, for any reason, it is not possible for the teacher-coordinator to fulfill the employment requirement, they must report this to the State Supervisor of DE and provision will be made for an alternate plan which will be approved.

This study will be used to determine the acceptability of the present requirements or to suggest possible changes in the existing requirements of the renewal of the teacher certification.

I am conducting this survey to fulfill partial requirements on my Master's degree.

Again I would like to thank you for your help and consideration in the completion of this study. If you have any questions concerning this study, please call me at (405) 743-1118.

Cordially,

Linda M. Davis  
Jerry G. Davis  
Teacher-Educator DE/Marketing



## APPENDIX F

### NOTE OF ANONYMITY

All surveys are recorded by number, and the numbers are substituted for personal names solely for gathering purposes. All persons answering this survey will remain completely anonymous, and at no time will any names be used in the computation of the data.

APPENDIX G

INFORMATION ON RENEWAL REQUIREMENTS  
OF OKLAHOMA STANDARD TEACHING  
CERTIFICATES

## RENEWAL OF OKLAHOMA STANDARD TEACHING CERTIFICATES

The Oklahoma standard teaching certificate is valid for five years. It may be renewed by (a) teaching three years during the five-year validity period of the certificate in an accredited school, (b) completing eight semester hours of work at an accredited institution of higher education or (c) a combination of (a) and (b).

Years of Experience	Semester Hours Required
0	8
1	6
2	3
3	0

The course work may be completed at any accredited institution of higher education by correspondence, extension and/or residence study.

The recent requirement of a course in the education of the exceptional child does not apply to renewal applicants.\*

Standard certificates are renewed by completing a renewal application and forwarding the application, verification of out-of-state experience, an official transcript of hours being used for renewal and a \$1 fee to:

Teacher Certification Section  
State Department of Education  
Oliver Hodge Memorial Building, Rm. 232  
2500 N. Lincoln  
Oklahoma City, OK 73105

(405) 521-3337

\*A person who does not apply for renewal of the standard certificate within five years of its expiration is required to meet existing requirements at the time of application and to have taken a minimum of eight semester hours of college credit in the past five years.

One who holds an expired standard certificate is not eligible for a provisional certificate of the same type but is required to meet requirements for its renewal or a new standard certificate.

For further assistance, contact:

Dr. Kenneth L. King  
Associate Director, Teacher Education  
101 Gundersen Hall  
Oklahoma State University  
Stillwater, OK 74074

(405) 624-6252

## APPENDIX H

### FOLLOW-UP LETTER

Dear Teacher-Coordinator:

My records indicate that I do not have a completed survey for you. It may be possible that you already filled out one of these surveys, but perhaps it got lost in the mail. Please take the time to fill it out whether or not you have filled it out before. Your efforts are greatly appreciated, and hopefully the resulting information will be of interest to you.

Cordially,

*Linda M. Davis*  
Linda M. Davis

VITA |

Linda Marie Myers Davis

Candidate for the Degree of  
Master of Science

Thesis: AN ATTITUDINAL INVESTIGATION INTO THE RECERTIFICATION POLICIES  
OF DISTRIBUTIVE EDUCATION/MARKETING TEACHER-COORDINATORS IN  
THE STATE OF OKLAHOMA

Major Field: Distributive Education

Biographical:

Personal Data: Born in Lawton, Oklahoma, March 29, 1949, the  
daughter of Mr. and Mrs. Kenneth Myers.

Education: Attended public school in Lawton, Oklahoma, graduated  
from Lawton High School, Lawton, Oklahoma, May, 1967;  
received Bachelor of Science in Education degree  
from Central State University in 1971; completed require-  
ments for the Master of Science degree at Oklahoma State  
University in May, 1982.

Professional Experience: Elementary and middle school teacher,  
Oklahoma City, Oklahoma, 1971-1978; middle school teacher,  
Deer Creek of Edmond, Edmond, Oklahoma, 1980-1981; Director  
of Adult Education Program at Rosewood Manor Nursing Home,  
Stillwater, Oklahoma, 1981-1982; Night instructor in Speed  
Reading at Indian-Meridian Area Vocational-Technical School,  
Stillwater, Oklahoma, 1981-1982.

Professional Organization: Delta Kappa Gamma (an honorary  
educational fraternity).