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TEACHER PERCEPTIONS OF COMPETENCIES NEEDED BY
OCCUPATIONAL HOME ECONOMICS INSTRUCTIONAL
PERSONNEL AS BASIS FOR PRE- AND
IN-SERVICE EDUCATION
IN OKLAHOMA

By

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CHAPTER I

INTRODUCTION

With the passage of House Bill No. 1706 on June 10, 1980, educators and others associated with education in Oklahoma can foresee dynamic changes to be made in the improvement of programs for teacher education and standards for the certification and licensing of teachers, and the establishment of staff development programs. This new law has many implications for changing teacher training programs at both the pre- and in-service levels. It established for the first time in Oklahoma an entry-year teacher level in which the beginning teacher will be assisted and evaluated by an experienced teacher and a committee of representatives from school administration and higher education.

The occupational home economics programs in Oklahoma are varied and serve a wide variety of persons with employment training in service-oriented jobs. The impact of this law, House Bill No. 1706, and the already diverse competency requirements of occupational home economics teachers, needs to be studied and developed into a comprehensive program of teacher education.

The occupational home economics teacher has additional tasks of operating production laboratories within programs; such as school food service and child care centers. The enrollment mix of students is a challenging assignment and requires changes in content and/or strategies

for each new group because of class size, special needs, previous experience and individualized goals.

Occupational home economics teachers must be alert to current and future job possibilities. This adds the additional task of working with business and industry to keep up with technological innovations and training opportunities.

Providing occupational home economics teachers with the kinds and degrees of competencies required to perform the previously mentioned responsibilities offers a challenge to determine the direction for a total program of teacher education. Pre-service training prepares the occupational teacher to make a good beginning, but the new teacher will need to gain practical experiences before they will become an effective teacher. Another concern about beginning occupational home economics teachers is recognizing that a large number do not go through a bachelors degree teacher education program, but come directly from industry into teaching or obtain an occupational certificate through a process conversion of a previously obtained Vocational Home Economics Consumer and Homemaking Education Certificate.

A well-planned in-service program can assist teachers so the mistakes teachers make will be minimal and they will progress in becoming effective occupational home economics teachers in the shortest possible time. Thus, teacher education must, through the pre-service program, prepare the teacher for a good beginning on the job and accept a responsibility for providing continuous effective in-service programs for further developing the teacher's competency while employed. The same intent as the new law, House Bill No. 1706, promises to provide a framework to strengthen the preparation, induction, and continuing education of teachers and teacher educators.

A pressing need within programs of education for teachers of occupational home economics is to prepare them for effectively working with their population in the classrooms and prospective employers of the students in the program. These teachers are employed to teach high school males and females, and adult men and women. Each teacher spends many hours teaching and supervising young people and adults in a variety of instructional and leadership activities. However, teachers will need additional training in order to be able to cope with all the responsibilities their job entails. They especially need training in the competencies required for the full development of students facing the rapid changes we expect in the future.

Alvin Toffler (1980), author of the The Third Wave tells us:

As the Third Wave cuts across our society, work grows less, not more, repetitive. It becomes less fragmented, with each person doing a somewhat larger, rather than smaller, task. Flextime and self-pacing replace the old need for mass synchronization of behavior. Workers are forced to cope with more frequent changes in their tasks, as well as a blinding succession of personnel transfers, product changes, and reorganizations.

What Third Wave employers increasingly need, therefore, are men and women who accept responsibility, who understand how their work dovetails with that of others, who can handle even larger tasks, who adapt swiftly to changed circumstances, and who are sensitively tuned in to the people around them (p. 385).

Thus, it would be beneficial if teacher training programs were designed to aid teachers to work with individualized processes in order to equip students in the programs with necessary skills to advance in the job markets of the future.

Teachers, teacher educators, and supervisors are realizing more and more the need for on-the-job training for teachers of occupational home economics. Each group is concerned with this work experience

component and the need for a program designed with flexibility for change -- one that can keep pace with the technological and social changes of today and tomorrow. At the same time, one must be able to determine that which has been good and must not be discarded. There is a need to develop the ability to recognize when something is antiquated, and then have the ability to rework it into new objectives.

State supervisory staff and university departments of home economics education must work together in a cooperative way to maintain programs of workshops, institutes, small group seminars, individual studies and university credit courses planned and delivered to maintain teacher skills and competencies.

Statement of the Problem

In order to provide more effective assistance to teachers in the state, it is felt that the state supervisory staff for vocational home economics occupational and special services programs and the faculty staff members of the occupational home economics teacher education departments in Oklahoma need to know what the pre- and in-service training needs are for occupational home economic teachers in Oklahoma. Therefore, a study to ascertain teacher assessments of competency levels possessed and needed, will be conducted among occupational home economics and special services teachers in Oklahoma. The findings of this study will enable teacher educators to determine needs, establish preferences and set priorities for programs in the next few years.

Purpose of the Study

The primary purpose of this study was to determine how Oklahoma

occupational home economics teachers assess what competencies should be taught in planning, developing, and implementing quality programs; how teachers perceived their degree of competency in planning, developing, and implementing quality programs; when, where, and by whom these competencies should be developed; a priority rank of these competencies and prioritizing of findings for teacher training programs in the future.

Objectives of the Study

In order to accomplish the purpose of the study, the following specific objectives were formulated:

1. To determine what competencies should be taught in planning, developing and implementing quality programs.
2. To determine the degree of competence occupational home economics teachers felt they possessed in the areas of:
 - a. Planning quality programs
 - b. Developing quality programs
 - c. Implementing quality programs
3. To determine the priority of competency in planning, developing and implementing quality programs assigned by the teachers.
4. To determine a teacher's perception of when the training should be provided within the program.
5. To determine whom the teachers wish to conduct the training.
6. To determine where teachers feel training programs should be conducted.
7. To determine what kind of help would benefit first year occupational home economics teachers.

8. To determine teacher's perception of the type of training session that should be offered at the annual summer conference for vocational technical teachers in Oklahoma.

Rationale for the Study

Establishing and providing framework for teacher education programs brings forth several questions. How to determine what to teach? Who determines what is taught? How should it be taught? Is it important? Does the same curriculum have relevance for all teachers? Answers to these questions cannot be determined by any one group. Rather, the occupational home economics/special services supervisors, the occupational home economics teacher educators, the technical home economics faculty members, the local occupational home economics teachers, employers, and home economics related industry representatives must engage in a cooperative effort in the process.

State supervisory staff in occupational home economics/special services and the staffs of approved teacher education institutions are working together to determine essential content to include in the in-service training of the special content groups the annual summer conference and new teacher training programs. First year program feasibility is being studied along with implementing the requirements of the Oklahoma House Bill 1706, and its implications for entry-year teachers. It is essential to secure information from teachers in the field as to their needs for accomplishing maximum productivity in their teaching efforts.

This cooperative effort will help to keep the vocational home economics occupational programs in Oklahoma current and updated.

Attention will need to be directed toward addressing changes, evaluation, or expansion of the pre-service and in-service components of occupational home economics teacher education.

Assumptions and Limitation of the Study

This study was predicated on the following assumptions:

1. The teachers being surveyed in this study are certified through Vocational Home Economics Education - Occupational Home Economics and may be teaching in one of six different areas. These programs are supervised by Vocational Home Economics and Special Services Divisions of the Oklahoma State Department of Vocational and Technical Education. The teachers are referred to in the study as occupational home economics teachers.

2. Occupational home economics teachers in the profession could and would indicate their perceptions of the quality of the training they have received and that which they need.

3. In-service teachers possess a variety of teaching expertise and experiences in subject matter areas and are qualified to help assess which competencies should receive priority of scheduling for training.

4. In-service teachers are the best qualified to offer recommendations for in-service training programs because of their teaching experience or lack of experience.

5. The questionnaire developed would adequately measure the effectiveness of the 50 selected competencies identified through a research study developed by Martin and Morgan (1977) while employed by the State Board of Education for pre- and in-service programs for occupational home economics education in Illinois.

6. Attitudes expressed by the occupational home economics teachers were honest expressions of their perceptions of pre- and in-service education needs.

7. Data obtained from occupational home economics teachers could be utilized by the staffs of approved teacher education programs and state supervisory staff in occupational home economics/special services to seek additional help from University faculty, obtain specialist help, and utilize occupational home economics teachers with expertise to offer additional competency based pre- and in-service occupational home economics education training.

Definition of Terms

Following are the definitions of the terms as they were used in this study:

In-Service Teacher Education refers to learning activities which have as their intended purpose preparation for improving the performance of the teacher in instruction-related ways. This involves seminars, practicums, consultations, field trips, and training sessions as well as formal education.

Pre-Service Teacher Education refers to curriculum requirements that occupational home economics teachers must satisfactorily complete as a part of degree requirements and certification.

Competency is the ability to complete a specific task at an acceptable level of performance.

Competency-Based Vocational Education refers to the instructional system in which minimal standards are established prior to performance of specified occupation related knowledge, skills and attitudes.

Occupational Home Economics Education consists of instructional programs, services, and activities for preparation of students for employment in occupations utilizing the knowledge and skills of home economics (King, 1979).

Home Economics Related Occupations designates secondary, post-secondary, and adult programs which have as their goal, training for wage-earning occupations using home economics knowledge and skills. These occupations are at the subprofessional level (AVA, 1979).

Occupational Home Economics Education Preparation - Instructional programs emphasizing the acquisition of competencies needed for securing and holding an entry-level job and/or preparing for advancement in an occupation(s) utilizing home economics knowledge and skills. Instructional programs are developed from home economics subject matter areas to meet the unique requirements of the specific occupations. Occupations which prepare males and females, youth and adults, for paid employment include: (1) services to individuals/families, (2) assistance to professional home economists and professionals in fields related to home economics in industry, business, organizations, and public and private agencies, and (3) other services and/or assistance directly related to one or more of the home economics subject matter areas. Organized classroom instruction may be offered in formal and/or informal settings, combined with supervised laboratory and work experiences including cooperative education to develop competencies as required for the specific occupations, and the FHA/HERO activities as an integral part of the instructional program (USOE, 1977).

Occupational Program refers to a secondary school, junior college, or adult education program of studies designed primarily to prepare

students for immediate employment or upgrade the skills required by an occupation or cluster of occupations (AVA, 1979).

Consumer and Homemaking Education consists of instructional programs, services, and activities at all educational levels for the occupations of homemaking, including but not limited to consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home furnishings, home management, and clothing and textiles (King, 1979).

Special Services Programs refers to instructional programs designed for cooperative work experience students and special needs students in a variety of occupational skill areas.

New Teacher Program - All teachers who have not taught previously or who have been trained in consumer and homemaking education and are converting to occupational home economics certification.

Curriculum - The series of courses designed to cover the instruction in a designated field. It may also refer to the whole body of courses offered in an educational institution (AVA, 1979).

Vocational Home Economics Education is composed of two types of programs: (a) Consumer and Homemaking Education and (b) Occupational Home Economics Education (King, 1979).

Cooperative Vocational Education (Industrial Cooperative Education) is an organized method of instruction in a vocational program designed to provide supervised on-the-job training, related vocational instruction, and required academic courses through a written cooperative agreement between the student, school, and employer. Work periods and school attendance may be half-days, alternate days, or parts of days, week, or other periods of time (Burdette, 1976).

Child Care and Guidance Management and Service Occupations Programs

Preparation for paid employment in occupations in child care and guidance at entry, assistant, and management levels. Instructional programs include classroom instruction and supervised laboratory or work experience which are concerned with learners developing competencies for providing services and guiding young children in the various child care occupations. Employment opportunities are available to workers in public, private, or parochial child care programs as foster care parents and in institutional and family day care centers, recreational centers, and other institutions which serve children of all socio-economic levels and abilities (USOE, 1977).

Clothing, Apparel, and Textiles Management, Production, and Services Programs - Preparation for paid employment in occupations dealing with the entire spectrum of clothing, apparel, and textiles management, production, and services, including but not limited to: construction; fabric and fabric care; pattern design; principles in clothing construction and selection; fitting and altering ready-to-wear garments; custom/commercial garment and apparel construction; use and care of home and commercial equipment; interpretation of fashion and/or fabric coordination and merchandising; custom tailor and seamstress; clothing maintenance including drycleaning and laundering services; and textiles tester. Employment opportunities are available to workers with competencies in this occupational area at the entry, assistant, and managerial levels in numerous jobs in clothing, apparel, and textiles establishments and in the garment industry (USOE, 1977).

Food Management, Production, and Services Programs - Preparation for paid employment in managerial, production, and service level in

institutional, commercial, or self-owned food establishments or other food industry occupations (USOE, 1977).

Home Furnishings, Equipment Management, Production, and Service Programs - Preparation for paid employment in occupations dealing with the entire spectrum of home furnishings and equipment. Special emphasis is given to assisting purchasers in the selection and maintenance of suitable home furnishings and/or equipment; assisting professional home service directors; making custom slipcovers, draperies, curtain and window treatments, and upholstery; and designing accessories such as floral arrangements or decorations (USOE, 1977).

Institutional Home Management, and Supporting Services Program - Preparation for paid employment in occupations dealing with institutional, home management, and supporting services. Special emphasis is given to assisting consumers in institutional/executive management housekeeping; hotel/motel housekeeping; commercial cleaning; providing caring and enabling services to the aged in their own homes and institutions; assisting homemakers with management of household tasks; and assisting consumers with decision-making in relation to housing, food, clothing, available community resources, and other homemaking concerns (USOE, 1977).

Coordinated Vocational Educational Training - (CVET-Home and Community Services) refers to an instructional program designed primarily to prepare special needs students in exploratory occupational skills required by a home economics related occupation or cluster of occupations.

Occupational Services refers to an instructional program designed primarily to prepare special needs students for immediate employment or

upgrade the skills required by a home economics related occupation or cluster of occupations.

Entry-Year Teacher means any licensed teacher who is employed in an accredited school to serve as a teacher under the guidance and assistance of a teacher consultant and an entry-year assistance committee. Any such person shall have completed the program of the college or school of education of the accredited institution of higher learning from which the person has been graduated, and shall have passed a curriculum examination in those subject areas of approval in which the entry-year teacher seeks certification (Oklahoma House Bill No. 1706, 1979-80).

Staff Development Program means the program mandated by this act for the continuous improvement and enrichment of the certified and licensed teachers of this state (Oklahoma House Bill No. 1706, 1979-80).

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present background information for the investigation. In perusing literature in search of studies pertaining to vocational home economics occupational teacher education, few were found. Reports of studies or procedures for evaluating such programs appear even less frequently. There seems to be a need for data in several aspects of vocational home economics occupational teacher education. The review of literature has been organized into four sections which are as follows:

1. The need for in-service training
2. The responsibilities for in-service training
3. New directions for in-service education
4. Other related studies

The Need for In-Service Training

The vocational home economics - occupational departments in Oklahoma have employed teachers with a variety of educational and work experience backgrounds for a number of years. Teachers who are certified in vocational home economics - consumer and homemaking have crossed over to teach in occupational home economics programs without passing through occupational certification programs. Industry trained personnel have been attracted to teaching positions because of their specific

areas of expertise and have not passed through an occupational certification program. The teachers in this diverse mix have been able to begin teaching in an occupational home economics program with temporary certification. In Oklahoma the occupational teacher with a temporary certificate must work toward standard certification and a bachelor of science degree in Occupational Home Economics. This requirement places a responsibility upon the occupational home economics education department to supply in-service training for at least three different groups, the industry oriented non-degree teacher, the teachers with consumer and homemaking certification, and the teachers with a bachelor's degree and license in Occupational Home Economics.

Teacher certification is one of the methods which all states use as an attempt to ensure adequate preparation of teachers for their specific position. Terrass and Comfort (1979) state that:

States have made changes in requirements to include certification for occupational home economics teachers, but these vary from state to state. Many states require that an occupational teacher have a vocational home economics teacher's certificate and some desire work hours, the kind of work experience, and the recency of experience varies. Professional preparation such as occupational home economics, coordination of cooperative programs, and job analysis may be required. Other states have an occupational coding completely separate from the consumer and homemaking certification. Bowman found that some states have adopted the requirements from other service areas. In order to meet the standards needed for quality programs, changes are being made in both curricula and certification requirements (p. 173).

The State of Oklahoma has the following certification requirements for secondary occupational home economics teachers:

Oklahoma Vocational Home Economics Education - Occupational Requirements for Certification

- I. Standard Vocational Home Economics - Occupational
 - A. The applicant shall meet all general regulations of eligibility for certification. (See Minimum Essentials for Standard Certificate.)

- B. The applicant shall hold a bachelor's degree from an accredited four-year college or university.
- C. The applicant shall have acquired two (2) or more years of recent work and/or laboratory experience in the specialized occupational area to be taught, (such as commercial foods, care and guidance of children) or in related occupational areas if teaching in an interrelated program (such as vocational cooperative home economics). The State Supervisor of Vocational Home Economics Education shall certify to the two (2) years of successful experience in the occupational area.
- D. The applicant shall have completed an approved program for Vocational Home Economics - Occupational Teacher Certification, if the applicant's preparation was done in an Oklahoma Institution of Higher Education.
- E. If the preparation was done in an out-of-state institution, the applicant shall have completed a plan of study which fulfills all requirements and conditions set forth in the Minimum Essentials for Approved Teacher-Certification Programs in Oklahoma.
- F. In addition to being recommended by the preparing institution, the applicant shall be recommended for certification by the State Supervisor of Vocational Home Economics Education.
- G. General Education: The bachelor's degree will be considered as fulfillment of the general education requirements when it includes a minimum of six (6) semester hours of credit in American History and Government with some credit in each.
- H. Professional Education: A minimum of sixteen (16) semester hours of professional education is required, as follows:
 - 1. Must include work in the areas of:
 - Philosophy and Principles of Vocational Education
 - Instructional Methods and Techniques of Teaching Occupational Home Economics
 - * Student teaching and/or practicum
 - Occupational Curriculum/Program Development
 - 2. Other courses to be selected from the following broad areas:
 - Psychology of the Exceptional Child
 - Organization and Classroom Management
 - Job Analysis and Occupational Information
 - Cooperative Education
 - Vocational Guidance and Counseling
 - Adult Education
 - Evaluation
 - Special Needs Students
 - Organization and Administration of Occupational Home Economics Youth Activities (HERO)

*Any teacher who holds a bachelor's degree and has three (3) or more years of experience in an accredited school or a program approved by the State Department of Vocational and Technical Education as a teacher, supervisor, administrator, or combination thereof and who meets all other requirements for the standard and/or provisional certificate except student teaching may, upon recommendation of the certification officer in an approved teacher-education institution, substitute other professional education courses for student teaching, provided that one (1) of the three (3) years of experience shall have been during the five (5) years immediately preceding the filing of the application for the standard certificate. In no case shall any substitution reduce the total number of semester hours of professional education normally required for the certificate sought. See Teacher Education, Certification and Assignment Handbook, July 1975, p. 86.

- I. Specialized Education: A minimum of twenty-four (24) semester hours of credit in the area of specialization, of which at least ten (10) hours must be upper division (junior and senior level). The areas of specialization shall include, but not be limited to: commercial foods, care and guidance of children, clothing production and housing.
- II. Provisional Vocational Home Economics - Occupational -
 - A three (3) year provisional certificate may be issued to an applicant for a Vocational Home Economics - Occupational Certificate who has completed the following requirements:
 - A. The applicant shall meet all general regulations of eligibility for certification except the holding of a Bachelor's degree.
 - B. An applicant to teach Vocational Home Economics - Occupational shall have graduated from an accredited high school and be working toward requirements for a Standard Vocational Home Economics - Occupational Certificate.
 - C. An applicant shall have completed twenty (20) basic semester hours of Vocational Home Economics - Occupational (including a two (2) semester hour course in "Orientation to Occupational Home Economics").
 - D. Two (2) or more years of recent work and/or laboratory experience in the occupational area in which the applicant will be teaching.
 - E. A recommendation by the State Supervisor of Vocational Home Economics Education.

The Provisional Vocational Home Economics - Occupational Certificate may be reissued upon the completion of twelve (12) semester hours of credit since the last provisional certificate was issued, if such courses are appropriate in meeting requirements for standard certification.

III. Temporary Vocational Home Economics - Occupational Certificate -

A temporary certificate may be issued to a Vocational Home Economics - Occupational Certification Applicant for a period of one (1) year, providing the following requirements have been completed.

- A. The applicant shall meet all general regulations of eligibility for certification except the holding of a Bachelor's degree.
 - B. An applicant for a Temporary Vocational Home Economics - Occupational Certificate shall have graduated from an accredited high school and be working toward requirements for a Standard Vocational Home Economics - Occupational Certificate.
 - C. Non-Degree Applicant: Two (2) or more years of recent work experience and/or laboratory work in the occupational area in which the applicant will be teaching. One (1) of two (2) years must have been within the last five (5) years. Applicant must complete a two (2) semester hour course in "Orientation to Occupational Home Economics" prior to the initial year of teaching. The State Supervisor of Vocational Home Economics Education shall certify to the two (2) years of successful experience in the occupational area.
 - D. Applicant with a Bachelor's Degree: One (1) year of recent work experience and/or laboratory work in the occupational area in which applicant will be teaching.
 - E. The applicant shall be recommended for temporary certification by the State Supervisor of Vocational Home Economics Education.
- Occupational home economics teachers may be issued a maximum of three (3) successive temporary certificates upon the completion of a minimum of six (6) semester hours of credit in the basic occupational home economics courses each year until they have completed the twenty (20) semester hours of approved home economics courses (Occupational Home Economics Certification Requirements, 1981, n.p.).

These certification requirements were revised and approved in July 1981 by the Oklahoma State Board of Education. These new requirements established that occupational teacher education programs would offer a two credit in-service course for new occupational home economics teachers. This initial course will aid in bringing together beginning teachers, state supervisory staff, and occupational teacher educators to focus on the needs of the entry year.

In discussing House Bill 1706 and the forward step it has provided Oklahoma education, Kleine and Wisniewski (1981) stated:

The Entry-Year Assistance Program is the heart of the legislation and offers the greatest potential benefits to the profession of all the provisions of the bill. Upon graduation from an approved program of teacher education and upon passing the curriculum examination, the teacher candidate is granted a license rather than full certification. The license enables the candidate to seek employment as a regular classroom teacher, but only for a period of one year and under stringent supervision by an entry-year assistance committee composed of a principal, a consulting teacher, and a teacher educator. The committee is expected to meet regularly with the entry-year teacher and to provide support and assistance during the first year of full-time employment. At the end of the first year, the committee must recommend full certification or another year in the Entry-Year Assistance Program, under the supervision of a different committee. At the end of the second year, the committee must either recommend certification or noncertification (p. 116).

Gideonse, in an article appearing in the September, 1982 issue of Phi Delta Kappa which was a review from a talk presented in February 1982 at the annual meeting of the American Association of Colleges for Teacher Education in Houston stated:

I have briefly sketched what we know and what teachers must know as they enter the profession. But what do we do? We take 17- and 18-year olds and try, in just four short years, to equip the best-qualified candidates we can attract with a liberal education of breadth and substance, with a firm underpinning in the academic disciplines essential to the science and art of teaching, and with an understanding of the complexity and diversity of human learning and development. Moreover, we strive to instill in these teacher candidates a sense of the social and cultural contexts of schooling, foster professional skills in curriculum, instruction, and classroom management, and provide them with at least one full quarter of intensive, full-time student-teaching experience.

The conclusion is unavoidable. Teacher education as it is currently practiced in the United States - a four-year baccalaureate enterprise - is attempting to accomplish the impossible (p. 16).

In response to the Gideonse talk, a classroom teacher, Supranovich

(1981), on leave of absence to serve as president of the Main Teachers'

Association states:

I agree that entry into the teaching profession should be contingent on completion of postbaccalaureate programs. But those programs should focus on classroom practice through field-based experiences related to each component of the professional curriculum. Teaching is a performing art that requires social interaction. Thus teacher candidates must have models to emulate. The necessary revolution in teacher education can and must merge academe with a full range of exploratory field experiences for all who aspire to teach (p. 21).

Burrello and Orbaugh (1983) support the idea of in-service education with their statements:

In-service education suffers from shifting needs, periods of "benign neglect", fads, and marginal resources. It is, at different times, emphasized and ignored in U. S. schools. We believe in-service education is an absolute necessity if schools are to develop their most important resource, their people. In-service education should not be haphazard or piecemeal; it should be planned over time, with particular attention to the instructional needs of students and to the everchanging organizational and social context of the school (p. 385).

In-service education has been a part of the vocational teachers' professional development for many years. In-service education in the form of curriculum development and refinement, new trends in teaching methods, updating work experience, multiculture training, working with special needs students, and mainstreaming are all a part of the effort that has been made to keep teachers current and growing professionally.

Research studies that have been directed to occupational training in home economics have incorporated suggestions for continued in-service education. Waldron (1975) suggests that more workshops and college level courses devoted specifically to teaching occupational clothing needs to be made available to assist the occupational clothing teacher in developing curricula and instructing classes. Teachers expressed

this need when asked to give suggestions for improving teacher education in the occupational clothing area. An occupational child care teacher reported in a study by Shoemaker (1972), that teaching a home economics-related occupational course was quite different from teaching consumer and homemaking education because one had to prepare students for doing a gainful job, so the learning experience had to be very concrete and practical. The teacher recommended that future teachers should be given practical experiences in child care occupations in order to prepare the teachers for teaching occupational child care programs.

From the beginning of occupational home economics programs, vocational home economics educators have recognized the need for an effective system of in-service training in order to assist with credentialing occupational teachers. Although we know a great deal about in-service education practices, this knowledge does not always inform our efforts. What we know is often compromised by a multitude of other factors that affect planning and delivery.

The in-service trend seems to be gaining in relevance for all educators. The Oklahoma House Bill 1706 (House Committee on Common Education, 1979-80) includes explicit language to cover the area of higher education and to insure that teacher education will be required to sustain their staff development activities. Each approved program of teacher education must have a faculty development committee with at least one public school classroom teacher as a member. The committee must write and review faculty development plans for each faculty member directly involved in the teacher education process. These plans are to be submitted to the Professional Standards Board as a regular part of the five-year program review.

Various alternatives exist to meet the faculty development requirements, but the intent of the legislation is evident in the passage which states that:

All full-time college of education faculty members, including the Dean of the college of education, are required once every five years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester in responsibilities related to their respective college of education teaching field (House Committee on Common Education, 1979-80, p. 9).

Perhaps, the entry-year, in-service, field based experiences will aid teacher educators in finding new delivery systems and assisting in meeting the demand for more productive in-service training.

The Responsibilities for In-Service Training

The report of the Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education states that:

Where education is involved, everyone is involved. There are innumerable agencies, institutions, organizations, and groups which participate directly or indirectly in the governance, support, management, and operation of the formal educational enterprise. The type of changes advocated by this Commission will affect all of these interests. Some will be concerned with the reallocation of power and authority. Some will be interested in the impact of the proposals on the profession, schools and society. Hopefully, too, there will be continuing commitment to the nations' mission of achieving equal rights for all (Howsam, Corrigan, Denmark and Nash, 1976, p. 46).

This report points out that there is a great need for collaborative action among contributors when we think about in-service or continuing education. Without such collaboration, overlaps and gaps are likely to characterize programs.

Effective in-service education should involve the teacher, the teacher educator, and the state supervisor. Dillion (1972) states that:

Who is the lead man for in-service education? It is the agriculture teacher who asks himself, 'What in-service need do I have?', and then communicates personally and through the channels set up in his state, to state staff and to teacher educators; it is also the teacher educator, who systematically surveys the teacher clientele in order to plan the type program to be satisfying to the teachers' need; it is the state staff, who not only help the teacher solve the problems in the local setting, but also communicates the teacher's felt needs to teacher educators for conversion into in-service activities (p. 75).

This statement gives a good example of what happens in Oklahoma at this time in planning and delivering in-service training in occupational home economics.

In order to interpret or avoid confusion as to who is responsible for providing in-service training for occupational home economics teachers in Oklahoma, the following information is copied from the Operations and Procedures Manual (1974-75):

Purpose

The purpose of teacher education in vocational home economics is to prepare qualified teachers and other personnel needed in the vocational home economics program. They shall meet the requirements approved by the State Board of Vocational and Technical Education.

Teacher education in vocational home economics shall include both pre-service and in-service education for (1) teachers of vocational home economics, (2) special teachers employed to teach short intensive course, (3) supervisors and administrative personnel and other persons directly responsible for teaching and administering vocational home economics.

In-Service Education of Beginning Teachers

Institutions approved for training vocational home economics teachers shall offer assistance wherein possible to beginning teachers and other. They shall assist school administrators and State supervisory staff members in helping teachers to have effective home economics programs (n.p.).

Operations and Procedures Manual (1974-75) distinctly puts the burden of responsibility upon the vocational home economics education teacher training staff members. This group works closely with the

state staffs of occupational home economics/special services to implement an effective training program which will fit the inclusive needs of all occupational home economics teachers.

Burrello and Orbaugh (1982) discuss persistent problems such as:

In-service education is not solely a personal obligation. Teachers simply do not have the time to plan, to seek and receive feedback, and to reflect or inquire on new and different ways of teaching. In-service education should be viewed as an organizational innovation that shifts the burden of growth from the individual to the professional group and the institution. In-service education is an organizational tool to increase the effectiveness and relevance of education for all students. Yet the value of innovation is directly related to the individual. For an innovation to be of value to a professional, it must be relevant (in tune with his or her perceived needs), applicable (readily put to use), and experiential (building on the individuals' past experience) (p. 386).

Thus, the responsibility for in-service training is a shared professional obligation of the teacher, state supervisory staff, local school administrators and staffs of teacher education. The responsibility may shift from time to time in terms of leadership roles and professional passages. Hopefully, the team approach will hold together in order to assure that all components of a comprehensive system will benefit all parties involved in this partnership.

New Directions for In-Service Education

The scope of occupational home economics and the technological changes that have developed in home economics related industries have increased the competencies needed by teachers. As the needs of society change, the public schools must change. The skills needed for effective teaching must change and these changes must be reflected in certification standards. Miller (1982) states that:

Everyone wants meaningful and effective teacher certification standards: the public, state legislators, educational administrators and teachers. Conflicts arise, however, over specific standards and criteria and over who exerts control (p. 28).

Kleine and Wisniewski (1981) discuss the Oklahoma House Bill 1706 and conclude that the legislators were committed to an omnibus bill. They recognized that piecemeal reform of the preparation or induction of teachers would not be sufficient. The Oklahoma legislative group worked with the profession on identifying key components in the areas of preparation, induction, and continuing education. The inclusiveness of the bill provides its strength. Unlike other efforts that often focus exclusively on competency examinations or some other single-focus reform, the Oklahoma effort is designed to encourage changes across the board.

Change appears to be an inevitable phenomenon for educators preparing to be occupational home economics teachers. Professional changes that confront occupational educators are often related to the advances and new development in the different content areas. These new developments often mean changes in curriculum and foci.

Comfort's (1975) research study identified subject areas that are considered most relevant in the preparation of occupational home economics teachers. These subject areas were identified by experienced occupational home economics teachers, university teacher educators, local and state supervisors, and employees of occupational students. In order of importance, they were: attitudes; human relations; curriculum development; manipulative skill in home economics areas to be taught; evaluation of student work experience, student class or laboratory work, training stations, and safety; personal grooming for the job; applications and interviews; career opportunities in industry;

equipment operation; orientation to the world of work; labor laws and legal responsibilities, and youth groups. Comfort (1975) concludes that a recommended approach for developing a program for occupational home economics teacher preparation is to design the course curriculum in accord with the relative importance attached to subject matter areas. The subject receiving higher priorities should be essential to the curriculum for teacher preparation in occupational home economics. Those areas receiving lower priorities would be desirable.

Terrass and Comfort (1979) believe that occupational home economics teachers have many roles. They are community leaders as they work in their roles as teacher-coordinators. They are classroom managers as they function within the school. Secondary occupational teachers are chapter advisers for HERO members and work actively with parents and persons in the community as well as with students. Many occupational teachers are adult educators. These are major roles.

Minor roles, but equally important, are apparent in all of the facets of occupational teachers' responsibilities, such as being friends and counselors to their students. Serving as part of the teaching team in the school or area vocational center of which they are a part, and working in liaison with the administration and boards of education as experts in the occupational field are more roles that can determine job success. They become recruiters of students and promoters of their programs all of the time. They are leaders and participants by being actively involved with their advisory committees.

As to some observations as to what constitutes effective in-service education, Burrella and Orbaugh (1982) report on a research study by Kells and Jamison that lists the following:

- I. In-service education should be designed so that programs are integrated into and supported by the organization within which they function
- II. In-service education programs should be designed to result in collaborative programs
- III. In-service education programs should be grounded in the needs of the participants
- IV. In-service education programs should be responsive to changing needs
- V. In-service education programs should be accessible
- VI. In-service education activities should be evaluated over time and be compatible with the underlying philosophy and approach of the district (p. 386).

Gideonse (1982) outlining the components of a revolution in teachers' education, stated:

The more I reflect on the problems and opportunities now facing us, the more I am convinced that the entry-level professional training of teachers should take a minimum of six years beyond high school. Moreover, I believe that the breadth of knowledge and the level of societal demands on the teaching profession require a hierarchical arrangement of teaching roles in the school. That is, bad teachers must be expected to undergo further professional training equivalent to two additional years before they assume responsible leadership roles (p. 17).

The obstacles in the path of the proposals outlined by Gideonse are numerous. The proposal does point out the need for more in-service training at several levels. The future holds many new directions for teacher education.

Other Related Studies

Because the pre-service, in-service teaching-learning process is such a complex phenomenon, preparation of teachers should focus on other related studies that will assist in a review of components that have implications for training occupational home economics teachers. Shoemaker's (1972) study summarizes that vocational educators have isolated three background factors which seem to be essential for teaching an occupational subject. These three areas are subject matter

competency, occupational education, and occupational experience. Miller (1982) suggests that:

On one thing the states do agree. The requirements for valid work experience has 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 has provided a historical basis and a compelling logic to this requirement (p. 27).

Terrass and Comfort (1979) relate that:

A 1973 Region Seven, U. S. Office of Education, Des Moines, Iowa Vocational Conference of home economics educators, teachers, state personnel, and students discussed the preparation of occupational teachers. There was general agreement that work experience is a necessary part of teacher preparation. However, no standards or criteria for such experience were formalized. A majority expressed that some consistency among states would be of help (p. 175).

In order to determine consensus on criteria for supervised work experience, Bowman and Terrass (1977) surveyed four groups of professional home economists. Some results which they obtained have implications for preparation of occupational home economics teachers:

1. Supervised work experience is more meaningful to an occupational home economics teacher than is unsupervised work experience. However, any work experience is meaningful since persons can absorb some knowledge, draw some conclusions, and develop transferable skills.
2. Work experience in the area which one is preparing to teach is recommended.
3. Work experience in more than one job or job area would increase.
4. Work experience programs pre-service or in-service levels would be beneficial (p. 33).

Lowe (1978) states the objectives of a contract between the American Home Economics Association and the U. S. Office of Education to determine what curriculum material were available in home economic occupations and to develop competency-based teaching modules in those areas where high-quality curriculum materials were not available.

1. Ascertain the current bases for home economics curricular decisions
2. Determine the 'state of the art' in occupational home economics
3. Develop competency-based teaching modules in those areas where quality curriculum material were unavailable
4. Field test the module
5. Revise the modules, based on field test data; and disseminate those revised modules (p. 40).

Lowe (1978) continues by pointing out that in order to identify the bases that education were using to make curriculum decisions, members of four groups of curricula developers were surveyed. Included in the sample were: state level administrators, local supervision of lower economics, home economics-related occupation teachers who use curriculum decision makers and vocational home economics teacher educators. Survey participants were randomly selected from the population of these groups.

Results indicated that differences did exist among curriculum developers. For the most part, respondents were making decisions about their curriculums by taking into account analytical, consensual, judgmental, and manpower factors. In general, the curriculum sequence decisions were from single to complex, or in a chronological or logical order.

Parnell (1978, p. 7) relates that "It is estimated that by 1980, 65 percent of the high school students in the nation will be required to pass some type of competency tests as a condition for receiving the high school diploma." Parnell further discusses what competency-based education is by how it relates to performance:

As its roots, competency-based education is an emphasis on results. It calls for agreed-upon performance indicators that reflect successful functioning in life roles. It emphasizes the specific knowledge or skills to

be learned rather than how they are learned or how long it takes to learn them. There are five major characteristics of competency-based education. It is a learner-centered philosophy, it is a policy demand, it is real-life oriented, it is flexible, and its standards are clearly articulated (p. 18).

Schaefer and Huang (1978) state that:

With the advent of competency-based vocational education there is a need for occupational competency measures well beyond those we now possess. Vocational educators should recognize this need and determine to give vocational education graduates the opportunity to assure themselves that they 'can do something and do it well.' Moreover, such measures possess the potential for spin-offs in providing credits for advanced standing; they can assist in diagnosis for improving individualized instruction; and they can serve as a means to strengthen the accreditation process.

Underlying these possibilities for the further extension of CBVE as a systematic approach to vocational instruction is a real and timely opportunity for states to band together and capitalize on some of the work already accomplished by V-TECS, NOCTI and the Ohio Division of Vocational Education (p. 41).

Morse and Terrass (1977) discuss what is competency in teaching and how do we measure it? Home economics educators have been grappling with those questions for some time now and have come to the conclusion that competency-based teacher education is an effective technique to use in preparing teachers for successful careers.

Adams and Patton (1981) relate that where performance-based teacher education modules have been used extensively, the approach seems to have changed the delivery of vocational teacher education in several ways. It has helped some vocational teacher education programs survive in a period of retrenchment. It has increased access to teacher certification in vocational education, along with making the process more flexible and convenient. PBTE has also increased accountability and changed the role of teacher educators from classroom lecturer to instructional manager.

These other related studies of requiring a work experience component as a part of pre-service and in-service; development of competency-based teaching modules; implementation of competency-based education; and evaluating the effectiveness of performance-based teacher education have special relevance for planning and developing pre-service and in-service occupational home economics teacher education programs.

Summary

The four areas reviewed for the study were to confirm the need for in-service training, establish who is responsible for in-service training, look at new directions for in-service education and recognize other related components of occupational home economics teacher training. The state supervisory staff and occupational home economics teacher educators are looking for ways to help occupational teachers become more competent in their roles by analyzing present in-service programs and finding patterns of future needs that will benefit the occupational home economics teacher.

Since in-service education is a major delivery system for certification of occupational home economics teachers in Oklahoma along with the legislation of in-service education through House Bill 1706 in Oklahoma, the responsible parties must address the establishment of an effective program. In-service education is now a requirement in Oklahoma for maintaining certification. The literature seems to agree that pre-service and in-service training should not be a separate intersect, but rather a continuing, sequential flow of educational development.

The literature seems to indicate that in order to deliver effective in-service education in the future it must be a team effort. This collaborative approach will include teachers, students, administrators, specialists, special educators, regular educators, and community-industry representatives. Approved teacher education departments are designated to provide formal course work, institutes, seminars and workshops designed to develop and maintain teaching competencies. Throughout the literature concerning in-service education, one distinct thread was woven in the planning process. This continuous thread was to involve all parties in the planning process of the program in order to effectively meet the need of the participants.

New directions for in-service education appears to be the accepted phenomenon. None can know for sure what these changes portend for the future. What appears certain is that schools and the teaching profession will be involved in continuous change for the foreseeable future. Continuing education will become increasingly more important. New knowledge, new technologies, and new way of thought and behavior complicate the teaching process. The competency of the teachers is the important consideration to recognize in the future. Competency profiles for occupational home economics teachers will be a major development that will aid occupational educators in certification requirements, and pre-service, in-service education.

Other areas related to in-service needs or competencies needed by occupational teachers identified through the review of literature includes: need for work experience, competency-based teaching techniques, curriculum materials, and evaluation criteria. Much emphasis is now directed toward competency-based occupational programs in

Oklahoma. The occupational teacher educator must be alert to breakthroughs in those areas which would be most helpful to occupational home economics teachers. Work experience is a very important component of occupational home economics certification requirements. Teachers must understand the high tech complexities of occupations related to home economics knowledge and skills.

Developing a set of criteria for measuring the competency of the occupational home economics teacher and planning when, where, how and by whom should facilitate these requirements through in-service education will assist occupation educators to achieve essential beginning practices of teaching and the means to assure career-long professional development.

"Knowing how to do something is one thing, knowing how to do it well is . . . another, and doing it brilliantly is still a third . . ."
(Howsam, 1976, p. 81).

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

The purpose of this chapter is to describe the methods and procedures used in conducting this study. These were formulated by the central purpose of the study, which was to determine how Oklahoma occupational home economics teachers assess what competencies should be taught in planning, developing, and implementing quality programs; how teachers perceive their degree of competency in planning, developing, and implementing quality programs; when, where, how, and by whom these competencies should be developed; a priority rank of these competencies and prioritizing of findings for teacher training programs in the future. Eight specific objectives were formulated and served as guidelines for the design and conduct of the investigation. These objectives were as follows:

1. To determine what competencies should be taught in planning, developing and implementing quality programs
2. To determine the degree of competence of occupational home economics teachers felt they possessed in the areas of: a) planning quality programs; b) developing quality programs; c) implementing quality programs
3. To determine the priority of competency in planning, developing and implementing quality programs assigned by the teachers

4. To determine a teacher's perception of when the training should be provided within the program
5. To determine whom the teachers wish to conduct the training
6. To determine where teachers feel training programs should be conducted
7. To determine what kind of help would benefit first year occupational home economics teachers
8. To determine teachers' perception of the type of training session that should be offered at the annual summer conference for vocational technical teachers in Oklahoma.

In order to collect data pertaining to the purpose and objectives developed for guidance of the study effort, it was necessary to accomplish the following tasks:

1. Determine the population of the study
2. Develop the instrument for data collection
3. Develop a procedure for data collection
4. Select methods of data analysis.

The Study Population

The population of this study was the teachers under contract with local education agencies in Oklahoma for the purpose of teaching occupational home economics and special service programs related to home economics for the school year 1982-1983. Special services programs included in the study were Cooperative Home Economics, CVET-Home and Community and Occupational Services.

Development of the Instrument

The most effective means of collecting the data was felt to be a questionnaire that was mailed out to the occupational and special services teachers. In constructing the instrument, the following questions developed by Hall (1967) to estimate how effective the instrument would be were considered:

1. Is the questionnaire valid?
2. Is it objective?
3. Are the instructions and questions clear?
4. Has the questionnaire been carefully formulated and tried out?
5. Does the questionnaire have a neat and attractive appearance?
6. Is the length of the questionnaire suitable?
7. Is it reasonable to expect a busy person to complete the questionnaire?
8. Does a suitable letter of transmittal accompany mailed questionnaires?

The format of the instrument used was patterned after one developed and used by Jones (1975) in his study, "Vocational Agriculture Teacher Perceptions of Competencies as Bases for Pre- and In-Service Agricultural Education Programs in Oklahoma." The questionnaire included 50 selected competencies identified by Martin and Morgan (1977) while employed at Illinois State University for the State Board of Education. The Occupational Home Economics Survey included 121 potential competencies needed by home economics instructional personnel in secondary schools which were translated into behavioral statements. The competencies included were selected from a review of literature, verified by an advisory committee representing current occupational home economics

teachers, teacher educators, home economics administrators, and business and industry personnel.

The survey was sent to 100 home economic teachers, 100 administrators of home economic programs in Illinois senior high schools, 25 selected educators in teacher-training institutions preparing home economics teachers and 50 students currently enrolled in or recently graduated from occupational home economics programs. There was 79 percent return of all questionnaires sent. A five-point Likert type rating scale was used as follows: no importance, slight importance, moderate importance, very important, one of most important. The mean scores and rank of the competencies were determined by computer for each subgroup and each section of Illinois. The top 50 competencies in order of rank were selected.

The first part of the questionnaire will include the 50 selected competencies identified by the Martin and Morgan (1977) study and will be subjected to responses on a five-point Likert type scale. The 50 competencies include the following:

Competency

Planning

The teacher will:

1. Develop an occupational program plan
2. Utilize local and statewide guidelines for program planning
3. Identify from an occupational analysis, the skills and information to be taught for a given occupation
4. Organize the sequence of learning tasks (skills, operations, procedures)

5. Select and develop instructional content for a course
6. Develop curriculum based upon area needs
7. Develop instructional units
8. Organize the sequence of instruction
9. Formulate measurable objectives for lessons, units and courses
10. Determine in-school learning experiences (classroom and/or laboratory)
11. Revise instruction in accordance with changing occupational demands, student needs, school policy
12. Secure cooperative occupational training stations for students
13. Plan, coordinate and supervise cooperative education programs
14. Teach a lesson using a variety of methods and techniques
15. Supervise student laboratory experiences
16. Provide students with appropriate practice for development and refinement of occupational skills
17. Relate to students from different socio-economic backgrounds
18. Employ a variety of individual and group motivational techniques
19. Recognize, interpret and utilize student actions and behaviors

Evaluating

The teacher will:

20. Develop standards for student performance
21. Develop tests and criteria for measuring student achievement of performance objectives
22. Formulate a plan of grading consistent with school policy
23. Demonstrate strategies for providing constructive feedback on student performance

Guiding

The teacher will:

24. Work with guidance counselor and other professional personnel to provide services to students
25. Reinforce positive student attitudes toward work
26. Inform students of current employment opportunities
27. Inform students of current employment procedures
28. Develop and communicate rules, procedures and acceptable standards of student behavior
29. Handle hostile acts appropriately
30. Maintain student performance or progress reports

Management

The teacher will:

31. Maintain safe, orderly, clean program facilities and equipment

Public and Human Relations

The teacher will:

32. Develop good professional working relationships with other teachers and the administration
33. Develop good working relationships with school staff (e.g., secretaries, custodians, cafeteria workers, school nurse)
34. Interpret and promote career and vocational education within the school and community through oral and written communications
35. Assist administrators in developing and maintaining occupational programs
36. Develop liaison with employment agencies and potential employers

Professional Role

The teacher will:

37. Demonstrate understanding of the legal responsibilities and liabilities of a teacher
38. Demonstrate knowledge of the ethical responsibilities of a professional
39. Demonstrate appropriate physical appearance
40. Practice personal hygiene habits
41. Adapt appearance and apparel to acceptable standards for teachers
42. Use correct oral and written communications
43. Keep abreast of professional developments, societal needs and technological advances
44. Plan a personal program of continuing education and development
45. Demonstrate a respect and empathy for learners
46. Demonstrate knowledge of the world of work
47. Formulate a personal educational philosophy
48. Interpret and adhere to school policy
49. Relate the occupational home economics program to other instructional programs
50. Meet the requirements for instructional personnel by the Department of Adult, Vocational and Technical Education

These 50 competencies will be ranked for the investigators' study by Oklahoma occupational home economics/special services teachers. These teachers are certified under Occupational Home Economics Certification.

For each of the areas included on the instrument, respondents were required to indicate several things. The first area asked the teachers to determine if the selected competency should be taught; the second asked them to rate their competence on each variable; the third asked them to list by priority when the in-service training should be offered; the fourth area asked them to recommend when the competency should be taught; the fifth area asked them to say who should teach the competency; and area six asked them to indicate where the competence should be taught.

Area I allowed the teacher to answer "Yes" or "No" if the competence should be taught. If the teacher answered "No" the remaining questions for that specific competency were not completed. Areas II and III were rated on a five-point Likert type scale. Areas IV, V and VI allowed the teachers the privilege of marking more than once.

The second part of the questionnaire asked for additional competencies that the teacher recommends to be included. Part III includes three questions. The first question was to determine what kind of help would benefit first-year occupational home economics teachers. The next question concerned preference of training sessions offered at the occupational home economics teachers part of the Oklahoma Vocational-Technical Education Summer Conference. Question three asked for any additional comments for improving in-service training for occupational home economics teachers.

General information asked for included: area of occupational teaching; number of years teaching experience in occupational home economics. A blank space was provided after each statement.

The questionnaire was reviewed by other occupational teacher

educators in Oklahoma. Changes and suggestions recommended were incorporated prior to the final printing of the questionnaire.

Collection of the Data

The instruments were distributed by mail so that each teacher in Oklahoma under contract with local education agencies for the purpose of teaching occupational home economics and special services programs related to home economics for the school year 1982-1983 received a questionnaire. Of the 95 possible in Oklahoma, 78 questionnaires were completed and returned. All questionnaires were used, which was 82.1 percent of the total population.

Analysis of Data

The questionnaire developed contained three main parts with the first being subdivided into six different types of competencies. The respondents were permitted to mark only once on Areas I, II, and III. Area I responses were summarized by number and percentages and mean responses. Areas II and III responses were summarized by item counts, percentages and mean responses. Areas II and III of the questionnaire were subjected to responses on a five-point Likert type scale. The respondents were permitted to make more than one response on Areas IV, V, and VI. Areas IV, V, and VI were summarized by item counts and percentages.

The second and third part of the questionnaire was composed of open-ended questions. Responses to these were selected by the investigator and included.

The questionnaires were assembled for tabulation into six similar cluster area programs in the State of Oklahoma as follows:

Occupational Cluster Areas

Child Care

Cooperative Home
Economics (Industrial)
Cooperative Education)

CVET-Home and Community

Fashion Production

Food Service

Institutional Home
Management (Occupational
Services)

The questionnaires were further sorted and tabulated by years of teaching experience as follows:

Years of Experience

0 - 3

4 - 13

To permit statistical treatment of the data in areas II and III, numerical values will be assigned to the categories according to the following pattern. This permitted the investigator to obtain the mean responses according to the following pattern:

Area II

<u>Category</u>	<u>Value</u>	<u>Range for Mean Response</u>
Outstanding	5	4.00--4.99
Above Average	4	3.00--3.99
Average	3	2.00--2.99
Below Average	2	1.00--1.99
None	1	0.00-- .99

Area III

<u>Category</u>	<u>Value</u>	<u>Range for Mean Response</u>
Critical	1	0.00-- .99
High	2	1.00--1.99
Medium	3	2.00--2.99
Low	4	3.00--3.99
None	5	4.00--4.99

Data collected were analyzed comparing responses of groups by different years of teaching experience and by occupational cluster areas. All of the responses were added together in order to analyze data from all the respondents in Oklahoma.

Summary of Study Design and Method

The design of the study concentrated on the general objective of securing and analyzing data appropriate to establishing and providing framework for a competency-based, well coordinated, and effective training program for present and prospective teachers of occupational home economics. A major premise which formulated the design was that teachers can and do recognize their own degree of competency in planning, developing, and implementing quality occupational home economics programs, but also the extent to which they possess those competencies necessary to motivate, communicate, guide and direct learning experiences for the individual student. Accepting this premise, the first major task was to secure from individual teachers their self-assessment of competencies needed and possessed. Along with their personal assessment was the need to secure decisions from these same teachers as to "when," "where," and "by whom" data for the teaching of competencies was needed in the pre-service and in-service training of occupational home economics teachers.

The analysis of data summarized from 78 questionnaires yielded information concerning teacher experience by number, percentage and occupational cluster area; teacher assessment of teacher competence and priority for in-service programs by number, percent, and mean response; teacher responses as to when to teach, who to teach, and where to teach by number and percent; recommendations of additional competencies that need to be included; questions to determine what kind of help would benefit first year teachers and the type of in-service training for summer conference. Also selected comments recorded from occupational home economics teachers concerning in-service training programs were included.

The final detail in the design called for solid and substantially based evaluation, implications, and recommendations. It was the firm intention of the investigator to so design the study as to lead directly into the evaluation and revision of the pre-service program, and development and implementation of an in-service training program; including, emphasis on the new teacher program and the implications and direction the study will address for the first-year teachers' program. These efforts will be accomplished with close coordination and joint effort among teachers, state staff supervisors and occupational home economics teacher educators.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The primary purpose of this study was to determine how Oklahoma occupational home economics teachers assessed what competencies should be taught in planning, developing and implementing quality programs; how teachers perceived their degree of competence in planning, developing and implementing quality programs; when, where, and by whom these competencies should be developed; a priority rank of these competencies and prioritizing of findings for teacher education programs in the future.

Data for the study were collected from a population of teachers under contract with local education agencies in Oklahoma for the purpose of teaching occupational home economics and special services programs related to home economics for the school year 1982-1983. There were 95 occupational home economics/special services teachers employed in Oklahoma in 1982-1983.

A total of 78 questionnaires, 82.1 percent of the total possible, were completed and returned. All 78 questionnaires were used.

The 78 questionnaires were completed by occupational home economics/special services teachers from the six cluster area programs in Oklahoma according to the patterns illustrated in Table I.

TABLE I
DISTRIBUTION OF RESPONDENTS BY EXPERIENCE
GROUPS AND CLUSTER AREA PROGRAMS

Years of Experience Group	Cluster Area Programs													
	Child Care		Coop		CVET		Fashion Production		Food Service		Inst. Home Management		State Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0 - 3	4	26.7	5	71.4	7	46.7	6	66.7	7	35.0	4	33.3	33	42.3
4 - 13	11	73.3	2	28.6	8	53.3	3	33.3	13	65.0	8	66.7	45	57.7
Sub Total	15	100.0	7	100.0	15	100.0	9	100.0	20	100.0	12	100.0	78	100.0
% by Cluster Area Programs		19.2		9.0		19.2		11.6		25.7		15.3		100.0

Findings of the Study

The following section of this chapter attempts to present and analyze data collected relative to the competencies and questions. To facilitate presentation of these responses, the first portion will present and analyze findings regarding the 50 selected competencies relative to teacher ratings of what competencies should be taught, ratings of their competence in each and the priority of when training should be offered relative to each competency. The second part presents and analyzes the 50 selected competencies relative to teacher opinions of when to teach, who should teach, and where to teach the competencies. The third section covers the teacher responses to four open-ended questions.

In order to make comparisons across the cluster area groups, there was a need to determine average responses. Because this resulted in decimal fractions, a range of numerical values was established for each response category as follows:

Mean Response Range

4.00 ----- 4.99
3.00 ----- 3.99
2.00 ----- 2.99
1.00 ----- 1.99
0.00 ----- .99

Degree of Teacher Competence

5 Outstanding
4 Above Average
3 Average
2 Below Average
1 None

Mean Response Range

0.00 ----- .99
1.00 ----- 1.99
2.00 ----- 2.99
3.00 ----- 3.99
4.00 ----- 4.99

Priority for Offering In-Service Training Programs

1 Critical
2 High
3 Medium
4 Low
5 None

Teacher Determination if Competency Should
Be Taught, Teacher Competence and
In-Service Training Priority

The following tables and analyses are offered to determine if selected competencies should be taught, how occupational home economics/ special services teachers perceived their competence in the 50 selected competencies and their perceptions of the priority in which these 50 competencies should be offered.

The 50 selected competencies were listed on the research instruments in six categories: Planning; Evaluating; Guiding; Management; Public and Human Relations; and Professional Role. These six categories will be utilized for summary tables.

Distribution of Respondents by Experience
Groups and Cluster Area Programs

Table I was formulated to summarize distribution of the 78 questionnaires used in this study. Thirty-three (42.3%) were in the 0-3 years experience group. Those in the 4-13 years experience group had the highest number, 45 (57.7%). Broken down by cluster area programs and percentages, they fell in the following order: Food Service 20 (25.7%), Child Care 15 (19.2%), CVET 15 (19.2%), Institutional Home Management 12 (15.3%), Fashion Production 9 (11.6%), and Co-Op with 7 (9.0%).

Competency Category -- Planning

Data summarized in Table II indicates the responses from teachers were in close agreement on determining if the specific competency should be taught in occupational home economics teacher education programs in

TABLE II
SUMMARY OF TEACHER DETERMINATION IF COMPETENCY IN PLANNING SHOULD BE TAUGHT,
TEACHER PERCEPTIONS OF COMPETENCE AND PRIORITY OF THESE
FOR TEACHER EDUCATION PROGRAMS

Competency Category	AREAS						
	I			II		III	
	Should This Competence Be Taught	N	%	Competence	X Level Possessed	Priority	X Level Possessed
	Yes-No			X Response		X Response	
1. Develop an occupational program plan	Y	73	93.6	3.74	Above Average	2.11	Medium
2. Utilize local and statewide guidelines for program planning	Y	75	92.2	3.75	Above Average	2.35	Medium
3. Identify from an occupational analysis, the skills and information to be taught for a given occupation	Y	77	98.8	3.57	Above Average	2.13	Medium
4. Organize the sequence of learning tables (skills, operations, procedures)	Y	76	97.4	3.66	Above Average	2.33	Medium
5. Select and develop instructional content for a course	Y	76	96.2	3.68	Above Average	2.00	Medium
6. Develop curriculum based upon area needs	Y	74	94.9	3.73	Above Average	2.09	Medium
7. Develop instructional units	Y	71	89.7	3.69	Above Average	2.25	Medium
8. Organize the sequence of instruction	Y	74	94.9			2.34	Medium
9. Formulate measurable objectives for lessons, units and courses	Y	73	93.6	3.64	Above Average	2.33	Medium
10. Determine in-school learning experiences (classroom and/or laboratory)	Y	71	91.0	3.89	Above Average	2.31	Medium
11. Revise instruction in accordance with changing occupational demands, students' needs, school policy	Y	69	88.5	3.83	Above Average	1.90	High
12. Secure cooperative occupational training stations for students	Y	66	84.6	3.52	Above Average	2.29	Medium
13. Plan, coordinate and supervise cooperative education programs	Y	70	89.7	3.46	Above Average	2.40	Medium
14. Teach a lesson using a variety of methods and techniques	Y	78	100.0	4.03	Outstanding	2.03	Medium
15. Supervise student laboratory experiences	Y	72	92.3	4.19	Outstanding	2.40	Medium

TABLE II (Continued)

Competency Category	AREAS						
	I			II		III	
	Should This Competence Be Taught			Competence		Priority	
	Yes-No	N	%	\bar{X} Response	\bar{X} Level Possessed	\bar{X} Response	\bar{X} Level Possessed
16. Provide students with appropriate practice for development and refinement of occupational skills	Y	70	92.3	4.19	Outstanding	2.40	Medium
17. Relate to students from different socio-economic backgrounds	Y	68	87.2	4.10	Outstanding	2.25	Medium
18. Employ a variety of individual and group motivational techniques	Y	73	93.6	3.73	Above Average	1.90	High
19. Recognize, interpret and utilize student actions and behaviors and behaviors	Y	71	91.0	3.90	Above Average	2.13	Medium

Oklahoma. In the competency category of Planning, competencies from one to seven were all rated as essential by over 90 percent of the combined groups.

Other data in Table II indicates the overall mean response as to the perceived degree of competence held by teachers for competencies 1 through 7 ranged from a low of 3.57 (above average) to 3.75 (above average). As can be determined by evaluation of the data, the patterns of responses between and within groups were quite comparable with all of them falling into the "above average" category.

Further analysis of the data in Table II indicates that the overall mean responses for the priority of in-service training in competencies 1 through 7 ranged from a low of 2.00 (medium) to a high of 2.35 (medium).

The data summarized in Table II disclosed that teachers in the state felt that planning competencies 8 through 13 should be taught in teacher education. The overall perceived competence of teachers in the planning competencies 8 through 13 resulted in ratings from a low of 3.46 (above average) to a high of 3.89 (above average). For priority of in-service training for the planning competencies 8 through 13, a slight variance was indicated with competency 11 receiving a 1.90 (high) priority rating. Other overall mean responses in Table II recorded a medium priority rating for in-service training programs.

Examination of the data in Table II indicates all competencies including 14 through 19 were given a high percentage of "yes" ratings recording that the competencies should be taught in teacher education. Competency number 14 received a total "yes" response from all of the 78 teachers.

Data summarized in Table II revealed that competencies 14, 15, and 17 were given overall ratings of 4.03 (outstanding), and 4.10 (outstanding) respectively. Competencies 16, 18, and 19 were rated as above average level of competence by the teachers indicating that they consider their competence in planning competencies 14 through 19 relatively high.

Teachers placed competence 18 at a high priority for in-service training with an overall mean response of 1.90. The teachers rated the other planning competencies 14 through 19 with a medium response ranging from 2.03 to 2.40.

Competency Category -- Evaluating

Examination of the data in Table III indicates an overall "yes" response for teaching evaluation competencies 20 through 23 in teacher education programs. Table III indicates a teacher perceived overall mean competence rating for evaluation competencies 20 through 23 to be in the above average range from 3.45 to 3.66.

Competency Category -- Guiding

As reported in Table IV, the teachers established that they consider all Guidance competencies 24 through 30 as important to teach in programs of teacher education. The teachers considered their competence in these selected guidance competencies as above average, ranging from a low of 3.66 to a high of 3.96. Competency 26 was given a 4.00 (outstanding) rating by the teachers. Teachers placed a medium priority for in-service training on this area as determined by their overall mean response ranging from 2.00 to 2.57.

TABLE III

SUMMARY OF TEACHER DETERMINATION IF COMPETENCY IN EVALUATION SHOULD BE TAUGHT,
TEACHER PERCEPTIONS OF COMPETENCE AND PRIORITY
OF THESE FOR TEACHER EDUCATION PROGRAMS

Competency Category	AREAS						
	I			II		III	
	Should This Competence Be Taught			Competence	X Level	Priority	X Level
	Yes-No	N	%	X Response	Possessed	X Response	Possessed
20. Develop standards for student performance	Y	70	89.7	3.63	Above Average	2.14	Medium
21. Develop tests and criteria for measuring student achievement of performance objectives	Y	69	88.5	3.45	Above Average	2.26	Medium
22. Formulate a plan of grading consistent with school policy	Y	65	83.3	3.66	Above Average	2.54	Medium
23. Demonstrate strategies for providing constructive feedback on student performance	Y	72	92.3	3.47	Above Average	2.25	Medium

TABLE IV

SUMMARY OF TEACHER DETERMINATION IF COMPETENCY IN GUIDING SHOULD BE TAUGHT,
TEACHER PERCEPTIONS OF COMPETENCE AND PRIORITY
OF THESE FOR TEACHER EDUCATION PROGRAMS

Competency Category	AREAS						
	I			II		III	
	Should This Competence Be Taught			Competence		Priority	
	Yes-No	N	%	\bar{X} Response	\bar{X} Level Possessed	\bar{X} Response	\bar{X} Level Possessed
24. Work with guidance counselor and other professional personnel to provide services to students	Y	63	80.8	3.94	Above Average	2.17	Medium
25. Reinforce positive student attitudes toward work	Y	75	96.2	3.96	Above Average	2.00	Medium
26. Inform students of employment opportunities	Y	66	84.6	4.00	Outstanding	2.12	Medium
27. Inform students of current employment procedures	Y	71	91.0	3.92	Above Average	2.03	Medium
28. Develop and communicate rules, procedures and acceptable standards of student behavior	Y	71	91.0	3.94	Above Average	2.18	Medium
29. Handle hostile acts appropriately	Y	71	91.0	3.79	Above Average	2.15	Medium
30. Maintain student performance or progress reports	Y	70	89.7	3.66	Above Average	2.57	Medium

Competency Category -- Management

Table V contains findings regarding the management category competency 31 which disclosed that 68 (87.2%) of the teachers assigned a "yes" rating to include the competency in teacher education programs. Teachers felt their competence in this category of management was outstanding, according to their 4.09 mean response. A summary of data for the state as a whole in Table II indicated an overall mean response for priority of in-service training of 2.29 (medium) for competency 31.

Competency Category -- Public and Human Relations

Analysis of the data in Table VI indicates teachers approved the teaching of public and human relations competencies for teacher education programs. Teachers gave their level of competency for public and human relations a relatively high rating. The overall mean response range was 3.61 (above average) to 4.25 (outstanding).

The mean responses in Table VI shows teachers felt competency 32 in public and human relations was of high priority for in-service training. The other four competencies in their public and human relations category were given a medium priority for in-service training.

Competency Category -- Professional Role

Inspection of the data in Table VII reveals that the professional role category of competencies 37 through 43 were given a "yes" rating to include in teacher education. The overall mean response as to the degree of competence of teachers in the professional role competencies was high. The range was 3.47 (above average) to 4.50 (outstanding).

TABLE V

SUMMARY OF TEACHER DETERMINATION IF COMPETENCY IN MANAGEMENT SHOULD
BE TAUGHT, TEACHER PERCEPTIONS OF COMPETENCE AND PRIORITY
OF THESE FOR TEACHER EDUCATION PROGRAMS

Competency Category	AREAS						
	I			II		III	
	Should This Competence Be Taught			Competence		Priority	
	Yes-No	N	%	\bar{X} Response	\bar{X} Level Possessed	\bar{X} Response	\bar{X} Level Possessed
31. Maintain safe, orderly, clean program facilities and equipment	Y	68	87.2	4.09	Outstanding	2.29	Medium

TABLE VI

SUMMARY OF TEACHER DETERMINATION IF COMPETENCY IN PUBLIC AND HUMAN RELATIONS
SHOULD BE TAUGHT, TEACHER PERCEPTIONS OF COMPETENCE AND PRIORITY
OF THESE FOR TEACHER EDUCATION PROGRAMS

Competency Category	AREAS						
	I			II		III	
	Should This Competence Be Taught Yes-No	N	%	Competence X Response	X Level Possessed	Priority X Response	X Level Possesses
32. Develop good professional working relationships with the other teachers and the administration	Y	67	85.9	4.19	Outstanding	1.52	High
33. Develop good working relationships with school staff (secretaries, custodians)	Y	67	85.9	4.25	Outstanding	2.39	Medium
34. Interpret and promote career and vocational education within the school and community through oral and written communications	Y	70	89.7	3.61	Above Average	2.21	Medium
35. Assist administrators in developing and maintaining occupational programs	Y	70	89.7	3.67	Above Average	2.47	Medium
36. Develop liaison with employment agencies and potential employers	Y	71	91.0	3.76	Above Average	2.17	Medium

TABLE VII

SUMMARY OF TEACHER DETERMINATION IF COMPETENCY IN PROFESSIONAL ROLE SHOULD
BE TAUGHT, TEACHER PERCEPTIONS OF COMPETENCE AND PRIORITY
OF THESE FOR TEACHER EDUCATION PROGRAMS

Competency Category	AREAS						
	I			II		III	
	Should This Competence Be Taught			Competence	X Level	Priority	X Level
	Yes-No	N	%	X Response	Possessed	X Response	Possessed
37. Demonstrate understanding of legal responsibilities and liabilities of a teacher	Y	74	94.9	3.47	Above Average	2.07	Medium
38. Demonstrate knowledge of ethical responsibilities of a professional	Y	71	91.0	3.97	Above Average	2.25	Medium
39. Demonstrate appropriate physical appearance	Y	67	85.9	4.19	Outstanding	2.54	Medium
40. Practice personal hygiene habits	Y	64	82.1	4.50	Outstanding	2.63	Medium
41. Adapt appearance and apparel to acceptable standards for teachers	Y	66	84.6	4.41	Outstanding	2.64	Medium
42. Use correct oral and written communications	Y	73	93.6	4.18	Outstanding	2.52	Medium
43. Keep abreast of professional developments, societal needs and technological advances	Y	71	91.0	3.89	Above Average	2.13	Medium
44. Plan a personal program of continuing education and development	Y	64	82.1	4.00	Outstanding	2.53	Medium
45. Demonstrate a respect and empathy for learners	Y	65	83.3	4.20	Outstanding	2.35	Medium
46. Demonstrate knowledge of the world of work	Y	71	91.0	4.17	Outstanding	2.34	Medium
47. Formulate a personal educational philosophy	Y	66	84.6	4.02	Outstanding	2.65	Medium
48. Interpret and adhere to school policy	Y	66	84.6	4.30	Outstanding	2.50	Medium
49. Relate the Occupational Home Economics program to other instructional programs	Y	69	88.5	3.86	Above Average	2.41	Medium
50. Meet the requirements for instructional personnel by the Department of Vocational and Technical Education	Y	70	89.8	4.14	Outstanding	2.46	Medium

The data summarized in Table VII clearly indicates that the teachers felt a need for in-service training in the professional role. The range in competencies 37 through 43 was a low of 2.07 (medium) to a high of 2.64 (medium).

Table VII continues the professional role competencies 44 through 50. The teachers indicated with a high percentage that these competencies should be taught in teacher education. The teacher gave these competencies the highest level of ability ratings. The range in competencies 44 through 50 was a low of 3.86 (above average) to a high of 4.30 (outstanding).

The data summarized in Table VII indicates that the teachers felt a need for in-service training in the professional role competencies. All of the overall mean responses fell in the medium priority.

When, Who, Where to Teach Competencies

The following tables and analyses are offered to summarize responses from 78 Oklahoma occupational home economics and special services teachers regarding their preferences as to when to teach, who should teach, and where to teach the 50 competencies selected for the study.

The 50 selected competencies were listed on the research instruments in six categories: planning, evaluating, guiding, management, public and human relations, and professional role. These six categories will be utilized for summary tables.

Competency Category -- Planning

With reference to when to teach or develop these planning

competencies on Table VIII, 1 through 5, the overall rank summary indicated that the student teaching centers pre-service program was number one. The responses for each of the other choices were as follows: 2) occupational home economics teacher education pre-service program, 3) in-service workshops and institutes, 4) in-service training courses, and 5) first-year teacher in-service.

With reference to who should teach, the overall rank summary for competencies 1 through 5 indicated the first choice was an occupational home economics instructor with expertise. The other choices were as follows: 2) university, 3) home economics education teacher training faculty, 4) specialists, industry, and 5) specialists, state staff.

The university campus was an overall strong first choice of where these competencies 1 through 5 should be taught as viewed by the teachers. Next in line of preference was vo-tech summer conference. This was followed by a choice for related industry, then home economics professional improvement meetings and home economics supervisory districts.

Table VIII was formulated to summarize responses from planning competencies 6 through 10 with reference to when to teach these competencies. The pattern of the overall rank summary indicates the following: 1) student teaching center pre-service training, 2) first-year teachers in-service training, 3) pre-service training, 4) in-service workshops and institutes, and 5) in-service training courses.

With reference to who shall teach these competencies, analyses of the overall rank summary indicates the following: 1) university faculty, 2) occupational home economics instructor with expertise, 3) home economics education teacher training faculty, 4) specialist, state staff, 5) specialist, industry.

TABLE VIII

OVERALL SUMMARY OF OCCUPATIONAL HOME ECONOMICS/SPECIAL SERVICES TEACHERS' PREFERENCES
REGARDING WHEN, BY WHOM, AND WHERE SELECTED COMPETENCIES
IN PLANNING SHOULD BE TAUGHT

Competency Category	Comparison by Competency															Overall Rank Summary	
	No. 1*			No. 2			No. 3			No. 4			No. 5				
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank		
<u>When To Teach</u>																	
Pre-Service Training	31	25.8	2	25	20.5	3	27	22.3	1	33	26.8	1	27	22.3	2	9	2
Student Teaching Centers Pre-Service	33	27.5	1	30	24.6	1	27	22.3	2	30	24.3	2	33	27.3	1	7	1
In-Service Training	14	11.7	5	26	21.3	2	20	16.5	5	20	16.3	3	21	17.4	4	19	4
First Year Teacher In-Service	18	15.0	4	19	15.6	5	22	18.2	4	20	16.3	4	17	14.0	5	22	5
In-Service Workshops and Institutes	24	20.0	3	22	18.0	4	25	20.7	3	20	16.3	5	23	19.0	3	18	3
<u>Who To Teach</u>																	
University Faculty	28	22.0	2	25	21.9	3	28	23.9	3	34	29.0	1	35	27.6	1	10	2
HEED Teacher Training Faculty	22	17.3	3	24	21.0	4	15	12.8	4	23	19.7	3	26	20.5	2	16	3
Specialist, State Staff	16	12.6	5	28	24.6	1	15	12.8	5	14	12.0	5	19	14.9	4	20	5
Specialist, Industry	19	15.0	4	9	7.9	5	30	25.7	1	21	17.9	4	18	14.2	5	19	4
Occup-HE Instructor with Expertise	42	33.1	1	28	24.6	2	29	24.8	2	25	21.4	2	29	22.8	2	9	1
<u>Where To Teach</u>																	
University Campus	54	51.4	1	40	36.4	1	40	36.4	1	51	46.4	1	55	45.5	1	5	1
Related Industry	18	17.1	2	9	8.2	5	29	26.4	2	23	20.9	2	16	13.2	4	15	3
Vo-Tech Summer Conference	15	14.3	3	28	25.4	2	19	17.3	3	14	12.7	3	17	14.1	3	14	2
H.E. Supervisory District	5	4.8	5	16	14.6	4	6	5.4	5	8	7.3	5	13	10.7	5	24	5
H.E. Professional Improvement Meetings	13	12.4	4	17	15.4	3	6	14.5	4	14	12.7	4	20	16.5	2	17	4
<u>Comparison by Competency</u>																	
	No. 6			No. 7			No. 8			No. 9			No. 10			Overall Rank Summary	
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank		
<u>When To Teach</u>																	
Pre-Service Training	18	16.1	5	29	23.8	2	27	23.1	3	36	29.5	1	23	19.0	4	15	3
Student Teaching Centers Pre-Service	19	17.0	4	30	24.6	1	30	25.6	1	31	25.4	2	26	21.5	2	10	1
In-Service Training	24	21.4	2	16	13.1	5	16	13.7	5	13	10.7	5	18	14.9	5	22	5
First Year Teacher In-Service	27	24.1	1	29	23.8	3	27	23.1	2	19	15.6	4	31	25.6	1	11	2
In-Service Workshops and Institutes	24	21.4	3	18	14.7	4	17	14.5	4	23	18.8	3	23	19.0	3	17	4
<u>Who To Teach</u>																	
University Faculty	24	20.2	2	39	31.7	1	37	30.3	1	44	36.7	1	28	23.3	2	7	1
HEED Teacher Training Faculty	20	16.8	5	26	21.1	3	28	23.0	2	26	21.7	3	24	20.0	3	16	3
Specialist, State Staff	22	18.5	4	18	14.6	4	19	15.6	4	13	10.8	4	17	14.2	4	20	4
Specialist, Industry	23	19.3	3	13	10.6	5	11	9.0	5	9	7.5	5	16	13.3	5	23	5
Occup-HE Instructor with Expertise	30	25.2	1	27	22.0	2	27	22.1	3	28	23.3	2	35	29.2	1	9	2

TABLE VIII (Continued)

Competency Category	Comparison by Competency															Overall Rank Summary
	No. 6			No. 7			No. 8			No. 9			No. 10			
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	
Where To Teach																
University Campus	34	30.7	1	58	50.9	1	57	55.3	1	56	50.5	1	37	31.9	1	5 1
Related Industry	25	22.5	2	14	12.3	3	9	8.7	5	8	7.2	5	15	12.9	5	20 5
Vo-Tech Summer Conference	18	16.2	4	18	15.8	2	17	16.5	2	14	12.6	4	21	18.1	3	15 2
H.E. Supervisory District	14	12.6	5	11	9.6	5	9	8.8	4	15	13.5	3	22	19.0	2	19 4
H.E. Professional Improvement Meetings	20	18.0	3	13	11.4	4	11	10.7	3	18	16.2	2	21	18.1	4	16 3
	Comparison by Competency															Overall Rank Summary
	No. 11			No. 12			No. 13			No. 14			No. 15			
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	
When To Teach																
Pre-Service Training	12	11.2	5	16	13.9	5	19	15.8	5	37	27.0	2	26	20.6	2	19 5
Student Teaching Centers Pre-Service	12	11.2	4	16	13.9	4	23	19.2	3	40	29.2	1	40	31.8	1	13 1
In-Service Training	26	24.3	2	22	19.1	3	21	17.5	4	20	14.6	3	21	16.7	4	16 4
First Year Teacher In-Service	23	21.5	3	30	26.1	2	25	20.8	2	20	14.6	4	25	19.8	3	14 3
In-Service Workshops and Institutes	34	31.8	1	31	27.0	1	32	26.7	1	20	14.6	5	14	11.1	5	13 2
Who To Teach																
University Faculty	21	17.2	3	18	15.9	2	23	19.0	3	55	45.4	1	36	31.0	1	10 2
HEED Teacher Training Faculty	14	11.5	5	12	10.6	5	19	15.7	4	22	18.2	3	26	22.4	3	20 4
Specialist, State Staff	24	19.7	2	17	15.1	3	28	23.2	2	10	8.3	4	12	10.4	4	15 3
Specialist, Industry	21	17.2	4	17	15.1	4	16	13.2	5	9	7.4	5	7	6.0	5	23 5
Occup-HE Instructor with Expertise	42	34.4	1	49	43.3	1	35	28.9	1	25	20.7	2	35	30.2	2	7 1
Where To Teach																
University Campus	29	25.0	1	25	22.7	2	37	33.1	1	61	56.0	1	52	52.5	1	6 1
Related Industry	16	13.8	5	20	18.2	3	16	14.3	4	10	9.2	5	10	10.1	5	22 5
Vo-Tech Summer Conference	24	20.7	2	20	18.2	4	22	19.6	2	12	11.0	3	11	11.1	3	14 3
H.E. Supervisory District	23	19.8	4	18	16.4	5	15	13.4	5	11	10.1	4	15	15.2	2	20 4
H.E. Professional Improvement Meetings	24	20.7	3	27	24.5	1	22	19.6	3	15	13.7	2	11	11.1	4	13 2

TABLE VIII (Continued)

Competency Category	Comparison by Competency												Overall Rank Summary	
	No. 16			No. 17			No. 18			No. 19				
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank		
<u>When To Teach</u>														
Pre-Service Training	29	25.0	1	30	24.0	1	36	23.8	1	31	25.8	2	5	1
Student Teaching Centers Pre-Service	24	20.7	2	30	24.0	2	35	23.2	2	32	26.7	1	7	2
In-Service Training	21	18.1	4	22	17.6	4	25	16.6	4	15	12.5	5	21	5
First Year Teacher In-Service	23	19.8	3	24	19.2	3	23	15.2	5	21	17.5	3	14	3
In-Service Workshops and Institutes	19	16.4	5	19	15.2	5	32	21.2	3	21	17.5	4	17	4
<u>Who To Teach</u>														
University Faculty	32	27.6	1	38	34.5	1	43	33.9	1	36	34.6	1	4	1
HEED Teacher Training Faculty	23	19.8	3	24	21.8	3	27	21.3	3	24	23.1	3	12	3
Specialist, State Staff	13	11.2	5	9	8.2	4	12	9.4	4	12	11.5	4	21	5
Specialist, Industry	17	14.7	4	5	4.6	5	8	6.3	5	5	4.8	5	19	4
Occup-HE Instructor with Expertise	31	26.7	2	34	30.9	2	37	29.1	2	27	26.0	2	8	2
<u>Where To Teach</u>														
University Campus	41	41.0	1	45	43.3	1	51	38.3	1	45	44.5	1	4	1
Related Industry	19	19.0	2	7	6.7	5	9	6.8	5	3	3.0	5	17	4
Vo-Tech Summer Conference	18	18.0	3	22	21.1	2	28	21.0	2	20	19.8	2	9	2
H.E. Supervisory District	8	8.0	5	11	10.6	4	17	12.8	4	13	12.9	4	21	5
H.E. Professional Improvement Meetings	14	14.0	4	19	18.3	3	28	21.1	3	20	19.8	3	13	3

*Refer to competencies on pages 37-40.

With reference to where to teach these competencies, the university campus was first choice. Other sites in order by responses were vo-tech summer conference, home economics professional improvement meetings, home economics supervisory districts, and related industry.

Table VIII contains a summary of responses about competencies 11 through 15 as to when these competencies should be taught. The responses indicated student teaching centers pre-service programs was the top choice. Next in overall rank summary was in-service workshops and institutes. Following in order were first-year teacher in-service, in-service training courses and pre-service training.

The occupational home economics instructor with expertise was an overall strong first choice of who should teach the competencies as viewed by the teachers. Next in line of preference was university faculty. The other possibilities were as follows: specialist, state staff, home economics education teacher training faculty and specialist, industry.

The university campus was an overall sound first choice of where these competencies should be taught as viewed by teachers. Other possible choices in order were as follows: home economics professional improvement meetings, vo-tech summer conference, home economics supervisory district, and related industry.

With reference to when to teach or develop competencies 16 through 19, Table VIII, the overall rank summary indicated the following order: 1) pre-service training, 2) student teaching, 3) first-year teacher training, 4) workshops and institutes, and 5) in-service training.

Teachers placed high priority on university faculty with reference as to who should teach competencies 16 through 19. Second place rank

was an occupational home economics instructor with expertise. The other factors ranked in the following order: 3) home economics education; 4) specialist, industry; and 5) specialist, state staff.

Number one rank was given to university campus with reference to where the competencies should be taught. The other factors ranked in the following order: 2) vo-tech summer conference, 3) home economics professional improvement meetings, 4) related industry and 5) home economics supervisory districts.

Competency Category -- Evaluating

Pre-service training was a first rank choice of when to teach evaluation competencies 20 through 23 listed on Table IX. The remaining order was as follows: 2) student teaching training, 3) first-year teacher training, 4) in-service training courses, 5) in-service workshops and institutes.

With reference to who should teach these competencies, university faculty was given the highest rank with home economics education teacher training faculty falling into second. Third rank was occupational home economics instructor with expertise. Fourth rank was specialist, state staff, and specialist from industry ranked fifth.

Competency Category -- Guiding

Table X was formulated to summarize responses number 24 through 28 as to when to teach guidance competencies. The first choice was pre-service training followed by student teaching, in-service training courses, first-year teacher training and in-service workshops and institutes.

TABLE IX

OVERALL SUMMARY OF OCCUPATIONAL HOME ECONOMICS/SPECIAL SERVICES
TEACHERS' PREFERENCES REGARDING WHEN, BY WHOM, AND WHERE
SELECTED EVALUATION COMPETENCIES SHOULD BE TAUGHT

Competency Category	Comparison by Competency												Overall Rank Summary	
	No. 20*			No. 21			No. 22			No. 23				
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank		
<u>When To Teach</u>														
Pre-Service Training	39	29.6	1	42	33.9	1	20	19.2	3	28	23.5	1	6	1
Student Teaching Centers Pre-Service	32	24.2	2	34	27.4	2	29	27.9	1	25	21.0	3	8	2
In-Service Training	19	14.4	5	14	11.3	4	16	15.4	4	26	21.9	2	15	4
First Year Teacher In-Service	21	15.9	3	21	16.9	3	27	26.0	2	25	21.0	4	12	3
In-Service Workshops and Institutes	21	15.9	4	13	10.5	5	12	11.5	5	15	12.6	5	19	5
<u>Who To Teach</u>														
University Faculty	34	30.1	1	41	37.3	1	25	27.8	1	36	33.6	1	4	1
HEED Teacher Training Faculty	25	22.1	3	30	27.3	2	24	26.7	2	25	23.4	2	9	2
Specialist, State Staff	17	15.0	4	13	11.8	4	14	15.6	4	13	12.1	4	16	4
Specialist, Industry	9	8.0	5	7	6.3	5	3	3.3	5	8	7.5	5	20	5
Occup-HE Instructor with Expertise	28	24.8	2	19	17.3	3	24	26.6	3	25	23.4	3	11	3
<u>Where To Teach</u>														
University Campus	48	44.0	1	54	55.1	1	44	51.8	1	44	43.1	1	4	1
Related Industry	13	11.9	5	9	9.2	5	5	5.9	5	11	10.8	5	20	5
Vo-Tech Summer Conference	17	15.6	2	12	12.2	3	10	11.7	4	11	10.8	4	13	4
H.E. Supervisory District	15	13.8	4	10	10.2	4	14	16.5	2	17	16.7	3	13	3
H.E. Professional Improvement Meetings	16	14.7	3	13	13.3	2	12	14.1	3	19	18.6	2	10	2

*Refer to competencies on pages 37-40.

TABLE X

OVERALL SUMMARY OF OCCUPATIONAL HOME ECONOMICS/SPECIAL SERVICES
TEACHERS' PREFERENCES REGARDING WHEN, BY WHOM, AND WHERE
SELECTED GUIDING COMPETENCIES SHOULD BE TAUGHT

Competency Category	Comparison by Competency															Overall Rank Summary
	No. 24*			No. 25			No. 26			No. 27			No. 28			
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	
When To Teach																
Pre-Service Training	18	18.2	4	31	25.8	1	27	24.6	1	26	24.1	1	42	36.8	1	8 1
Student Teaching Centers Pre-Service	20	20.2	2	29	24.2	2	15	13.6	5	15	13.9	5	23	20.2	2	16 2
In-Service Training	25	25.2	1	21	17.5	3	18	16.4	4	21	19.4	3	11	9.7	5	16 3
First Year Teacher In-Service	20	20.2	3	20	16.7	4	24	21.8	3	20	18.5	4	22	19.3	3	17 4
In-Service Workshops and Institutes	16	16.2	5	19	15.8	5	26	23.6	2	26	24.1	2	16	14.0	4	18 5
Who To Teach																
University Faculty	28	35.0	1	32	29.4	1	18	17.8	4	23	21.7	2	39	36.1	1	9 1
HEED Teacher Training Faculty	22	27.5	2	22	20.2	3	18	17.8	3	17	16.0	4	28	25.9	2	14 3
Specialist, State Staff	11	13.7	4	17	15.6	4	15	14.9	5	13	12.3	5	11	10.2	4	22 5
Specialist, Industry	1	1.3	5	11	10.1	5	28	27.7	1	34	32.1	1	6	5.6	5	17 4
Occup-HE Instructor with Expertise	18	22.5	3	27	24.7	2	22	21.8	2	19	17.9	3	24	22.2	3	13 2
Where To Teach																
University Campus	36	43.4	1	44	38.9	1	29	30.6	1	29	28.7	1	51	51.0	1	5 1
Related Industry	4	4.8	5	13	11.5	4	21	21.1	3	25	24.8	2	3	3.0	5	19 4
Vo-Tech Summer Conference	10	12.0	4	21	18.6	3	23	24.2	2	22	21.8	3	16	16.0	3	15 2
H.E. Supervisory District	13	15.7	3	12	10.6	5	12	12.6	4	10	9.9	5	12	12.0	4	21 5
H.E. Professional Improvement Meetings	20	24.1	2	23	20.4	2	10	10.5	5	15	14.8	4	18	18.0	2	15 3
Comparison by Competency																

With reference to who should teach these competencies the following order was indicated: 1) university faculty; 2) occupational home economics instructor with expertise; 3) home economics education teacher training faculty; 4) specialist, industry; and 5) specialist, state staff.

With reference to where competencies 24 through 28 should be taught, the rank pattern indicated top choice was the university campus, followed by vo-tech summer conference, home economics professional improvement meetings, related industry, and home economics supervisory districts.

Table X was formulated to summarize responses 29 and 30 with reference to when to teach guidance competencies. The first choice was pre-service training followed by first-year teacher training, student teaching, in-service workshops and institutes, and in-service training courses.

With reference to who should teach the competencies the following order was indicated: 1) university faculty; 2) home economics education teacher training faculty; 3) occupational home economics instructor with expertise; 4) specialist, state staff; 5) specialist, industry.

With reference to where competencies 29 and 30 should be taught, the rank pattern indicated top choice was the university campus, followed by vo-tech summer conference, home economics professional improvement meetings, home economics supervisory districts, and related industry.

Competency Category -- Management

Pre-service training was the number one overall rank summary response with reference to when the management competency should be taught as indicated in Table XI. The other factors fell in the

TABLE XI

OVERALL SUMMARY OF OCCUPATIONAL HOME ECONOMICS/SPECIAL SERVICES
TEACHERS' PREFERENCES REGARDING WHEN, BY WHOM, AND WHERE
SELECTED MANAGEMENT COMPETENCIES SHOULD BE TAUGHT

Competency Category	Comparison by Competency			Overall Rank Summary
	N	No. 31* %	Rank	
<u>When To Teach</u>				
Pre-Service Training	40	33.9	1	1
Student Teaching Centers Pre-Service	27	22.9	2	2
In-Service Training	13	11.0	5	5
First Year Teacher In-Service	20	17.0	3	3
In-Service Workshops and Institutes	18	15.2	4	4
<u>Who To Teach</u>				
University Faculty	42	40.0	1	1
HEED Teacher Training Faculty	25	23.8	2	2
Specialist, State Staff	10	9.5	4	4
Specialist, Industry	8	7.6	5	5
Occup-HE Instructor with Expertise	20	19.1	3	3
<u>Where To Teach</u>				
University Campus	50	54.3	1	1
Related Industry	10	10.9	4	4
Vo-Tech Summer Conference	9	9.8	5	5
H.E. Supervisory District	11	12.0	3	3
H.E. Professional Improvement Meetings	12	13.0	2	2

*Refer to competencies on pages 37-40.

following order: 2) student teaching, 3) first-year teacher training, 4) in-service workshops and institutes, and 5) in-service training courses.

With reference to who should teach these competencies, the first choice was university faculty, followed by home economics education teacher training faculty, occupational home economics instructor with expertise, specialist, state staff, and specialist, industry.

With reference to where the management competency should be taught, university campus was the first rank followed by home economics professional improvement meetings, home economics supervisory district, related industry, and vo-tech summer conference.

Competency Category -- Public and Human Relations

Table XII was formulated to summarize responses from teachers regarding their feelings toward when public and human relations competencies should be taught. The overall summary rank indicated the following order: pre-service, in-service training courses, student teaching training, in-service workshops and institutes, and first-year teacher in-service.

The teachers selected university faculty as the top choice with reference to who should teach these competencies. The other factors were ranked as follows: home economics education teacher training faculty, occupational home economics instructor with expertise, specialist, state staff, and specialist, industry.

With reference to where to teach public and human relations competencies 32 through 36, the number one choice was university campus

TABLE XII

OVERALL SUMMARY OF OCCUPATIONAL HOME ECONOMICS/SPECIAL SERVICES TEACHERS'
PREFERENCES REGARDING WHEN, BY WHOM, AND WHERE SELECTED PUBLIC AND
HUMAN RELATIONS COMPETENCIES SHOULD BE TAUGHT

Competency Category	Comparison by Competency															Overall Rank Summary	
	No. 32*			No. 33			No. 34			No. 35			No. 36				
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank		
<u>When To Teach</u>																	
Pre-Service Training	37	33.4	1	37	33.4	1	32	26.7	1	28	26.2	1	34	28.1	1	5	1
Student Teaching Centers Pre-Service	22	19.8	3	27	24.3	2	20	16.7	4	15	14.0	5	18	14.9	5	19	3
In-Service Training	23	20.7	2	20	18.0	3	28	23.3	2	21	19.6	3	26	21.5	2	12	2
First Year Teacher In-Service	18	16.2	4	17	15.3	4	19	15.8	5	20	18.7	4	23	19.0	3	20	5
In-Service Workshops and Institutes	11	9.9	5	10	9.0	5	21	17.5	3	23	21.5	2	20	16.5	4	19	4
<u>Who To Teach</u>																	
University Faculty	36	31.6	1	30	30.0	2	35	28.9	1	32	28.9	1	26	21.5	3	8	1
HEED Teacher Training Faculty	30	26.3	2	33	33.0	1	26	21.5	2	16	14.4	4	20	16.5	4	13	2
Specialist, State Staff	16	14.0	4	15	15.0	4	24	19.8	3	27	24.3	2	20	16.5	5	18	4
Specialist, Industry	7	6.2	5	6	6.0	5	13	10.8	5	10	9.0	5	28	23.2	1	21	5
Occup-HE Instructor with Expertise	25	21.9	3	16	16.0	3	23	19.0	4	26	23.4	3	27	22.3	2	15	3
<u>Where To Teach</u>																	
University Campus	39	39.0	1	39	42.8	1	39	35.2	1	38	36.9	1	31	27.7	1	5	1
Related Industry	4	4.0	5	4	4.4	5	6	5.4	5	7	6.8	5	25	22.3	2	22	5
Vo-Tech Summer Conference	20	20.0	2	18	19.8	2	20	18.0	3	18	17.5	4	19	17.0	4	15	2
H.E. Supervisory District	17	17.0	4	16	17.6	3	17	15.3	4	21	20.4	2	16	14.3	5	18	4
H.E. Professional Improvement Meetings	20	20.0	3	14	15.4	4	29	26.1	2	19	18.4	3	21	18.7	3	15	3

*Refer to competencies on pages 37-40.

followed by vo-tech summer conference, home economics professional improvement meetings, home economics supervisory districts, and related industry.

Competency Category -- Professional Role

Table XIII contains a summary of responses about the professional role competencies 37 through 41 as to when these competencies should be taught. The response indicated pre-service training was the first choice. Next in overall rank summary was student teaching. Following in order were in-service workshops and institutes, first-year teacher training program, and in-service training courses.

The university faculty was an overall sound first choice of who should teach the competencies as viewed by the teacher. Next in line of preference was home economics education teacher training faculty. The other possibilities were as follows: occupational home economics instructor with expertise, specialist, state staff, and specialist, industry.

The university campus was the overall first choice of where these competencies should be taught as viewed by teachers. Other possibilities in order were as follows: home economics professional improvement meetings, vo-tech summer conference, home economics supervisory districts, and related industry.

With reference to when to teach or develop competencies 42 through 46 as indicated on Table XIII, the overall rank summary as indicated shows the following order of results: 1) pre-service training, 2) student teaching, 3) in-service workshops and institutes, 4) in-service training courses, and 5) first-year teacher training.

TABLE XIII

OVERALL SUMMARY OF OCCUPATIONAL HOME ECONOMICS/SPECIAL SERVICES TEACHERS'
PREFERENCES REGARDING WHEN, BY WHOM, AND WHERE SELECTED
PROFESSIONAL ROLE COMPETENCIES SHOULD BE TAUGHT

Competency Category	Comparison by Competency															Overall Rank Summary
	No. 37*			No. 38			No. 39			No. 40			No. 41			
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	
<u>When To Teach</u>																
Pre-Service Training	51	38.6	1	52	45.2	1	53	46.9	1	52	50.0	1	48	43.6	1	5 1
Student Teaching Centers Pre-Service	23	17.4	2	22	19.1	2	27	23.9	2	23	22.1	2	28	25.5	2	10 2
In-Service Training	17	12.9	5	13	11.3	5	7	6.2	5	9	8.7	5	8	7.3	5	25 5
First Year Teacher In-Service	20	15.2	4	14	12.2	3	12	10.6	4	9	8.7	4	11	10.0	4	19 4
In-Service Workshops and Institutes	21	15.9	3	14	12.2	4	14	12.4	3	11	10.5	3	15	13.6	3	16 3
<u>Who To Teach</u>																
University Faculty	49	40.5	1	53	51.4	1	49	46.2	1	47	50.5	1	45	46.4	1	5 1
HEED Teacher Training Faculty	27	22.3	2	25	24.3	2	28	26.4	2	24	25.8	2	27	27.8	2	10 2
Specialist, State Staff	25	20.6	3	10	9.7	4	8	7.6	4	4	4.3	5	5	5.2	5	21 4
Specialist, Industry	6	5.0	5	4	3.9	5	7	6.6	5	6	6.5	4	6	6.2	4	23 5
Occup-HE Instructor with Expertise	14	11.6	4	11	10.7	3	14	13.2	3	12	12.9	3	14	14.4	3	16 3
<u>Where to Teach</u>																
University Campus	55	48.2	1	56	53.8	1	55	57.3	1	49	59.8	1	44	53.6	1	5 1
Related Industry	1	.9	5	3	2.9	5	2	2.1	5	1	1.2	5	3	3.7	5	25 5
Vo-Tech Summer Conference	23	20.2	2	17	16.4	3	13	13.5	3	11	13.4	3	11	13.4	3	14 3
H.E. Supervisory District	15	13.2	4	10	9.6	4	7	7.3	4	6	7.3	4	9	11.0	4	20 4
H.E. Professional Improvement Meetings	20	17.5	3	18	17.3	2	19	19.8	2	15	18.3	2	15	18.3	2	11 2
<u>Comparison by Competency</u>																
Competency Category	No. 42			No. 43			No. 44			No. 45			No. 46			Overall Rank Summary
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	
<u>When To Teach</u>																
Pre-Service Training	57	47.1	1	32	26.5	2	25	26.9	1	50	41.3	1	41	35.6	1	6 1
Student Teaching Centers Pre-Service	24	19.9	2	18	14.9	4	12	12.9	5	26	21.5	2	23	20.6	2	15 2
In-Service Training	13	10.7	4	20	16.5	3	21	22.6	3	13	10.7	4	18	15.7	3	17 4
First Year Teacher In-Service	13	10.7	5	16	13.2	5	13	14.0	4	19	15.7	3	16	13.9	5	22 5
In-Service Workshops and Institutes	14	11.6	3	35	28.9	1	22	23.6	2	13	10.8	5	17	14.8	4	15 3
<u>Who To Teach</u>																
University Faculty	56	56.0	1	35	26.5	1	33	29.8	1	48	42.9	1	38	34.9	1	5 1
HEED Teacher Training Faculty	24	24.0	2	27	20.4	3	27	24.3	2	23	20.5	3	19	17.4	2	12 2
Specialist, State Staff	10	10.0	3	22	16.7	4	21	18.9	3	13	11.6	4	14	12.9	5	19 3
Specialist, Industry	2	2.0	5	29	22.0	2	10	9.0	5	3	2.7	5	19	17.4	3	20 5
Occup-HE Instructor with Expertise	8	8.0	4	19	14.4	5	20	18.0	4	25	22.3	2	19	17.4	4	19 4
<u>Where To Teach</u>																
University Campus	56	57.7	1	38	27.9	1	37	37.8	1	53	53.5	1	47	47.0	1	5 1
Related Industry	4	4.1	5	24	17.7	3	5	5.1	5	4	4.0	5	18	18.0	2	20 4
Vo-Tech Summer Conference	12	12.4	3	28	20.6	2	22	22.4	2	15	15.2	2	15	15.0	3	12 2
H.E. Supervisory District	12	12.4	4	22	16.2	5	14	14.3	4	12	12.1	4	9	9.0	5	22 5
H.E. Professional Improvement Meetings	13	13.4	2	24	17.6	4	20	20.4	3	15	15.2	3	11	11.0	4	16 3

TABLE XIII (Continued)

Competency Category	Comparison by Competency												Overall Rank Summary	
	No. 47			No. 48			No. 49			No. 50				
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank		
<u>When To Teach</u>														
Pre-Service Training	44	41.1	1	36	31.3	1	34	30.1	1	46	40.7	1	4	1
Student Teaching Centers Pre-Service	20	18.7	2	22	19.1	3	20	17.7	4	16	14.2	4	13	3
In-Service Training	12	11.2	4	19	16.5	4	14	12.4	5	12	10.6	5	18	5
First Year Teacher In-Service	19	17.8	3	23	20.0	2	21	18.6	3	19	16.8	3	11	2
In-Service Workshops and Institutes	12	11.2	5	15	13.1	5	24	21.2	2	20	17.7	2	14	4
<u>Who To Teach</u>														
University Faculty	46	44.2	1	33	36.2	1	32	34.8	1	41	44.1	1	4	1
HEED Teacher Training Faculty	24	23.1	2	24	26.4	2	24	26.1	2	16	17.2	3	9	2
Specialist, State Staff	12	11.5	4	12	13.2	4	15	16.3	4	22	23.7	2	14	3
Specialist, Industry	3	2.9	5	8	8.8	5	3	3.2	5	7	7.5	4	19	5
Occup-HE Instructor with Expertise	19	18.3	3	14	15.4	3	18	19.6	3	7	7.5	5	14	4
<u>Where To Teach</u>														
University Campus	51	56.7	1	45	52.9	1	34	35.8	1	49	47.6	1	4	1
Related Industry	2	2.2	5	1	1.2	5	4	4.2	5	4	3.9	5	20	5
Vo-Tech Summer Conference	16	17.8	2	11	12.9	4	20	21.1	3	20	19.4	2	11	2
H.E. Supervisory District	10	11.1	4	15	17.7	2	14	14.7	4	13	12.6	4	14	4
H.E. Professional Improvement Meetings	11	12.2	3	13	15.3	3	23	24.2	2	17	16.5	3	11	3

*Refer to competencies on pages 37-40.

Teachers placed high priority on university faculty with reference as to who should teach competencies 42 through 46. Second place rank was home economics education teacher training faculty. The other factors ranked in the following order: specialist, state staff; occupational home economics instructor with expertise; and specialist, industry.

Number one rank was given to university campus with reference to where the competencies should be taught. The other factors ranked in the following order: 2) vo-tech summer conference, 3) home economics professional improvement meetings, 4) related industry, and 5) home economics supervisory districts.

Table XIII was formulated to summarize responses 47 through 50 as to when to teach professional role competencies. The first choice was pre-service training followed by first year teacher training, student teaching, in-service workshops and institutes, and in-service training courses.

With reference to who should teach these competencies, the following order was indicated: 1) university faculty; 2) home economics education teacher training faculty; 3) specialist, state staff; 4) instructor with expertise; 5) specialist, industry.

With reference to where competencies 47 through 50 should be taught, the rank pattern indicated top choice was the university campus, followed by vo-tech summer conference, home economics professional improvement meetings, home economics supervisory districts and related industry.

Summary of Comments from Teachers Recommending
Additional Competencies to be Included

One question in Part II was intended to evoke additional responses for competencies not covered. Some of the responses are covered in the following selected comments. These were as follows:

What additional competencies would you recommend to be included?

1. How to do MBO's, Follow-up, LAP's, and State Reports?
2. How to teach out of the state curriculum guides?
3. Club organization
4. That the overall concept of occupational home economics be recognized as an integral part of the overall program
5. More emphasis on testing and grading, teacher's rights and legal liabilities, laws regarding student employees, emphasis on adolescent psychology and physical development, and state school policies and regulations
6. Particularly in handicapped programs, being aware of all the equipment and material there is available to help you, so you know what to ask for when you start a program
7. Discipline of students, contemporary problems of students, developing individual growth of students, dealing with wide range of students, and individualized instruction or mainstreaming
8. Flexibility -- Sense of humor
9. Possibly more psychology, testing and evaluation. If tests and education methods in teaching are needed, a great deal of personal guidance and counseling is required before a student can retain a position in the work world
10. Sessions in making lingerie and sweater knits

11. Discipline related to job performance
12. The more I am in the field, the more I am convinced that some things cannot be relearned in some cases. Those things are chiefly in attitudinal and personal relationship areas. Changing learned behavior students have used for a lifetime is rare. If it is done, it usually happens through the youth organization--therefore, I believe it is imperative to train teachers how to set up contest, to judge and score properly, to coach speeches, teams, make displays, how to do a TV show, a radio spot, and do a video tape
13. How can you teach patience and understanding?
14. Management inventories
15. Maybe more in management area -- such as leadership -- after all a teacher is the leader in each class he/she teaches
16. Specific skill competencies such as, use of industrial machine, expertise in drapery, experience in industry.

Summary of Comments from Teachers on First-Year
Teacher Programs, Vo-Tech Summer Conference,
and Improving In-Service Training

Part III on the questionnaire included three questions asking the teachers for specific suggestions for improving the first-year teacher training program, vo-tech summer conference and in-service training. Some of the responses are covered in the following selected comments. These were as follows:

What kind of help would benefit first-year occupational home economics teachers?

1. Practical teaching hints and ideas from well tested sources.
Subject matter needs to pertain to the individuals' needs

2. Being able to visit other occupational programs that are
successful

3. Additional help in dealing with "exceptional children"

4. Support and encouragement from other occupational teachers.
Also, suggestions concerning ways to work with industry and advisory
committees. Some new teachers would benefit from help with discipline

5. A very organized training session with all aspects of teach-
ing being presented on the level of the first-year teacher

6. Help in doing reports such as follow-up, grading

7. A list of information, films, instructional materials that
can be ordered through the state department

8. A visit to another successful occupational program, also, to
have the opportunity for some student teaching in occupational home
economics

9. Basic school policies -- How to write requisitions for
supplies. How to deposit money at their school. Learning the best
methods for discipline for those students who need it

10. How to organize your program, use distribute or assign hours
in course outline. Most have no idea how long it takes to teach a
particular unit or segment

11. Information on securing occupational training stations for
students

12. Be sure the teacher has been employed in Industry before
teaching and has a successful work record

13. A definite curriculum. We have one now, but when I began 13 years ago I surely floundered

14. Take the CVE Institute at Central State University. I loved it

15. An occupational extern program. Teachers visiting other programs and sharing ideas. Visiting industry and talking to personnel in the area being taught only

16. An experienced teacher to act as a teacher consultant to the first-year teacher

17. Closer supervision from district supervisors. Saturday workshops for new teachers with stipends

18. Write an IEP on each student. What does student need to learn? Evaluate types of students to be enrolled. Constantly change ways of doing things to prevent burn out

19. Almost anything

20. First-year teachers need an experienced teacher to talk with, get support from, ask technical questions of. Rap sessions at summer and mid-winter conference have also been of great benefit to all teachers

21. "Hands on" experience in industry in the area they plan to teach

22. Usually it is a one teacher program, so the new teacher has to learn from trial and error -- which is a disadvantage because you can learn so much from a seasoned teacher. To me the ideal situation would be a team teaching position for the first year or two. Also, the new teacher should be given time to visit other programs to see the different techniques being used

23. Grading, cooperative education procedures

24. More meeting, actual workshops where you work in your area with your materials

25. Most first-year teachers need time to try out what they have learned. They need space and an experienced person they can run to for problems encountered. Courses at college level need to allow teacher to identify their problems on the job and work out solutions through individual guidance from the instructor, experienced teachers, state department personnel and related industry. The last thing they need is more "theory." They need to test out "theory" already gained. Most new teachers know where they need help and will generally try to seek it out

26. Just leave them alone, in other words don't bombard them with too much confusing information. Introduce them to an experienced teacher in the field for assistance. Help them to eliminate unnecessary duties and let them go after it. They need time to become acquainted with their facilities and equipment. You could help them to understand their priorities

27. I feel a state supervisor for each occupational area with specific knowledge of the area would be beneficial. Assistance from state staff, university or somewhere in establishing ground rules for first-year programs. Each occupational program in the state varies in methods and goals. There are few common goals. Seminars on basic principles to start with would help

28. Resources for materials, supplies, equipment and repairs for industrial equipment. I need equipment manuals for some of the industrial machines. Some companies do not make manuals available to customers because company wants to do repairs

29. Knowing where to begin or setting up a plan, then knowing how to gracefully change your plan to suit the needs of others

30. State staff specialist, supportive administration, handbook, calendar including all forms -- updated, and curriculum ideas

31. When I started teaching, I had no experience or training in how to grade, either daily basis or 9 weeks basis. I had to fall back on what I could remember about how I was graded in school. Training sessions in time management have been very helpful to me.

The second question asked on Part III of the questionnaire was as follows followed by selected comments:

If you had a preference, how would you recommend the occupational home economics training sessions at summer conference be organized?

1. I would like to have a teacher/specialist in HERO (not a certain area like foods or clothing) from another state relate their program

2. Divided into groups for clothing, food service, child care and general. It means more to you if it relates to your field

3. Present an update on professional development, societal needs and new studies

4. The occupational instructors need to meet together to discuss industry, competency based, and individualized instruction. I see very little offered during summer conference for occupational teachers

5. By occupational areas, with all consumer and homemaking teachers having to choose a specific occupational area to begin implementing into their program. Keep the groups as small as possible. I believe the training for a homemaker can easily be obtained through occupational programs

6. Workshop with industry dealing with critical areas on other side

7. I am very happy with it as it is. I always feel sorry for the other teachers I go with because I don't feel that they get as much out of conference as we do. I always learn something new that I want to try or add to what I'm already doing. Our sessions are always informative and relevant

8. It would be totally separate from comprehensive home economics teachers. A good example for clothing might be to have a representative from the industry teach a stitchology course that week

9. Occupational instructors' needs differ greatly from others. We need industry contact to update technology, to broaden our own skills and knowledge, to enable us to better prepare our students for the work force. We must teach skills employers need

10. Each teacher work one week in their occupational field

11. To be held like a classroom session, not a lecture

12. To include some meetings of the CVET - Home and Community Service with other home economics teachers

13. Working with curriculum books; taught by a team of experienced teachers in that area and with plenty of discussion time

14. Make all areas of it open to all occupational teachers and more extensive. Add idea-sharing session

15. All occupational groups meeting together and then breaking out to individual groups for their specific expertise. A process to provide more cohesiveness within the group as a whole and more recognition for occupational teachers

16. Need more specialized skills covered in subject areas and less motivation. Remove fear or low confidence trauma and motivation will improve. Use one day with state bookkeeping, and remaining days learning

17. Tell what all abbreviations used in vo-tech stand for. A lot of new teachers are totally confused when they return from conference. There should be more emphasis put into each separate department. All occupational teachers should have their own district meeting.

18. I would like to have summer conference dealing with my specialized area so I would gain some additional knowledge to be brought back to the students.

The third question on Part III of the questionnaire concerned improving in-service training. The question and selected comments are listed as follows:

Please add any additional comments for improving in-service training for occupational home economics

1. Make it relative to the classified areas. Home economics teachers in high school differ from teachers in AVTS. The needs are varied

2. Teachers should have a variety of meetings they can attend. For example, meetings on motivation, time management, stress training, and burnout would be valuable to most people

3. There should be separate in-service training sessions depending on whether a person has teaching experience and if they have a teaching degree, nondegree, or a degree other than education

4. We need more workshops offered on Saturday and evenings

5. Again, input from the experienced teacher. Emphasis on the new changing technology and techniques which are expected in the real world

6. I have found the main problem with in-service is that they always spend all the time identifying the problem, but rarely offer a variety of solutions -- workable solutions to apply to the classroom

7. Materials and methods to use for home economics special education students

8. Have in-service in specific areas -- concentrate on methods not just content

9. Provide very specific information for each area. The general sessions are too vague. Hire professionals to present program. One good class is better than five mediocre

10. The district professional meetings have little to do with my special subject. I feel occupational teachers should not attend the meetings designed for comprehensive consumer and homemaking programs

11. There isn't enough. We need to bring in specialists from all the areas on a rotating basis. As often as possible the instructors would travel to tech schools, tour industry, see newest equipment. We fall way behind T and I in this

12. More people from industry should be involved and more emphasis should be put on the competition for jobs that the students are going to be facing

13. There seems to be an abundance of occupational oriented courses in T and I on television instruction to help teachers meet occupational requirements. I feel similar opportunities should be provided for the home economics field

14. I believe there is always need in competency-based curriculum for additional training. How to write units, how to implement, how to design units, the intellectual capacity of students and additional training on grading

15. Workshop on sharing laps and writing laps we can use in our program

16. Keep them light and lively with lots of interesting people.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary review of the study problem and its framework, the design and conduct of the study, and the major findings. Also presented are conclusions and recommendations which are based upon analysis and summarization of data collected and upon perceptions, and impressions resulting from the design and conduct of the study.

Summary of the Study

Purpose of the Study

The primary purpose was to determine how Oklahoma occupational home economics teachers assess what competencies should be taught in planning, developing, and implementing quality programs; how teachers perceived their degree of competency in planning, developing, and implementing quality programs; when, where, and by whom these competencies should be developed; a priority rank of these competencies and prioritizing of findings for teacher training programs in the future.

Objectives of the Study

In order to accomplish the purpose of the study, the following specific objectives were formulated:

1. To determine what competencies should be taught in planning, developing and implementing quality programs
2. To determine the degree of competence occupational home economics teachers felt they possessed in the areas of:
 - a. Planning quality programs
 - b. Developing quality programs
 - c. Implementing quality programs
3. To determine the priority of competency in planning, developing and implementing quality programs assigned by the teachers
4. To determine a teacher's perception of when the training should be provided within the program
5. To determine whom the teachers wish to conduct the training
6. To determine where teachers feel training programs should be conducted
7. To determine what kind of help would benefit first year occupational home economics teachers
8. To determine teachers' perception of the type of training session that should be offered at the annual summer conference for vocational technical teachers in Oklahoma

Design and Conduct of the Study

Following a review of research and literature related to the problem, the major tasks involved in the design and conduct of the study were 1) selecting the study population, 2) developing an instrument for data collection, 3) collecting data, and 4) analyzing the findings.

The study population consisted of all certified occupational home economics and special services program teachers related to home

economics with a contract to teach occupational home economics/special services in Oklahoma for the 1982-1983 school year. The total population was 95 occupational home economics/special services teachers. There were 78 (82.1% of the total possible) usable questionnaires completed for the investigation during the spring 1983 semester.

Findings of the Study

The findings of the study in regard to the major concerns as stated previously are presented in both tabular and narrative summaries in the following sections.

Overall Summary Pertaining to the Fifty Selected

Competencies for Pre- and In-Service Teacher

Education Training Programs in Occupational

Home Economics

Table XIV was developed to provide a concise pre- and in-service teacher education planning guide for 50 selected competencies in occupational home economics education in Oklahoma. This concise summary indicates all teachers agreed the 50 competencies should be taught in occupational home economics teacher education programs. The teachers felt they possessed an above average level of competence in all but 17 competencies. The 17 competencies were ranked at the outstanding level.

The teachers listed a high priority need for training for only three competencies: numbers 11, 18 and 32. They indicated medium priority for the remaining 47 competencies.

TABLE XIV

OVERALL SUMMARY OF DATA PERTAINING TO 50 SELECTED COMPETENCIES BY DETERMINING IF COMPETENCE SHOULD BE TAUGHT, COMPETENCE LEVEL, PRIORITY, WHEN, BY WHOM, AND WHERE TO TEACH PRE- AND IN-SERVICE OCCUPATIONAL HOME ECONOMICS PROGRAMS

Competency	Should Competence Be Taught	Level of Competence	Priority For In-Service	Preference For When to Teach	Who To Teach	Where To Teach
<u>PLANNING</u>						
1. Develop an occupational program plan	Y	Above Average	Medium	Student Teaching	Occup HE Instructor	University Campus
2. Utilize local and stateside guidelines for program planning	Y	Above Average	Medium	Student Teaching	Specialist, State Staff	University Campus
3. Identify from an occupational analysis, the skills and information to be taught for a given occupation	Y	Above Average	Medium	Pre-Service Training	Specialist, Industry	University Campus
4. Organize the sequence of learning tasks (skills, operations, procedures)	Y	Above Average	Medium	Pre-Service Training	University Faculty	University Campus
5. Select and develop instructional content for a course	Y	Above Average	Medium	Student Teaching	University Faculty	University Campus
6. Develop curriculum based upon area needs	Y	Above Average	Medium	First Year Teacher	Occup HE Instructor	University Campus
7. Develop instructional units	Y	Above Average	Medium	Student Teaching	University Faculty	University Campus
8. Organize the sequence of instruction	Y	Above Average	Medium	Student Teaching	University Faculty	University Campus
9. Formulate measurable objectives for lessons, units and courses	Y	Above Average	Medium	Pre-Service Training	University Faculty	University Campus
10. Determine in-school learning experiences (classroom and/or laboratory)	Y	Above Average	Medium	First Year Teacher	Occup HE Instructor	University Campus
11. Revise instruction in accordance with changing occupational demands, student needs, school policy	Y	Above Average	High	In-Service Workshop	Occup HE Instructor	University Campus
12. Secure cooperative occupational training stations for students	Y	Above Average	Medium	In-Service Workshop	Occup HE Instructor	HE Prof. Improvement Mtgs.
13. Plan, coordinate and supervise cooperative education programs	Y	Above Average	Medium	In-Service Workshop	Occup HE Instructor	University Campus
14. Teach a lesson using a variety of methods and techniques	Y	Out-standing	Medium	Student Teaching	University Faculty	University Campus
15. Supervise student laboratory experiences	Y	Out-standing	Medium	Student Teaching	University Faculty	University Campus
16. Provide students with appropriate practice for development and refinement of occupational skills	Y	Above Average	Medium	Pre-Service Training	University Faculty	University Campus
17. Relate to students from different socio-economic backgrounds	Y	Out-standing	Medium	Pre-Service Training	University Faculty	University Campus
18. Employ a variety of individual and group motivational techniques	Y	Above Average	High	Pre-Service Training	University Faculty	University Campus
19. Recognize, interpret and utilize student actions and behaviors	Y	Above Average	Medium	Student Teaching	University Faculty	University Campus

TABLE XIV (Continued)

Competency	Should Competence Be Taught	Level of Competence	Priority For In-Service	Preference For When To Teach	Who To Teach	Where To Teach
<u>EVALUATING</u>						
20. Develop standards for student performance	Y	Above Average	Medium	Pre-Service Training	University Faculty	University Campus
21. Develop tests and criteria for measuring student achievement of performance objectives	Y	Above Average	Medium	Pre-Service Training	University Faculty	University Campus
22. Formulate a plan of grading consistent with school policy	Y	Above Average	Medium	Student Teacher	University Faculty	University Campus
23. Demonstrate strategies for providing constructive feedback on student performance	Y	Above Average	Medium	Pre-Service Training	University Faculty	University Campus
<u>GUIDING</u>						
24. Work with guidance counselor and other professional personnel to provide services to students	Y	Above Average	Medium	In-Service Training	University Faculty	University Campus
25. Reinforce positive student attitudes toward work	Y	Above Average	Medium	Pre-Service	University Faculty	University Campus
26. Inform students of employment opportunities	Y	Out-standing	Medium	Pre-Service	Specialist, Industry	University Campus
27. Inform students of current employment procedures	Y	Above Average	Medium	Pre-Service	Specialist, Industry	University Campus
28. Develop and communicate rules, procedures and acceptable standards of student behavior	Y	Above Average	Medium	Pre-Service	University Faculty	University Campus
29. Handle hostile acts appropriately	Y	Above Average	Medium	Pre-Service Training	University Faculty	University Campus
30. Main student performance or progress reports	Y	Above Average	Medium	Pre-Service	University Faculty	University Campus
<u>MANAGEMENT</u>						
31. Maintain safe, orderly, clean program facilities and equipment	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
<u>PUBLIC AND HUMAN RELATIONS</u>						
32. Develop good professional working relationships with the other teachers and the administration	Y	Out-standing	High	Pre-Service	University Faculty	University Campus
33. Develop good working relationships with school staff (secretaries, custodians)	Y	Out-standing	Medium	Pre-Service	HEED Teacher Training	University Campus
34. Interpret and promote career and vocational education within the school and community through oral and written communications	Y	Above Average	Medium	Pre-Service	University Faculty	University Campus
35. Assist administrators in developing and maintaining occupational programs	Y	Above Average	Medium	Pre-Service	University Faculty	University Campus
36. Develop liaison with employment agencies and potential employers	Y	Above Average	Medium	Pre-Service Training	Specialist, Industry	University Campus

TABLE XIV (Continued)

Competency	Should Competence Be Taught	Level of Competence	Priority For In-Service	Preference For When to Teach	Who To Teach	Where To Teach
<u>PROFESSIONAL ROLE</u>						
37. Demonstrate understanding of the legal responsibilities and liabilities of a teacher	Y	Above Average	Medium	Pre-Service	University Faculty	University Campus
38. Demonstrate knowledge of the ethical responsibilities of a professional	Y	Above Average	Medium	Pre-Service	University Faculty	University Campus
39. Demonstrate appropriate physical appearance	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
40. Practice personal hygiene habits	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
41. Adapt appearance and apparel to acceptable standards for teachers	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
42. Use correct oral and written communications	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
43. Keep abreast of professional developments, societal needs and technological advances	Y	Above Average	Medium	In-Service Workshop	University Faculty	University Campus
44. Plan a personal program of continuing education and development	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
45. Demonstrate a respect and empathy for learners	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
46. Demonstrate knowledge of the world of work	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
47. Formulate a personal educational philosophy	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
48. Interpret and adhere to school policy	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus
49. Relate the occupational home economics program to other instructional programs	Y	Above Average	Medium	Pre-Service	University Faculty	University Campus
50. Meet the requirements for instructional personnel by the Department of Vocational and Technical Education	Y	Out-standing	Medium	Pre-Service	University Faculty	University Campus

Teachers assigned 34 of the 50 competencies to the teacher education pre-service as the time to teach. The teachers identified nine competencies to teach during the student teaching program, four competencies were selected for in-service workshops or institutions, two during first-year teachers training and one for in-service training courses.

As indicated in the table, the teachers selected university faculty as a first choice to teach 38 of the 50 competencies. The remaining selections were in the following order: six for occupational home economics instructors with expertise, four for specialists from industry, one for home economics education teacher training faculty and one for specialists, state staff.

Teachers assigned university campus as the place to teach 49 of the 50 competencies. The remaining one other competency was assigned to be taught at Home Economics Professional Improvement Meetings.

Conclusions

Investigation of the study findings directed the formulation of certain conclusions by the investigator as described below.

1. Occupational home economics/special service teachers considered all 50 competencies as necessary to teach in teacher education programs.

2. Occupational home economics/special services teachers consider themselves to possess above average levels of competence in all 50 competencies selected for the study but have an interest in and need for more training.

3. Teachers in all levels of experience and cluster area programs are quite similar in the manner in which they perceive their teaching skills and training needs.

4. Teachers listed a high priority need for training for only three competencies. These competencies were:

No. 11 - revise instruction in accordance with changing occupational demands, student needs, school policy

No. 18 - employ a variety of individual and group motivational techniques

No. 32 - develop good professional working relationships with the other teachers and the administration.

5. Teachers suggested additional competencies to include in teacher training. The suggestions included: teaching out of the state curriculum guides, discipline methods, working with handicapped students, help with testing and grading, youth organization implementation, management techniques and use of specialized equipment.

6. A desire was expressed to involve university faculty or experienced teachers in on-going programs in the in-service training process.

7. Teachers preferred that most all competence development take place at the pre-service level; however, this does not preclude the necessity of providing viable in-service programs.

8. Teachers feel that teacher education programs are best conducted in the facilities of a university campus.

9. A desire was expressed to develop a formalized staff development plan for each teacher, utilizing a competency-based model.

10. Teachers feel that a first-year teacher training program and in-service training programs add an important dimension to current teacher education efforts and should continue and expand.

11. Teachers asked for special assistance in grouping by cluster areas for professional improvement meetings, or other staff development activities.

12. A desire was expressed to have an experienced coordinating teacher work with first-year teachers.

13. A desire was expressed to follow the format used the past several years at the annual summer conference of dividing teacher groups into specialized program areas.

Recommendations

On the basis of the analysis of data obtained in this study and comments made by occupational home economics/special services teachers, occupational home economics state staff members, special services state staff members, occupational home economics education faculty, recommendations and considerations for additional research were developed.

1. Teacher education programs should continue to place major emphasis on preparing teachers for four year programs of occupational home economics at the secondary level designed to train youth for occupations related to home economics.

2. The in-service component of teacher education should become increasingly important by providing on-campus or off-campus programs in both professional education and technical up-date areas. This should assist the teachers to prepare for the many new classroom management

skills needed in today's school and the many different kinds of new jobs that evolve each year.

3. Occupational home economics, and special services state staff members, occupational home economics teachers, and occupational home economics teacher education staff members should coordinate their efforts and cooperate together to develop a pre-service and in-service program to emphasize competency-based training which is relevant to the needs of the occupational home economics teachers in Oklahoma.

4. It is recommended that the pre-service training for occupational home economics undergraduate students be competency training which includes knowledge of those skills needed to train students at the secondary and adult level. Skills areas to be included are: planning, evaluating, guiding, managing, public and human relations, and professional role.

5. It is recommended that the pre-service training for occupational home economics undergraduate students include more training in industry and activities with experienced occupational home economics instructors with expertise.

6. Increased emphasis must be placed on teachers having current work experience or updated new technology training in industry in order to keep abreast of what is needed for student training. Other research supports this implication as shown in the review of literature.

7. Increased emphasis must be placed on providing a support system for entry year teachers through the use of coordinating teachers, entry year committees, new teacher orientation programs, first-year teacher training, and local, state administrative assistance.

8. A first year-entry year occupational home economics education teacher training program should be developed by state department and teacher education staffs. This program should complement the pre-service training, build on the competencies the teacher has learned, offer new competency in-service training to help the local teacher establish himself in his local program and gain confidence needed to be a successful teacher.

9. Consideration should be given by the occupational home economics and special services divisions of the Oklahoma State Department of Vocational and Technical Education and Oklahoma Occupational Home Economics Teacher Education Training Faculty to organizing a state advisory group with representatives from each Oklahoma occupational home economics cluster area program to serve the programming needs for in-service occupational home economics education in Oklahoma.

10. More opportunities for in-service training in technical up-date competency areas should be offered on campus, on weekends or summer school, utilizing university faculty, and occupational home economics instructors with expertise. In-service competency training should include both professional and technical home economics related education.

11. Consideration should be given by the occupational home economics and special services divisions of the Oklahoma State Department of Vocational and Technical Education to utilizing in-service funds for reimbursing occupational home economics/special services teachers with expertise in specialized areas on an as needed basis to work with their fellow occupational teachers in efforts to raise their level of competence.

12. It is recommended that the annual summer conference for vocational home economics/special services teachers in the future continue to allow more time for specialized area programs. Consideration should be given to providing time for a general meeting of occupational home economics/special services teachers in order to emphasize competency skill training in home economics related occupations.

13. It is recommended, in light of the comments from occupational home economics teachers requesting assistance from experienced teachers, that teacher education institutions and cooperating school systems work together in designing and implementing short-term seminars for training coordinating teachers and cooperating teachers working with student teachers.

14. Research needs to be initiated on developing staff development profiles for teachers. Teachers are asking for a competency-based model approach in order to carry over a similar system with students.

15. Research needs to be done in more definitive aspects of the study, such as which method would be most effective to accomplish each of the competencies.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

OKLAHOMA STATE UNIVERSITY
SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

December, 1982

Dear Occupational Home Economics/Special Services Teachers:

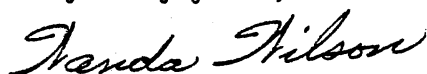
We are asking you, the ones who know best, to help us up grade pre-service and in-service Teacher Education for Occupational Home Economics in Oklahoma. The study centers on determining needs, establishing preferences and setting priorities for Oklahoma occupational home economics teachers in-service education in the future. A major premise which formulated the design of this study was that teachers can and do recognize their own degree of competency in planning, developing, and implementing quality programs.

Your responses to all three parts of this study will be most helpful in providing information which will improve pre-service and in-service education for Oklahoma Occupational Home Economics teachers.

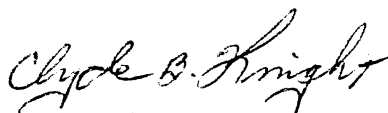
Your reply is anonymous and will be treated confidentially. Please return the questionnaire to me in the enclosed envelope as soon as possible.

Your assistance will be deeply appreciated.

Very truly yours,



Wanda Wilson
Doctoral Candidate



Clyde Knight, Ed.D.
Adviser

Questionnaire

Instructions:

For Areas I, II, and III.

For each competence listed below, state your opinion by answering yes or no if the competence should be taught by marking Y or N in the box for Area I; rate your ability in each competence by selecting an answer to put in the box below Area II; list by priority how you would like to have in-service training offered in each competence by selecting a number to put in the box in Area III.

For Areas IV, V, VI. State your opinion by checking in the space or spaces for each competence listed below, as to when the competence should be taught, who should teach the competence, and where it should be taught. You may select more than one answer in these areas.

Part I. Planning, Developing and Implementing Quality Program

PLANNING

<u>The teacher will:</u>	<u>COMPETENCY</u>
--------------------------	-------------------

AREAS I	II	III	IV					V	VI										
Should This Competence Be Taught	Rate Your Competence in This Area	Priority for Offering as an In-Service Training Program	When Should This Competence Be Taught					Who Should Teach This Competence	Where Should This Competence Be Taught										
Y - Yes N - No	5-Outstanding 4-Above Average 3-Average 2-Below Average 1-None	1-Critical 2-High 3-Medium 4-Low 5-None	Pre-Service Training	Student Tchgr. Centers	Pre-Service	In-Service Training	1st Year Teacher	In-Service	In-Service Workshops and Institutes	University Faculty	HEED Teacher Training Unit	Specialist, State Staff	Specialist, Industry	Occup. H. E. Instr. w/Expertise	University Campus	Related Industry	Vo-Tech Summer Conference	H.E. Supervisory Districts	H.E. Professional Improvement Mtgs.

1. develop an occupational program plan
2. utilize local and statewide guidelines for program planning
3. identify from an occupational analysis, the skills and information to be taught for a given occupation
4. organize the sequence of learning tasks (skills, operations, procedures)
5. select and develop instructional content for a course
6. develop curriculum based upon area needs
7. develop instructional units
8. organize the sequence of instruction
9. formulate measurable objectives for lessons, units and courses

[illegible]

Instructions:

For Areas I, II, and III.

For each competence listed below, state your opinion by answering yes or no if the competence should be taught by marking Y or N in the box for Area I; rate your ability in each competence by selecting an answer to put in the box below Area II; list by priority how you would like to have in-service training offered in each competence by selecting a number to put in the box in Area III.

For Areas IV, V, VI. State your opinion by checking in the space or spaces for each competence listed below, as to when the competence should be taught, who should teach the competence, and where it should be taught. You may select more than one answer in these areas.

Part I. (Continued)

AREAS I	II	III	IV					V					VI						
Should This Competence Be Taught	Rate Your Competence in This Area	Priority for Offering as an In-Service Training Program	When Should This Competence Be Taught					Who Should Teach This Competence					Where Should This Competence Be Taught						
Y - Yes N - No	5-Outstanding 4-Above Average 3-Average 2-Below Average 1-None	1-Critical 2-High 3-Medium 4-Low 5-None	Pre-Service Training	Student Tchg. Centers	Pre-Service	In-Service Training	1st Year Teacher	In-Service	In-Service Workshops and Institutes	University Faculty	HEED Teacher Training Unit	Specialist, State Staff	Specialist, Industry	Occup. H. E. Instr. W/Expertise	University Campus	Related Industry	Vo-Tech Summer Conference	H.E. Supervisory Districts	H.E. Professional Improvement Mtgs.

COMPETENCY

PLAN

10. determine in-school learning experience (classroom and/or laboratory)
11. revise instruction in accordance with changing occupational demands, student needs, school policy
12. secure cooperative occupational training stations for students
13. plan, coordinate and supervise cooperative education programs
14. teach a lesson using a variety of methods and techniques
15. supervise student laboratory experiences
16. provide students with appropriate practice for development and refinement of occupational skills
17. relate to students from different socio-economic backgrounds
18. employ a variety of individual and group motivational techniques
19. recognize, interpret and utilize student actions and behaviors

Instructions:

For Areas I, II, and III.

For each competence listed below, state your opinion by answering yes or no if the competence should be taught by marking Y or N in the box for Area I; rate your ability in each competence by selecting an answer to put in the box below Area II; list by priority how you would like to have in-service training offered in each competence by selecting a number to put in the box in Area III.

For Areas IV, V, VI. State your opinion by checking in the space or spaces for each competence listed below, as to when the competence should be taught, who should teach the competence, and where it should be taught. You may select more than one answer in these areas.

Part I. (Continued)

AREAS I	II	III	IV				V				VI						
Should This Competence Be Taught	Rate Your Competence in This Area	Priority for Offering as an In-Service Training Program	When Should This Competence Be Taught				Who Should Teach This Competence				Where Should This Competence Be Taught						
Y - Yes N - No	5-Outstanding 4-Above Average 3-Average 2-Below Average 1-None	1-Critical 2-High 3-Medium 4-Low 5-None	Pre-Service Training	Student Tchg. Centers Pre-Service	In-Service Training	1st Year Teacher In-Service	In-Service Workshops and Institutes	University Faculty	HEED Teacher Training Unit	Specialist, State Staff	Specialist, Industry	Occup. H. E. Instr. W/Expertise	University Campus	Related Industry	Vo-Tech Summer Conference	H.E. Supervisory Districts	H.E. Professional Improvement Mtgs.

COMPETENCY

EVALUATE

The teacher will:

20. develop standards for student performance
21. develop tests and criteria for measuring student achievement of performance objectives
22. formulate a plan of grading consistent with school policy
23. demonstrate strategies for providing constructive feedback on student performance

GUIDE

The teacher will:

24. work with guidance counselor and other professional personnel to provide services to students
25. reinforce positive student attitudes toward work
26. inform students of employment opportunities
27. inform students of current employment procedures

Instructions:
For Areas I, II, and III.

For each competence listed below, state your opinion by answering yes or no if the competence should be taught by marking Y or N in the box for Area I; rate your ability in each competence by selecting an answer to put in the box below Area II; list by priority how you would like to have in-service training offered in each competence by selecting a number to put in the box in Area III.

For Areas IV, V, VI. State your opinion by checking in the space or spaces for each competence listed below, as to when the competence should be taught, who should teach the competence, and where it should be taught. You may select more than one answer in these areas.

Part I. (Continued)

AREAS I	II	III	IV				V				VI						
Should This Competence Be Taught	Rate Your Competence in This Area	Priority for Offering as an In-Service Training Program	When Should This Competence Be Taught				Who Should Teach This Competence				Where Should This Competence Be Taught						
Y - Yes N - No	5-Outstanding 4-Above Average 3-Average 2-Below Average 1-None	1-Critical 2-High 3-Medium 4-Low 5-None	Pre-Service Training	Student Tchg. Centers Pre-Service	In-Service Training	1st Year Teacher In-Service	In-Service Workshops and Institutes	University Faculty	HEED Teacher Training Unit	Specialist, State Staff	Specialist, Industry	Occup. H. E. Instr. W/Expertise	University Campus	Related Industry	Vo-Tech Summer Conference	H.E. Supervisory Districts	H.E. Professional Improvement Mtgs.

COMPETENCY

GUIDE																	
28. develop and communicate rules, procedures and acceptable standards of student behavior																	
29. handle hostile acts appropriately																	
30. maintain student performance or progress reports																	
MANAGE																	
The teacher will:																	
31. maintain safe, orderly, clean program facilities and equipment																	
PUBLIC AND HUMAN RELATIONS																	
The teacher will:																	
32. develop good professional working relationships with the other teachers and the administration																	
33. develop good working relationships with school staff (secretaries, custodians)																	
34. interpret and promote career and vocational education within the school and community through oral and written communications																	
35. assist administrators in developing and maintaining occupational programs																	

Instructions:

For Areas I, II, and III.

For each competence listed below, state your opinion by answering yes or no if the competence should be taught by marking Y or N in the box for Area I; rate your ability in each competence by selecting an answer to put in the box below Area II; list by priority how you would like to have in-service training offered in each competence by selecting a number to put in the box in Area III.

For Areas IV, V, VI. State your opinion by checking in the space or spaces for each competence listed below, as to when the competence should be taught, who should teach the competence, and where it should be taught. You may select more than one answer in these areas.

Part I. (Continued)

AREAS I	II	III	IV				V				VI							
Should This Competence Be Taught	Rate Your Competence in This Area	Priority for Offering as an In-Service Training Program	When Should This Competence Be Taught				Who Should Teach This Competence				Where Should This Competence Be Taught							
Y - Yes N - No	5-Outstanding 4-Above Average 3-Average 2-Below Average 1-None	1-Critical 2-High 3-Medium 4-Low 5-None	Pre-Service Training	Student Tchg. Centers	Pre-Service	In-Service Training	1st Year Teacher	In-Service	University Faculty	HEED Teacher Training Unit	Specialist, State Staff	Specialist, Industry	Occup. H. E. Instr. W/Expertise	University Campus	Related Industry	Vo-Tech Summer Conference	H.E. Supervisory Districts	H.E. Professional Improvement Mtgs.

COMPETENCY

PUBLIC AND HUMAN RELATIONS

36. develop liaison with employment agencies and potential employers

PROFESSIONAL ROLE

The teacher will:

37. demonstrate understanding of the legal responsibilities and liabilities of a teacher

38. demonstrate knowledge of the ethical responsibilities of a professional

39. demonstrate appropriate physical appearance

40. practice personal hygiene habits

41. adapt appearance and apparel to acceptable standards for teachers

42. use correct oral and written communications

43. keep abreast of professional developments, societal needs and technological advances

44. plan a personal program of continuing education and development

45. demonstrate a respect and empathy for learners

Instructions:

For Areas I, II, and III.

For each competence listed below, state your opinion by answering yes or no if the competence should be taught by marking Y or N in the box for Area I; rate your ability in each competence by selecting an answer to put in the box below Area II; list by priority how you would like to have in-service training offered in each competence by selecting a number to put in the box in Area III.

For Areas IV, V, VI. State your opinion by checking in the space or spaces for each competence listed below, as to when the competence should be taught, who should teach the competence, and where it should be taught. You may select more than one answer in these areas.

Part I. (Continued)

AREAS I	II	III	IV	V	VI
Should This Competence Be Taught	Rate Your Competence in This Area	Priority for Offering as an In-Service Training Program	When Should This Competence Be Taught	Who Should Teach This Competence	Where Should This Competence Be Taught
Y - Yes N - No	5-Outstanding 4-Above Average 3-Average 2-Below Average 1-None	1-Critical 2-High 3-Medium 4-Low 5-None	Pre-Service Training Student Tchg. Centers Pre-Service In-Service Training 1st Year Teacher In-Service In-Service Workshops and Institutes	University Faculty HEED Teacher Training Unit Specialist, State Staff Specialist, Industry Occup. H. E. Instr. W/Expertise University Campus Related Industry Vo-Tech Summer Conference H.E. Supervisory Districts H.E. Professional Improvement Mtgs.	

COMPETENCY

PROFESSIONAL ROLE																				
46. demonstrate knowledge of the world of work																				
47. formulate a personal educational philosophy																				
48. interpret and adhere to school policy																				
49. relate the occupational home economics program to other instructional programs																				
50. meet the requirements for instructional personnel by the Department of Vocational and Technical Education																				

Part II:

1. What additional competencies would you recommend to be included?

Part III:

1. What kind of help would benefit first year occupational home economics teachers?
2. If you had a preference, how would you recommend the occupational home economics training session at summer conference be organized?
3. Please add any additional comments for improving in-service training for occupational home economics.

The following General Information is needed for the study.

Area of Occupational Teaching _____

Number of years teaching experience in occupational home economics _____

APPENDIX B

FOLLOW-UP MEMO TO PARTICIPANTS IN STUDY

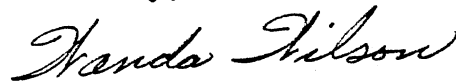
M E M O

Dear Occupational Home Economics/Special Services Teacher:

Your cooperation is urgently needed. A little over a month ago you were mailed a copy of this questionnaire to help me secure data in an important area. Perhaps your copy has been misplaced or lost.

Please fill out this questionnaire and mail to me quickly. The final cut-off date is approaching, and I need your contribution to this educational research.

Sincerely,

A handwritten signature in cursive script that reads "Wanda Wilson".

Wanda Wilson
Doctoral Candidate

WW/jat

P. S. I have enclosed a stamped self-addressed envelope for your quick reply.

APPENDIX C

SAMPLE SUMMARY OF RESPONSES BY YEARS TEACHING AS TO
OPINION IF THE COMPETENCE SHOULD BE TAUGHT;
DEGREE OF COMPETENCE AND PRIORITY
FOR IN-SERVICE TRAINING

TABLE XV

SAMPLE SUMMARY OF RESPONSES BY YEARS TEACHING EXPERIENCE AS
TO OPINION IF THE COMPETENCE SHOULD BE TAUGHT, DEGREE OF
COMPETENCE AND PRIORITY FOR IN-SERVICE TRAINING

Question and Concern	Distribution By Years Experience											
	Competency 1				Competency 2				Competency 3			
	0-3		4-13		0-3		4-13		0-3		4-13	
	N	%	N	%	N	%	N	%	N	%	N	%
Should this competence be taught?												
Yes	30	91.0	43	95.6	31	94.0	44	97.8	32	97.0	45	100.0
No	3	9.0	2	4.4	2	6.0	1	2.2	1	3.0	0	0.0
Sub Total	33	100.0	45	100.0	33	100.0	45	100.0	33	100.0	45	100.0
Teacher Competence:												
Outstanding	1	3.3	6	14.0	7	22.6	7	15.9	2	6.2	6	13.3
Above Average	15	50.0	25	58.1	12	38.7	20	45.5	14	43.8	18	40.0
Average	14	46.7	12	27.9	10	32.3	15	34.1	12	37.5	21	46.7
Below Average	0	0.0	0	0.0	2	6.4	2	4.5	4	12.5	0	0.0
None	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Sub Total	30	100.0	43	100.0	31	100.0	44	100.0	32	100.0	45	100.0
\bar{X} Response	3.57		3.86		3.77		3.73		3.44		3.67	
In-Service Training Priority:												
Critical	10	33.3	10	23.3	7	22.6	8	18.2	9	28.1	13	28.9
High	13	43.3	16	37.2	13	41.9	13	29.6	12	37.5	16	35.6
Medium	7	23.4	13	30.2	10	32.3	17	38.6	9	28.1	14	31.1
Low	0	0.0	0	0.0	1	3.2	6	13.6	1	3.1	2	4.4
None	0	0.0	0	0.0	0	0.0	0	0.0	1	3.2	0	0.0
Sub Total	30	100.0	43	100.0	31	100.0	44	100.0	32	100.0	45	100.0
\bar{X} Response	1.90		2.26		2.16		2.48		2.16		2.11	

APPENDIX D

SAMPLE SUMMARY OF RESPONSES BY CLUSTER AREA PROGRAM
AS TO OPINION IF THE COMPETENCE SHOULD BE TAUGHT;
DEGREE OF COMPETENCE AND PRIORITY
FOR IN-SERVICE TRAINING

TABLE XVI

SAMPLE SUMMARY OF RESPONSES BY CLUSTER AREA PROGRAM AS
TO OPINION IF THE COMPETENCE SHOULD BE TAUGHT,
DEGREE OF COMPETENCE AND PRIORITY
FOR IN-SERVICE TRAINING

Competence 1	Child Care		Coop		CVET		Fash Prod		Food Serv		Inst Home		Overall Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Should this competence be taught?														
Yes	14	93.3	7	100.0	14	93.3	9	100.0	19	95.0	10	83.3	73	93.6
No	1	6.7	0	0.0	1	6.7	0	0.0	1	5.0	2	16.7	5	6.4
Sub Total	15	100.0	7	100.0	15	100.0	9	100.0	20	100.0	12	100.0	78	100.0
Teacher Competence:														
Outstanding	2	14.3	1	14.3	0	0.0	0	0.0	3	15.8	1	10.0	7	9.6
Above Average	8	57.1	4	57.1	6	42.9	6	66.7	9	47.4	7	70.0	40	54.8
Average	4	28.6	2	28.6	8	57.1	3	33.3	7	36.8	2	20.0	26	38.6
Below Average	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
None	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Sub Total	14	100.0	7	100.0	14	100.0	9	100.0	19	100.0	10	100.0	73	100.0
\bar{X} Response	3.57		3.86		3.43		3.67		3.79		3.90		3.74	
In-Service Training Priority:														
Critical	0	0.0	3	42.9	3	21.4	4	41.5	5	26.3	5	50.0	20	27.4
High	5	35.7	4	57.1	6	42.9	3	33.3	7	36.8	4	40.0	29	39.7
Medium	6	42.9	0	0.0	5	35.7	2	22.2	6	31.6	1	10.0	20	27.4
Low	3	21.4	0	0.0	0	0.0	0	0.0	1	5.3	0	0.0	4	5.5
None	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Sub Total	14	100.0	7	100.0	14	100.0	9	100.0	19	100.0	10	100.0	73	100.0
\bar{X} Response	2.86		1.57		2.14		1.78		2.16		1.60		2.11	

APPENDIX E

SAMPLE SUMMARY OF RESPONSES BY YEARS TEACHING EXPERIENCE
AS TO WHEN TO TEACH, WHO SHOULD TEACH, WHERE
TO TEACH SELECTED COMPETENCE

TABLE XVII

SAMPLE SUMMARY OF RESPONSES BY YEARS TEACHING EXPERIENCE AS
TO WHEN TO TEACH, WHO SHOULD TEACH, WHERE
TO TEACH SELECTED COMPETENCE

Questions and Concerns	Distribution by Years Experience											
	Competency 1				Competency 2				Competency 3			
	0-3		4-13		0-3		4-13		0-3		4-13	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>When To Teach:</u>												
Pre-Service Training	11	20.4	20	30.3	11	20.0	14	20.9	12	22.2	15	22.4
Student Teaching Centers												
Pre-Service	15	27.8	18	27.3	15	27.2	15	22.4	13	24.1	14	20.9
In-Service Training	7	12.9	7	10.6	9	16.4	17	25.4	10	18.5	10	14.9
First Year Teacher In-Service	10	18.5	8	12.1	9	16.4	10	14.9	9	16.7	13	19.4
In-Service Workshops and Institutes	11	20.4	13	19.7	11	20.0	11	16.4	10	18.5	15	22.4
Sub Total	54	100.0	66	100.0	55	100.0	67	100.0	54	100.0	67	100.0
<u>Who To Teach:</u>												
University Faculty	14	26.4	14	18.9	13	28.3	12	17.6	14	29.2	14	20.3
HEED Teacher Training Faculty	9	17.0	13	17.6	8	17.4	16	23.5	7	14.6	8	11.6
Specialist, State Staff	6	11.3	10	13.5	11	23.9	17	25.0	4	8.3	11	15.9
Specialist, Industry	8	15.1	11	14.9	4	8.7	5	7.4	13	27.1	17	24.6
Occupational H.E. Instructor with Expertise	16	30.2	26	35.1	10	21.7	18	26.5	10	20.8	19	27.6
Sub Total	53	100.0	74	100.0	46	100.0	68	100.0	48	100.0	69	100.0
<u>Where To Teach:</u>												
University Campus	25	53.2	29	50.0	16	36.4	24	36.4	17	36.2	23	36.5
Related Industry	10	21.3	8	13.8	3	6.8	6	9.1	14	29.8	15	23.8
Vo-Tech Summer Conference	6	12.8	9	15.5	13	29.6	15	22.7	9	19.1	10	15.9
H.E. Supervisory Districts	2	4.2	3	5.2	6	13.6	10	15.1	2	4.3	4	6.3
H.E. Professional Improvement Meetings	4	8.5	9	15.5	6	13.6	11	16.7	5	10.6	11	17.5
Sub Total	47	100.0	58	100.0	44	100.0	66	100.0	47	100.0	63	100.0

APPENDIX F

SAMPLE SUMMARY OF RESPONSES BY CLUSTER AREA PROGRAM
AS TO WHEN TO TEACH, WHO SHOULD TEACH,
WHERE TO TEACH SELECTED COMPETENCE

TABLE XVIII

SAMPLE SUMMARY OF RESPONSES BY CLUSTER AREA PROGRAM AS
TO WHEN TO TEACH, WHO SHOULD TEACH, WHERE
TO TEACH SELECTED COMPETENCE

Competence 1	Child Care		Coop		CVET		Fash Prod		Food Serv		Inst Home		Overall Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>When To Teach:</u>														
Pre-Service Training	7	33.3	2	16.7	7	28.0	5	29.4	6	23.1	4	21.1	31	25.8
Student Teaching Centers														
Pre-Service	6	28.6	4	33.3	7	28.0	6	35.3	9	34.6	1	52.0	33	27.5
In-Service Training	0	0.0	1	8.3	3	12.0	1	5.9	4	15.4	5	26.3	14	11.7
First Year Teacher														
In-Service	3	14.3	3	25.0	2	8.0	3	17.6	3	11.5	4	21.1	18	15.0
In-Service Workshops and Institutes	5	23.8	2	18.7	6	24.0	2	11.8	4	15.4	5	26.3	24	20.0
Sub Total	21	100.0	12	100.0	25	100.0	17	100.0	26	100.0	19	100.0	120	100.0
<u>Who To Teach:</u>														
University Faculty	4	17.4	3	27.3	5	23.8	7	35.0	6	20.7	3	13.0	28	22.0
HEED Teacher Training														
Faculty	5	21.7	0	0.0	4	19.1	3	15.0	6	20.7	4	17.4	22	17.3
Specialist, State Staff	2	8.7	2	18.1	2	9.5	1	5.0	6	20.7	3	13.0	16	12.6
Specialist, Industry	5	21.7	3	27.3	0	0.0	4	20.0	4	13.8	3	13.1	19	15.0
Occupational H.E. Instruc- tor with Expertise	7	30.5	3	27.3	10	47.6	5	25.0	7	24.1	10	43.5	42	33.1
Sub Total	23	100.0	11	100.0	21	100.0	20	100.0	29	100.0	23	100.0	127	100.0
<u>Where To Teach:</u>														
University Campus	10	52.6	5	50.0	10	50.0	8	53.3	13	54.2	8	47.1	54	51.4
Related Industry	3	15.8	2	20.0	2	10.0	5	33.3	5	20.8	1	5.9	18	17.1
Vo-Tech Summer Conference	2	10.5	2	20.0	6	30.0	1	6.7	0	0.0	4	23.5	15	14.3
H.E. Supervisory District	0	0.0	0	0.0	1	5.0	1	6.7	2	8.3	1	5.9	5	4.8
H.E. Professional Improve- ment Meetings	4	21.1	1	10.0	1	5.0	0	0.0	4	16.7	3	17.6	13	12.4
Sub Total	19	100.0	10	100.0	20	100.0	15	100.0	24	100.0	17	100.0	105	100.0

VITA 2

Wanda Marie Wilson

Candidate for the Degree of

Doctor of Education

Thesis: TEACHER PERCEPTIONS OF COMPETENCIES NEEDED BY OCCUPATIONAL HOME ECONOMICS INSTRUCTIONAL PERSONNEL AS BASIS FOR PRE- AND IN-SERVICE EDUCATION IN OKLAHOMA

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