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DEVELOPMENT, IMPLEMENTATION, AND EVALUATION
OF EARLY PROFESSIONAL OPPORTUNITIES IN
HOME ECONOMICS EDUCATION

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CHAPTER I

INTRODUCTION

Today in the latter part of the twentieth century, the world is changing at a rapid rate. As a result, one can no longer rely on the answers provided in the past, but must put his trust in the change processes by which new problems are being met in the areas of science, technology, communication, and social relationships (74).

There is evidence of dissatisfaction among educators with the professional training extended to prospective teachers. This dissatisfaction seems to center on the lack of relevance of present professional training to the daily work of teachers. In order to alleviate the dissatisfaction, student centeredness should be a criterion in curriculum development (76). Thomas and Thomas (82) stressed that students, not abstract curricular concepts, should be the focus of educational experiences. For curriculum to be effective educationally, the material presented must be related to the needs and interests of the students.

Specifically, teacher education programs should strive to apply the criterion of relevance to their courses. Teachers should be trained to acquire basic skills through a series of constructive experiences. Active participation in the classroom or field, classroom observation, and instructional responsibilities of a regular class are phases of training that will allow the prospective teacher to

gradually build up a repertoire of skills and a background of experiences.

The Associated Organizations of Teacher Educators (13) recommended that future teachers should develop competencies to work with a variety of learners in a variety of settings. Since the ultimate goal of teacher education programs is to produce effective teachers, more attention must be paid to the future teacher's personality development and the achievement of teacher competency to evaluate and understand self.

The home economics student of today needs to become well informed about career areas that are available in the field of home economics in order for each student to make decisions about career choices. Inman (51) pointed out that the teacher education faculty should be challenged to present information on career areas of home economics in a form to attract and maintain the student's attention at a time when the student is most receptive--probably at the end of the freshman year or the beginning of the sophomore year. She also indicated that home economics students should be extended assistance in the process of self-assessment as they evaluate various career possibilities.

Some teacher education institutions have utilized early professional opportunities as a segment of their teacher education curriculum. George Peabody College for Teachers has initiated an early observation and participation phase to provide opportunities for students to understand the educational setting of their future jobs (7). Northeast Louisiana University has recently (1971) incorporated an observation and participation program for all students enrolled in the various teacher education programs at the university (31). The College

of Education at Oklahoma State University has early observation and participation courses for elementary education majors and mathematics education majors (37). Pennsylvania State University offers an early observation and participation program to sophomore home economics education majors. Their program provides opportunities for the student to begin a gradual early transition from the role of student to that of teacher (68). At the present time the researcher has no knowledge of any research related to early professional opportunities for sophomore home economics education majors.

Statement of the Problem

A course was needed to provide home economics education majors at Oklahoma State University with earlier professional opportunities in the career areas of home economics education. The inclusion of the course, Professional Opportunities for Home Economics Education Majors, HEED 2102, in the curriculum of home economics education posed the problem of developing, implementing, and evaluating the course.

Objectives of the Study

In order to solve the problem of this study, the following objectives were formulated:

- 1) Identify specific factors related to changes recommended in teacher education programs.
- 2) Develop content, learning opportunities, and evaluation procedures for the course, Professional Opportunities for Home Economics Education Majors, HEED 2102.

3) Implement the plans and seek evidences of the students' ability to clarify decisions regarding career choice.

4) Make recommendations for needed revisions of the course as revealed from the analysis of data.

Limitations of the Study

The study was limited to the following:

1) Home economics education majors who had completed at least ten hours of home economics specialization courses, and who enrolled voluntarily in HEED 2102 during the fall semester, 1974.

2) Early professional opportunities that were provided by participating home economics educators from various educational agencies in the Stillwater area.

3) A period of time during the spring, summer, and fall semesters of 1974 was designated for the development, implementation, and evaluation of the early professional opportunities. The course was initiated into an existing teacher education program in the department of Home Economics Education at Oklahoma State University.

Assumptions of the Study

The study was planned and conducted on the following underlying assumptions:

1) No one has the complete answer to the question of which teacher education program will most effectively produce the types of teachers who can most productively enhance the learning of students.

2) No film, videotape, simulation, or role-playing situation can duplicate completely the complex interaction of the actual teaching situation.

Description of the Sample

The sample for the study consisted of 24 home economics education majors who voluntarily enrolled in Professional Opportunities for Home Economics Education Majors, HEED 2102, during the fall semester of 1974. Seven sophomores, 11 juniors, and 6 first semester seniors participated in the program.

Definition of Terms

HEED 2102 is the departmental number for the course, Professional Opportunities for Home Economics Education Majors, which was developed, implemented, and evaluated by the coordinator.

Coordinator is the researcher who developed, implemented, and evaluated the course, Professional Opportunities for Home Economics Education Majors, HEED 2102.

Individualized Instructional Packages are learning opportunities that were developed by the coordinator as a means to introduce the HEED 2102 student to the area of business and to a subdivision of the teaching area, occupational home economics. Actual opportunities were not available in these areas during the fall semester, 1974.

Educational Agencies are the area high schools and extension offices where the home economics education student observed and participated in professional opportunities.

Home Economics Educator is an actively employed home economics education graduate who provided professional opportunities for the HEED 2102 student at the educational agency.

Professional Opportunities are those contacts with children, youth, and adults provided through observation and participation that make a direct contribution to the understanding of learners and their self-assessment in individual and group learning processes.

Self-Assessment is the endeavor of the individual student to evaluate herself, using her own knowledge, opportunities, and self-judgment as bases.

Competency is an attitude, behavior, skill, or understanding demonstrated by a participant at a specified performance level. A competency is broad in scope (2, p. 4).

Criterion Measure is a defined standard against which a competency can be judged in relation to the degree or extent to which an expected level of attainment exists (2, p. 4).

Procedures for the Study

A detailed description of the procedures utilized in conducting the study is found in Chapter III. Briefly, the following procedures were used.

A systematic approach was employed to develop the competency-based program. Eleven course objectives with accompanying competency statements, criterion measures, learning opportunities, and 15 evaluation devices were developed. After the program was developed, implemented, and evaluated, the data were interpreted; and recommendations were made for revision of the course.

Organization of the Study

Chapter I presented the introduction, statement of the problem, objectives, limitations, assumptions, description of the sample, definition of terms, procedures, and organization of the study. Chapter II presents a review of current literature while Chapter III includes the procedures utilized in developing the HEED 2102 course. Chapter IV describes the procedures followed in implementing the competency-based course and analysing the data. The summary, conclusions, and recommendations for course revision are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The home economics student of the past considered employment as a secondary factor for receiving a bachelor's degree. In contrast, the home economics student of today often utilizes her educational training to seek employment upon receiving a bachelor's degree. Therefore, the need to become well informed about the career areas that are available in the area of home economics education is more important than ever before (51).

It is common knowledge among home economics teacher educators that some students are dissatisfied with their career choices after their student teaching experiences. Some openly admit their disappointment, "I'm sorry I'm in this field--I really don't want to teach Home Economics." Thus, the candid students of today have vocally condemned the administrators in home economics education for postponing professional laboratory opportunities to such an advanced stage in their educational program, such as student teaching in the senior year, that any change to another area or field of endeavor at that late time then would mean a significant loss of time for the student in the determination of her career (72).

Quality educational programs are contingent upon the teachers who guide students in the classroom. Therefore, programs planned for

teacher preparation have been and continue to be viewed with increased scrutiny by professional educators (62).

Recommendations for Early Professional Opportunities

Direct experiences are valuable parts of teacher education curriculum. The Flower's report (38) stressed this need for direct experiences with young people in school and community settings.

Hill (46) of Washington State University, a noted home economics educator, suggested a change in the preparation of prospective home economics teachers. She proposed more and earlier opportunities in which each student is programmed into professional opportunities appropriate for her background, aspirations, and abilities. The spacing of these opportunities should be adjusted for each student who has expressed a desire to teach different age groups.

For some time teacher educators have tried to initiate a well designed series of pre-professional experiences and in some cases have succeeded (28). Andrews (8), after noting the large number of students only mildly interested in teaching, the lack of enthusiasm for professional courses, and the attitude toward student teaching as a threatening experience, suggested a series of internship opportunities. At various times the student would be expected to experience all the roles of the teacher. Special attention would be paid to the student's personal-professional behavior and potential (8).

Lindsey (62) suggested that the student should have the opportunity to experience a real teaching situation before being exposed to a simulation laboratory or a resource center. These programs

emphasize the experience which would help the student to identify behaviors needed, and to perceive the relationships among behaviors in a real teaching situation (62). A review of Dyrli's (32) research disclosed that classroom interaction can not be simulated to substitute for the actual interaction which takes place.

Additional support for early field opportunities was granted by the Associated Organizations for Teacher Education at their National Invitational Conference centered on Redesigning Teacher Education (12). This group stressed that a wide variety of field opportunities could be a vital part of a teacher education program. The opportunities should begin very early in the student's program and continue throughout the remainder with the emphasis always on maintaining integration of theory and practice. The opportunities could include work with different age groups in alternative settings.

Collier (26) also supported the idea of early field opportunities. He stated that the program should provide a continuous ever-expanding sequence of opportunities related to teaching.

Early identification of prospective teachers was emphasized by Bennett (14). He concluded from the research of Indiana teacher's commitment to the teaching profession that a continual effort should be made to identify prospective teachers early in their college career. Proper guidance should direct them through the professional sequence at the undergraduate level. Bennett further stated that more teacher-pupil contact similar to actual teaching situations should be added to professional education courses earlier in the prospective teacher's educational program.

How do students view the question of an early field opportunity?

Research by Ahneel and Templeton (4) revealed that students desired earlier and more extensive field opportunities with greater emphasis being placed on training methods and techniques for dealing with specific problems.

The importance of understanding theory and its application to teaching situations was stressed by the Association of Teacher Educators in 1973. This group and others were of the opinion that expanded laboratory experiences should be utilized to broaden and deepen understandings of theory and its application to teaching (6) (43) (39) (63) (80).

Some years ago standards governing laboratory opportunities in teacher education were identified by the American Association of Colleges for Teacher Education. These standards indicate that direct professional laboratory opportunities should be an integral part of all phases of four or five-year teacher education programs (13).

A Comparison of Traditional and Competency-Based Teacher Education Programs

In our culture change is an important element in our lives; and new products, new heroes, and new discoveries are occurrences expected by society. Training of professional educators is continually faced with similar innovative changes in research and technology in human learning. Thus, more relevant and viable training programs are needed at teacher education institutions (48).

Teacher education in many schools has undergone a change from the traditional program to competency-based teacher education program (CBTE). Briggs (17) stated that competency-based teacher education

programs were established on identified competency requirements of the classroom teacher. He further stressed that the term performance-based is often used synonymously with the term competency-based. But the latter seems more inclusive and superior to the writer since competency implies more than performance alone. In this review the term competency-based will be utilized.

Elam (36) stated that traditional programs assume that if a student experiences a specific number of courses in specified areas of study and participates in student teaching experiences she is ready to begin teaching. Such programs, in contrast to competency-based, do not specify what prospective teachers need to accomplish.

In relating competency-based programs to traditional ones, Bowles (16) stipulated that a competency-based program is a refinement of the combination of unit lesson plans, introduced in the 1950's, with behavioral objectives, emphasized in the late 1960's. This refinement permits individualization of teacher education programs. He further stated that competency-based programs are different from the traditional programs of the past because competencies to be measured are specific and the data are criterion referenced. Criterion reference represents a more precise measurement of student behavior than norm-referenced traditional teacher education programs.

Arends and others (11) viewed competency-based programs as a trend toward change from traditional teacher educational programs. The new direction provides for the prospective teacher to be held accountable for attaining specific competencies important to the teaching function. It also provides for specific criteria by which these accomplishments may be assessed.

The major purposes of the competency-based movement according to Briggs (17) are at least fourfold. He stated that it is an effort to:

- 1) improve the quality of both prospective and experienced teachers,
- 2) move to a criterion referenced method of assessment,
- 3) establish a more realistic approach to teacher certification, and
- 4) incorporate accountability into the total program.

Massanari (66) compared competency-based to traditional programs. He related that competency-based programs provide students with learning opportunities and instruction that prepare them to assume specific teaching roles. Successful completion of the program is accomplished when students demonstrate ability to assume the role for which they are prepared. The degree of specificity and explicitness in program design and in competence to be demonstrated tends to distinguish competency-based programs from traditional programs. Elam (36) agreed with others that competency-based programs establish specified goals in advance of instruction, the student demonstrates his ability to promote desired learnings or exhibits behaviors known to promote it, and the student is held responsible for attaining a stated level of competency when the essential tasks are performed. While the emphasis of a competency-based program is on demonstrated product or output, the traditional program is experience based.

As outlined by Arends and others (11) there are three criteria for a competency-based program: 1) knowledge, 2) performance, and 3) products which are used respectively to assess the student's cognitive understandings, her teaching behaviors, and her teaching effectiveness. Andrews (9) stated that explicit performance criteria are the heart of competency-based movements. Alschuler (5) stressed

that the first task to be performed when establishing a competency-based program is to determine what is relevant both to students and to society. The American Association of Colleges for Teacher Education recently conducted a national survey which revealed that of the 783 teacher education institutions 455 were involved in competency-based programs (66).

According to Massanari (67) competency-based programs utilize both old and new strategies. The old strategy applies because of the incorporation of fundamental ideas espoused by educators over the years. The new strategy applies because it offers a systematic approach or contemporary structure for teacher education programs to hold both program designers and graduates of the program accountable for effective results.

Some problems and concerns of competency-based programs mentioned by Massanari (66) were identified as follows: 1) danger of narrowness that could arise from focusing on specific teaching behaviors and away from instructional elements in the program, 2) a question of who should establish the performance criteria, 3) a question of how the performance should be assessed, and what instruments and procedures should be used, and 4) a need for research to determine whether better teachers could be prepared in competency-based programs.

Cost is another concern in a competency-based program. During the development period it is estimated that the budget of the competency-based program would be approximately two and a half times greater than a traditional education program. But Hite (47) stated that after a period of three or more years the two budgets would equalize in cost.

Factors that determine the cost of competency-based programs are the resources that were available to the developer of the program, the type of individualization of instruction utilized, and the extent to which the school and other personnel are involved in the actual initiation of the program (47).

Elements of Competency-Based

Teacher Education Programs

It is often said that all groups of people affected by a program should be represented in various stages of the decision making process. Elam (36) stated that as teacher education institutions change and their programs become more field centered, there is a need for sharing responsibilities in various aspects such as policy-making, planning, implementing, and evaluation. This can be accomplished through collaboration of personnel from such groups as the university and educational agencies (75). The amount of involvement varies, but it is essential at each stage when a competency-based program is developed (61).

In competency-based programs instructional objectives are applied to the entire program (36). Therefore, much emphasis is placed on formulating objectives as a rational process in developing the program. Competency-based programs are characterized by their rigorous reliance on objectives which set the perimeters for both instruction and evaluation. Objectives are clearly stated, defined in terms of what the learner is to demonstrate, and are made public to the student (15) (48) (66) (68) (83). However, Burns (21) questioned whether criteria beyond mere performance are necessary for all objectives. The most

logical approach is to have mere performance in all of them and then add additional criteria when it is reasonable to do so. Sinatra (79), on the other hand, emphasized that competency-based programs utilize behavioral objectives and performance assessment of the objectives.

Another important factor in favor of change from the traditional teacher education program to a competency-based program is that it allows for a more effective integration of theory and practice. Practice opportunities, either simulated or real-life situations, tend to be related closely to the theory studied and are incorporated into the program at the most opportune time (66). According to Elam (36) the "clinical professor" who combines theory and practice maintains a key role in competency-based programs.

Individual assessment, feedback, and evaluation are important elements of competency-based programs. Burke (19) stated that pre-assessment and self-assessment are elements which may or may not be included in a given module as determined by needs of the students involved. According to Massanari (66) individual assessment and feedback should be initiated as early as possible and on a continuing basis. Lindsey (61) stated that in a well designed program the feedback channels are continually conveying evidence of the progress within the system.

In competency-based programs there are no "failures." If a student does not achieve the competency the first time, she tries again until mastery is achieved (86). The program at Weber State College, for example, requires the individual to recycle until the objective is attained (70).

Criterion-referenced evaluation is a direct spur of terminal

behavioral objectives. These objectives are written statements expressed in student terms that describe the exact behavior to be exhibited at the conclusion of instruction (21).

Evaluation focuses not only on what the learner knows, but also on performance in actual teaching situations. Objectives are typically stated as performance criteria, and provide effective basis for evaluation (66). Elam (36) agreed that a valid criterion for evaluation is a necessity, but he also indicated that it is one of the most difficult areas of development.

To facilitate evaluation collaborating agencies which generally include people who are interested in the adequacy of professional preparation are encouraged to assist in continuous evaluation of competency-based programs in order to meet the needs of students preparing to be educators (45). Nor should students be left out, for they express a need for relevance in education and a voice in determining objectives (36). Competency-based programs usually include a means of sharing decision making procedures; therefore, greater responsibility is placed upon the student for her own education, for making decisions, and for conducting self-assessments (3).

Need for Individualized Instruction

During the late nineteenth century individualized instruction was developed as a reaction against the age graded, lock-step system of education. This system requires all students to study the same material for the same length of time in the same way (44). Shortly after the turn of the century instruments for measuring the abilities of humans aided in gaining the needed support for breaking down the

uniformity of instruction (40). This breakdown is beneficial since learning is an individual matter. Each student brings to the classroom personal characteristics, ways to perceive, and means to respond which are peculiar to each person. Therefore, the teacher is challenged to "get behind the faces" of the students in order to obtain more information about the individual. The goal of education is to aid each learner to learn systematically at her own pace. Wallach and Kogan (85) reported that students differ in intelligence and in creativity. Thomas and Thomas (82) stated that differences between competence and performance are possible. Physical abilities and inequalities in intellect and social behavior which are great in childhood, increase as students moved through the grades.

Glaser (41) also stressed the need of education for individuals. He emphasized the necessity to understand the psychological facts, history, pedagogical requirements, technical instructional requirements, and administrative structures of successful systems for individualized instruction.

Competency-based programs contain individualized instruction as an element of their design. Responsibility is shifted from the teacher to the student (66). Byers (22) stated there is universal agreement that education must be increasingly relevant, more individualized and more reliable in respect to student needs. Education provides a basis for the ability of individuals to think, decide, and judge. According to Bowles (16) competency-based teacher education is a refinement that permits individualization to take place.

Components of Individualized Instruction

In the process of individualizing instruction there seems to be a logical learning cycle which includes: 1) pre-assessment of student abilities, 2) determination of student objectives, 3) design of programs, and 4) post-assessment of student abilities (50).

The purpose of pre-assessment is to help the teacher and student cooperatively determine learning objectives. The data could be collected in a variety of ways, such as performance tests, paper and pencil tests, observations, or analyzation of student's work sample.

The information collected during pre-assessment could be utilized to determine the learning objectives. Input data could be employed in a conference situation where decisions are to be made jointly. Objectives, which should be stated in student terms, should be used in making choices, in planning, in observing, and in evaluating progress (57).

Ebensen (35) concluded that objectives stated in observable terms which can be measured are necessary ingredients in an individualized learning program. After objectives are selected, then decisions concerned with the learning program can be considered for each student (57).

To determine if learning has occurred, post-assessment is necessary. The progress of each individual is affected by her desire to learn and the techniques employed by the teacher (24). The teacher and the individual student should embark on a cooperative plan for post-assessment of individualized learning. In order to develop the greatest potential of the individual, a balance must exist between the teacher's guidance and the student's self-assessment of her own

learning (42). Instead of confronting a group of students with a collection of mere facts, the teacher's role is modified in individualized instruction and enables her to engage each student in the acquisition of and generation of knowledge (41).

Instructional Packages

According to Dunn and Dunn (34) there are five basic ways to individualize instruction: 1) contract methods, 2) instructional packages, 3) programmed sequences, 4) work-study programs and/or internships, and 5) community contribution programs. All of these are important and usable in various programs. The only one pertinent to this study and included here is the one concerning instructional packages. An instructional package is referred to as a boxed assortment of teaching materials. It also refers to a learning system comprised of subsystems as a part of a complex educational program. Flexibility in the student's direction of her own learning is facilitated by use of an instructional package.

Some teachers, supervisors, and professors express concern about whether they might in the future be replaced by an instructional package. They fail to realize, however, that instructional packages have been used for many years. The basic text and teacher's manual which assumes that all students throughout the school, the district, or across the nation are homogeneous in all characteristics is a form of instructional package (84).

Instructional packages are a less structured method of learning than traditionally programmed instruction that permits randomization of the learning process (33). Johnson and Johnson (53) stated that

utilization of instructional packages provides an individualized environment in which the student spends the amount of time needed to complete the material. Various types of instructional packages are described below.

A type of instructional package, UNIPACS, is developed around learnable ideas or concepts and/or skills (55). Burner (20) stressed the importance of teaching specific topics and skills in relation to the broad field of knowledge. Kapler and Gardner (55) stated that in addition to concepts and/or skills their packages, UNIPACS, also contain multi-dimensional learning materials and activities, pre- and post-assessments, teacher and self-assessments, and quests.

Teaching Learning Units were developed and tested by the American Institute of Research. Teachers help students choose from a variety of units depending upon the individual needs and capabilities of the student. These packages are designed to aid the student toward achievement of specific behavioral objectives related to unit content.

Learning Activity Packages, developed at the Nova School in Fort Lauderdale, Florida, are composed of behavioral objectives, rationale, self-assessment, student choice of material, learning activities, and evaluation devices (52). Individualization is maintained through optional learning methods, and a variety of instructional media, subject content, and activities from which to choose. The objective of each package is for the student to understand a single major concept (54).

Home Economics Learning Packages were first developed by home economics faculty members and students at Pennsylvania State University. Each package presents a basic concept related to home

economics subject matter. The packages are divided into subconcepts or lessons directed toward understanding of the basic concept (78).

CAPSULES are short concise independent learning packages developed by Cochrane (25) to make learning more relevant for home economics students. They provide a means for examining assumptions about society and its environment.

Systems Approach to Competency- Based Curriculum Development

How does one set about to develop new curriculum for a competency-based teacher education program? One answer could be to utilize a systems approach. The systems approach has been widely praised as one of the innovations of military and space technology. It has been frequently asserted that a similar approach offers great promise in civilian areas such as education (23).

A noted psychologist, Schein (77), revealed an important argument for a systems concept of organization. He implied that the environment within which the system exists is becoming increasingly unstable as a result of the rapid growth of technology and change in social and political mores. Elam (36) agreed that the concept of management (e.g., the systems approach) was pioneered by government and industry, but education can effectively utilize a systems approach in planning, designing, and operating more efficient, product oriented programs.

Davies (30) stated that a new type of increased professionalism and of expertise was introduced by the systems approach. Lang (59) emphasized that the systems approach enabled isolation and identification of problems, selection of the best strategies, and evaluation

of both their effectiveness and their effects on the overall educational training system.

The systematic approach can be utilized in developing competency-based programs. Houston (48) indicated that with a systematic approach, the results of actions can be evaluated and used to modify objectives or procedures or both. Special attention is given to competencies that should be mastered, and to evaluation methods which identify competency achievement (49).

Key (56) stressed that specific "major elements" of competency-based instruction should be blended into the teacher education program at Oklahoma State University and that other "components be included as feasible." Key proposed incorporation of these "major elements" and "components" after his visits to Weber State College and Brigham Young University, and after "previous experience with competency-based instruction." Key stated his position in the following manner:

The major elements of competency-based instruction I would recommend be incorporated into the teacher education program at OSU are Pre-Assessment, Performance Objectives, Multiple Learning Activities, and Post-Assessment. Based on previous experience and these visits, I recommend some specific approaches to these elements I would strongly encourage other components be included as feasible. Modularization, individualization, self-pacing, feedback, field setting, early experience, and program accountability are the ones most strongly recommended (56, p. 1).

Cook, Neuhauser, and Richey (27) stipulated that their instructional program has five elements--competencies, performance objectives, needs assessment, delivery systems, and evaluation. These elements are closely related to each other and form the bases for program development. Figure 1 illustrates the entire instructional system.

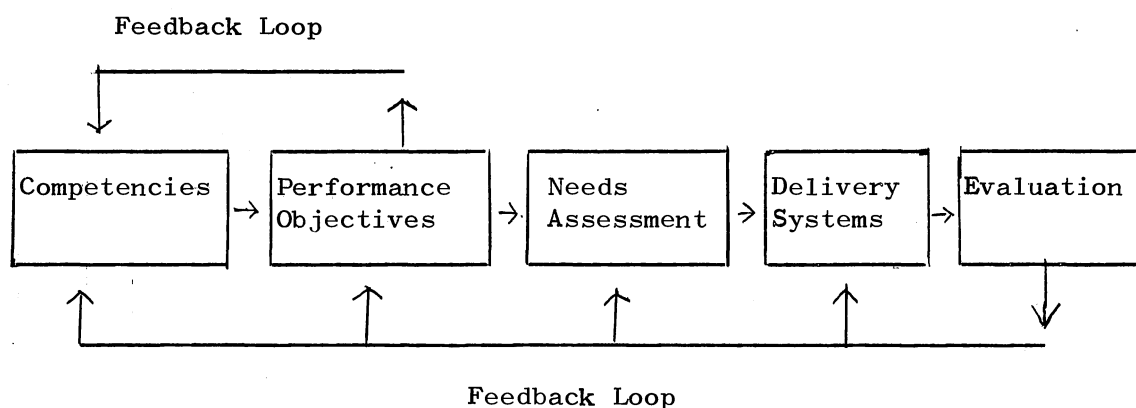


Figure 1. Instructional System for a Competency-Based Program (27)

Elam's (36) model of competency-based teacher education is presented in Figure 2. This drawing illustrates the essential elements, implied characteristics, and related, desirable characteristics that he specified as additions to competency-based programs.

Lindsey (61) stressed that competency-based programs include three major steps: 1) identifying competencies, 2) designing instruction, and 3) evaluating programs. She was also of the opinion that program designers should formulate competencies that can be observed, perceived, and evaluated by the student. The system should remain open to enable "new corrective data" to be added when necessary.

The idea that competency-based programs should remain open was reiterated by Houston (48). He stated that such programs are never completely developed. They are always in the process of change based on feedback from previous opportunities. Continual refinement of each aspect of the program is characteristic of the systematic approach which is a part of most competency-based programs.

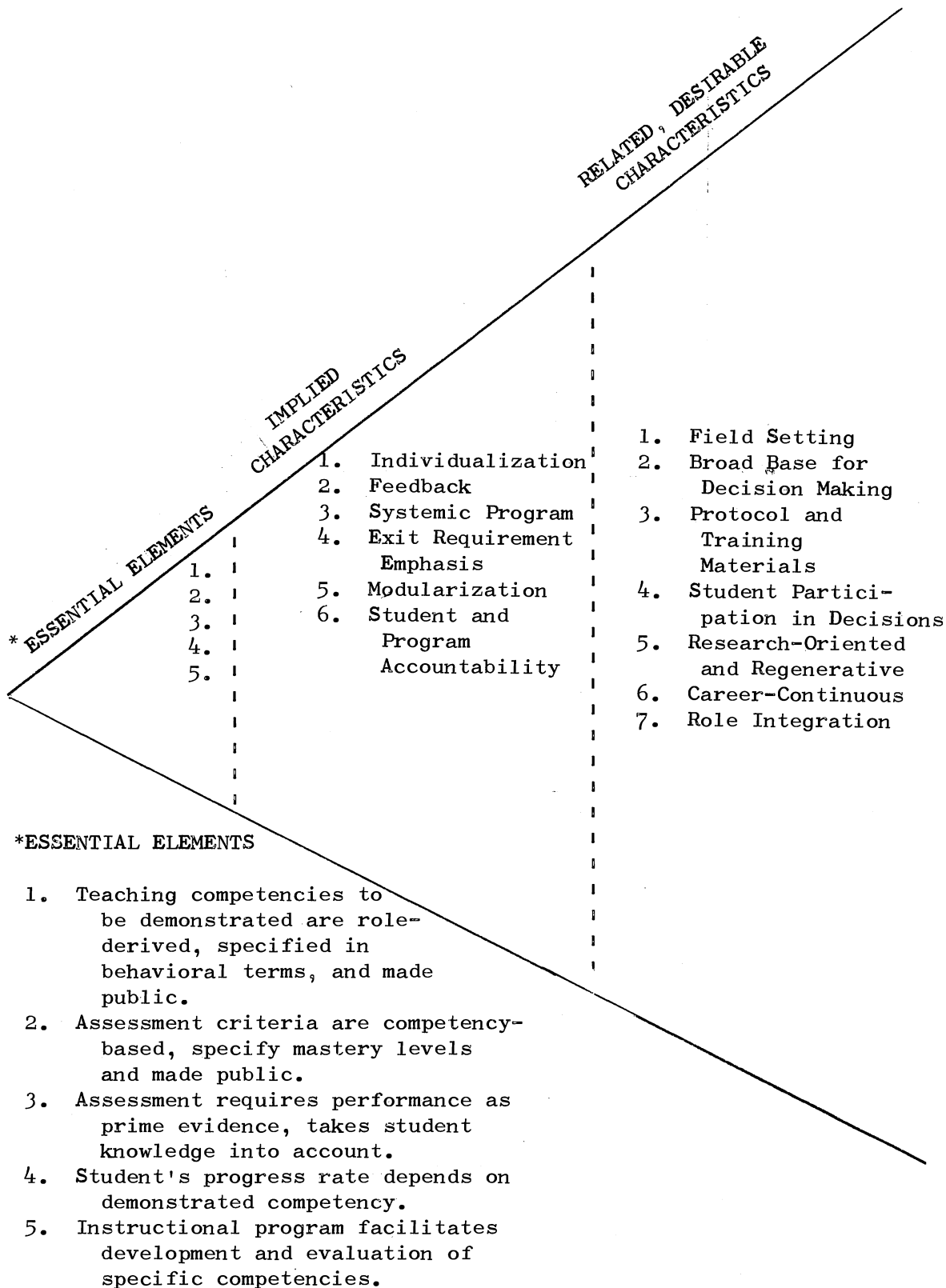


Figure 2. Conceptual Model of Competency-Based Teacher Education (26)

Summary

Numerous educators have expressed the need for change in teacher education programs. Students have requested more meaningful and more individualized educational programs than ever before. These efforts have resulted in more relevant and viable training programs at some teacher education institutions.

Competency-based programs have been identified as alternatives for change. These programs are characterized by the following elements: programs are field centered, objectives and competencies are made public, theory and practice are integrated, assessments and evaluations are built in, and individualized instruction is encouraged.

Since learning is an individual matter it is important that each student be permitted to respond in meaningful ways at her own pace. The instructional package can be utilized as a resource to facilitate this kind of individualized learning.

Many educators agree that good management is needed for any successful program. A systems approach in which essential elements form the base and additional elements are added as needed is often noted as an effective method of developing such a program.

CHAPTER III

DEVELOPMENT OF COURSE CONTENT

The major purpose of this study was to develop, implement and evaluate the course, Professional Opportunities for Home Economics Education Majors, HEED 2102. This course was included in the curriculum of the Department of Home Economics Education at Oklahoma State University during the fall semester, 1974. Twenty-four students who had completed at least ten hours of home economics specialization course work voluntarily enrolled in the course.

The course content was designed to offer early opportunities in actual observation and participation in two educational agencies related to home economics education, teaching and extension. Individualized instructional packages were utilized to introduce the students to the third career area of business, and to a subdivision of the teaching area, occupational home economics. A one-hour seminar each week was designed for students to meet together on campus and to relate theory to actual observation and participation at the educational agencies.

Designing the Competency-Based Course Content

A systematic approach to curriculum planning was utilized as a basis in developing the competency-based course content for HEED 2102. Noted curriculum authorities recommend the systematic approach when

developing course content as well as when developing university curriculum (65) (83). In the published report of the Competency-Based Teacher Education Workshop conducted at Iowa State University, home economics educators also suggested a systematic approach to the development of a competency-based program (2).

The following plan (Figure 3) depicts the steps that were utilized in designing HEED 2102 course content. The plan was adapted from material developed in a workshop sponsored by the American Home Economics Association (2). Each part is discussed in the following pages.

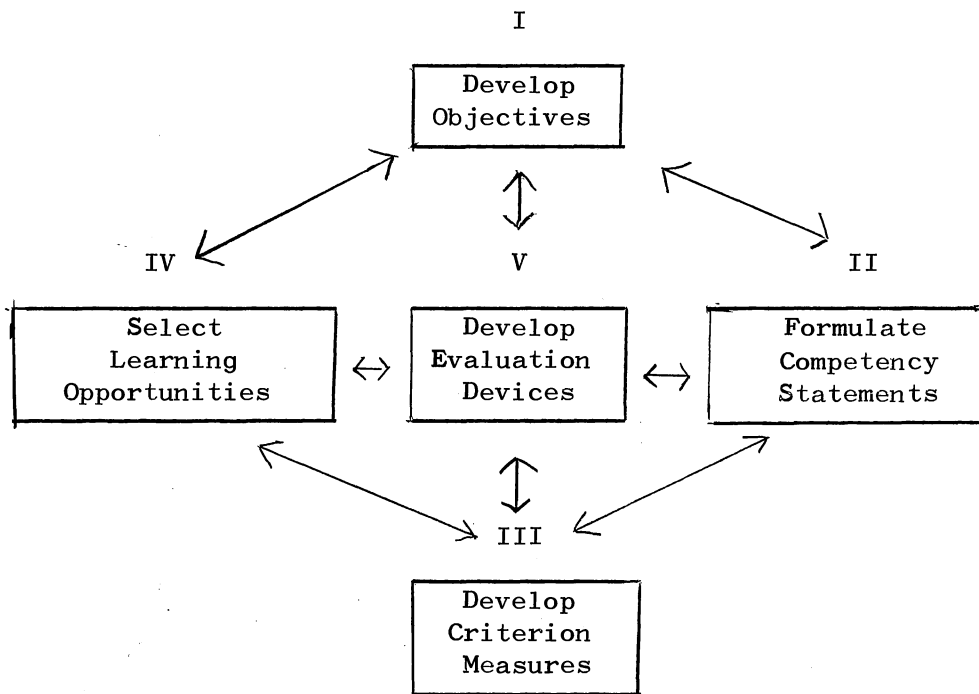


Figure 3. Plan for Designing HEED 2102 Content (2)

Development of Objectives

The first step utilized in designing course content was to develop the course objectives. Ahmann and Glock (3) stated that educational objectives serve the teacher as road maps serve the traveler. With these aids, the efforts of both are organized, and the end of the journey draws steadily closer; without them they walk in circles. Objectives should be based on student needs and expressed in terms of the behavior expected when they have been achieved.

For this study the researcher developed course objectives to fit a sequential order in a professional course offered by the home economics education department. During the time the objectives were being developed, a self-study was being conducted by the home economics education faculty to determine whether specific learnings were being offered in a logical order. The process involved reviewing the departmental course and credit hour requirements as related to adequate content coverage. The catalog description, credit hours, and objectives for each course were evaluated.

Bloom's taxonomy of educational objectives was used as a guide in developing the objectives for HEED 2102. After resource materials were reviewed an initial list of eleven course objectives was compiled in the affective domain. The list was then submitted to the home economics education faculty for critical analysis. It was decided that since HEED 2102 was an introductory course to professional opportunities there was a need for students to recall knowledge and develop intellectual abilities and skills more in line with the cognitive domain. Therefore, a major change was made in the development of objectives. All were re-written as cognitive objectives with revisions

in phraseology as needed.

A table of specification was utilized as a means for identifying objectives representing various levels of behavioral change (see Table I). In its simplest form, the table of specification is a two-way table; one dimension shows the levels of behavioral change and the other shows content areas. The behavioral changes were classified into five of the six categories of the taxonomy of educational objectives for the cognitive domain--knowledge, comprehension, analysis, synthesis, and evaluation.

The revised list was then submitted to the faculty for further evaluation, and minor adjustments in phraseology were again made. The list of objectives was then submitted to the five advisory committee members for their critique and analysis. After further revisions were made, the list was submitted to the eleven member Home Economics Education Advisory Council for evaluation and approval. This council was composed of educators who are interested in, and who often take an active part in, various activities directed by the home economics education department.

After much study and consideration of the objectives which students were to accomplish, the researcher changed some of the measurable terms, and added one new objective. Thus, a terminal objective and 10 specific objectives comprised the list that led to further course development. Course objectives and the sources are given below.

Terminal Objective - The participant will choose a career area of home economics education and give reasons for her choice. This decision will be evidenced through various demonstrations and types of written evaluation.

TABLE I
TABLE OF SPECIFICATION FOR COURSE OBJECTIVES

CONTENT AREAS	LEVELS OF BEHAVIORAL CHANGE				
	A	B	C	D	E
	Know- ledge	Compre- hension	Analy- sis	Synthe- sis	Evalu- ation
Terminal - Choose a career area and support choice					X
Specific -					
1. Change agent			X		
2. Team member - different age groups		X			
3. Team member - differing values and attitudes			X		
4. Decision maker - and clinician			X		
5. Communication skills	X				
6. Breadth of knowledge			X		
7. Personal-pro- fessional growth for educational advancement		X			
8. Possess personal characteristics		X			
9. Personal and professional behavior		X			
10. Share frustra- tions and satisfactions				X	

Specific Objectives - The participant will:

1. Identify the home economics educator's professional role as a change agent and apply her own ideas to a situation in which she would be the change agent (13) (69) (71).
2. Describe why the home economics educator needs to work as a team member with different age groups (13) (69) (71).
3. Identify the need for the home economics educator to work as a team member with people who have differing values and attitudes (13) (69) (71).
4. Describe the home economics educator's professional role as a decision maker and a clinician in the career areas of home economics education (13) (29) (69) (71).
5. Describe how the home economics educator utilizes communication skills to facilitate learning (13) (29) (69) (71).
6. Identify the breadth of knowledge needed in the career area of home economics education (13) (29) (69) (71).
7. Describe why the home economics educator needs continued personal and professional growth for educational advancement (13) (69).
8. Give examples of why the home economics educator needs to possess health, stamina, poise, emotional resilience, enthusiasm, self-control, flexibility, and dependability in meeting imposed deadlines (13) (69).
9. Give examples of personal and professional ethical behavior expected of the home economics educator (69).
10. Identify the personal and professional satisfactions, and frustrations experienced by home economics educators (69) (71).

Formulation of Competency Statements

The second step involved formulating a list of competency statements to reinforce and strengthen the course objectives. The following list of seven standards was used as a guide.

1. Is the competency broad in scope (generic)?
2. Is time required for the participant to develop the competency?
3. Does the competency require some degree of judgment?
4. Can we observe the competency or behaviors indicative of the competency?
5. Can criteria be developed for the competency?
6. Is the competency essential in order to facilitate learning or to meet professional responsibilities?
7. Is the competency suitable to the level for which it is being identified? (2, p. 8).

As a competency was identified consideration was given to appropriate criteria that could be utilized to determine the extent to which it was achieved.

An initial list of competency statements was developed and submitted to three members of the advisory committee for critique and approval. Minor revisions in phraseology of some statements were made. An example of the competency statements and the objectives they support and strengthen is included in Appendix A, p. 133.

Development of Criterion Measures

The third step was to develop a list of criterion measures. These measures established a standard against which student achievement of each course objective and resulting competency statement could be assessed. The Iowa State Workshop participants provided three standards by which these measures could be developed (2). The standards were as follows:

1. Is there a standard against which behavior can be judged?
2. Can the attainment of the behavior be assessed by level or by some prejudged standard?
3. Does the assessment criterion contain a knowledge and/or performance component? (p. 8).

It was recommended in the workshop that competencies and criteria be considered in terms of the local situation. Therefore, when no criterion measure was included in the material that correlated with the objective and competency statement developed earlier, the researcher formulated one that could be utilized as a measure of attainment.

Competency statements, criterion measures and course objectives were then submitted to the members of the advisory committee for critique and approval. Minor revisions in phraseology were completed (see Appendix A, p. 133).

Selection of Learning Opportunities

The fourth step was to select learning opportunities to help the student reach the course objectives. Tyler (83) stated that objectives become the criteria by which materials are selected, content is specified, instructional procedures are developed, and evaluating techniques are prepared. Mager (65) reiterated that objectives must be clearly and unequivocally stated before course content can be developed. Supporting learning materials include important facts, generalizations, and skills related to the objectives and provided the opportunities needed to realize the objective (2). As objectives, competency statements, and criterion measures were identified for this study, learning opportunities were planned to correlate with the needs, interests, and abilities of the students. Through the learning opportunities the

student had chances to demonstrate behaviors indicative of the objectives and competencies sought. To assist in selection of the learning opportunities, three questions served as a guide: 1) What experiences are necessary to enable the student to realize the objectives? 2) What is the best way to present these learning opportunities to the student? and 3) Are there adequate learning opportunities presented for each stated objective? After considering these questions both required and optional learning opportunities were planned.

Required Learning Opportunities. The major purpose of this course is for students to become more aware of career areas available to them as home economics education majors. Therefore, actual observation and participation were believed to be an important learning opportunity, and were required by all students. All participants were required to spend two hours each week for two six-week periods observing and participating in assigned activities in two different educational agencies. Assigned activities included any of the routine or professional tasks that an educator might perform. These opportunities often included assisting the educator with individuals or groups in an educational setting. Another requirement for all students was to read at least one article related to the topic of discussion at the next seminar. Some references were suggested, but students were permitted to locate other relevant articles if desired. See Appendix A, p. 133.

A third learning opportunity was presented through individualized instructional packages related to business and occupational home economics. The supervisory personnel from the area of business elected not to participate in the program. Thus, the researcher decided to

introduce the student to the various professional roles of the home economist in business by use of an individualized instructional package.

Teaching occupational home economics, a subdivision of the teaching area, was unavailable for observation and participation, also. Therefore, a second individualized instructional package was developed to deal with different aspects of an occupational home economics program.

The terminal objective served as a base for the development of both instructional packages. The terminal objective for each package will follow. The terminal objective for the Home Economist in Business package is as follows: upon completion of this instructional package you will develop an awareness of the roles and other aspects of the home economist in business, in journalism, and as a home service representative. The terminal objective for the Occupational Home Economics package is as follows: upon completion of all the learning activities in this instructional package you will develop an awareness of aspects of the Occupational Home Economics Education-Gainful Employment in Oklahoma's Secondary and Area Vocational and Technical Schools, and the Cooperative Vocational Education programs. An example of an instructional package developed by Stone and adapted by Johnson (53) was used as a guide for the format utilized to develop the two packages. The format employed is given below.

Title:

Coordinator's Name:

Institution:

Course:

Personal Qualifications Inventory:

Introduction to the Package:

Terminal Objective:

Instructions for Completing the Package:

Lesson Number:

Component Idea:

Objectives:

Directions for Completing Learning Activities:

Learning Activities:

Quest:

Personal Inventory:

Attitudinal Instrument:

Directions to follow when Package is Completed:

A compact and concise instructional package was needed, one that was limited to essential elements, but included enough so that students could reach the objectives. The students were expected to complete the packages on their own, but the coordinator was available for appointments if the students needed help.

One of the limiting factors in developing the package on the home economist in business was the limited amount of recent literature the researcher was able to secure on the subject. A second limiting factor was the amount of time available to search for more recent material.

After the format was determined, a Personal Qualifications Inventory instrument was devised to provide a tool for the student to conduct a self-assessment on the personal qualifications needed in order to fill an educational position. An introduction, terminal objective, and instructions for completing the package were developed. Objectives

were formulated that would enable the student to cover specific topics included in the package. The home economist in business is a broader subject area than the occupational home economics program. Therefore, it was decided that three lessons would be needed for the first package while two lessons would be sufficient for the second one.

Learning activities were planned to aid the student in fulfilling the stated objectives of the packages. These activities were devised to provide a creative way to present answers to the questions that were pertinent to the subjects. A quest was added to provide additional materials on the topics if one elected to complete them. Additional instructions were then included to cue the student for the next step that should be followed.

Two instruments were devised to assess the student's opinion of the instructional packages. Essay items were used to identify student attitudes toward the packages. A sample lesson is in Appendix A, p. 133.

A final assessment instrument of restricted essay items, not included in the packages, was developed to assess student comprehension of the different aspects in each package. The development of the final assessment instruments will be discussed later.

Optional Learning Opportunities. After the required learning opportunities were identified, the researcher listed other opportunities that she thought might be helpful to the student in reaching the objectives. Personal contact was then made with participating home economics educators to obtain suggestions for additional learning opportunities. Optional learning opportunities are identified in Appendix A, p. 133.

If the student was able to realize the course objectives and to answer the criterion measures the optional learning opportunities were not required. The student was given full responsibility in determining the number of opportunities needed to achieve the objectives.

Development of Evaluation Devices

The fifth step was to develop evaluation instruments. Fifteen were devised to serve three purposes 1) student self-assessment (seven instruments), 2) course grading (seven instruments), and 3) evaluation of the course (one instrument). The course objectives, competency statements, and criterion measures served as the bases for devising the items of the evaluation instruments. These 15 instruments are identified in Table II.

Instruments for Student Self-Assessment. After many resources on evaluation were reviewed, seven instruments were developed for student self-assessment. All of the course objectives were utilized to form the base for developing the items for the seven instruments. A chart, Objectives Emphasized in Evaluation Instruments, shows the behavioral objectives that served as a guide for developing the items for each instrument (see Appendix B, p. 144).

The first student self-assessment device, Home Economics Education and Its Career Areas in the Stillwater Area, was constructed by using five objectives as a base for the 28 items (see sample in Appendix C, p. 147). The instrument was distributed during the first class period before giving students an explanation of the course. This pre-assessment was planned to determine whether students were aware of the

TABLE II

FIFTEEN EVALUATION INSTRUMENTS AND THE PURPOSE SERVED BY EACH

EVALUATION INSTRUMENTS	PURPOSE SERVED BY EACH		
	SELF-ASSESSMENT	COURSE GRADING	EVALUATION OF COURSE, COORDINATOR, AND EDUCATORS
1. Home Economics Education and Its Career Areas in the Stillwater Area*	X		
2. Is Home Economics Education the Career Area for You?*	X		
3. Are You Aware of the Career Opportunities and Responsibilities of the Home Economics Educators?*	X		
4. Teacher Commitment Questionnaire*	X		
5. Rating Scale for Appraisal of HEED 2102 Students*	X		
6. Structured Interview Questions*	X		
7. Self-Assessment Form for HEED 2102 Students	X		
8. Observation of Educational Agency: The Home Economics Department			X

TABLE II (Continued)

EVALUATION INSTRUMENTS	PURPOSE SERVED BY EACH		
	SELF-ASSESSMENT	COURSE GRADING	EVALUATION OF COURSE, COORDINATOR, AND EDUCATORS
9. Observation of Educational Agency: The Extension Office		X	
10. Survey of Educational Agency: The Home Economics Department		X	
11. Survey of Educational Agency: The Extension Office		X	
12. The Home Economist in Business		X	
13. Occupational Home Economics Programs in Oklahoma		X	
14. Final Assessment of the HEED 2102 Student		X	
15. Evaluation of the HEED 2102 Course, the Coordinator, and the Home Economics Educators			X

*Used as Pre-Post Assessment

1) definition of home economics education, 2) three broad areas of home economics education, 3) personal and professional qualifications a home economics educator should possess, and 4) various aspects that pertained to course objectives. It was also given to each student near the completion of the course to compare pre-assessment and post-assessment results.

The second student self-assessment device, Is Home Economics Education the Career Area for You? utilized the terminal objective as the basis for constructing the four restricted essay items. A sample is in Appendix C, p. 148.

Are You Aware of the Career Opportunities and Responsibilities of Home Economics Educators? was the third student self-assessment instrument developed. Seven objectives were used as a guide for constructing a Likert type attitude scale consisting of 59 test items. Attitude scales of the Likert type are composed of statements that are never neutral, but are either favorable or unfavorable in varying degrees. The instrument was developed on a five-point scale using the terms strongly agrees, agrees, is uncertain, disagrees, or strongly disagrees. Students were to respond to each statement by marking one of the terms indicated. A sample is in Appendix C, p. 149.

After these three instruments were completed, all sophomore and first semester juniors who were home economics education majors during the spring, 1974, were contacted by telephone and asked to participate in pre-testing the three instruments. Twenty-three students volunteered. The instruments were numbered prior to student arrival. The first student to arrive decided whether to take instrument one, two, or three by simply choosing a number from one to three. The second

student chose from the two remaining numbers, and the third student received the number that remained. The same order was followed until all 23 students had pre-tested one instrument each.

As a result of the pre-testing, revisions were made in phraseology of the items. The instruments were then evaluated for validity and clarity by home economics education graduate students who were enrolled in a graduate seminar dealing with writing of research proposals and developing evaluation instruments. As a result further revisions were made in phraseology of several items.

The fourth instrument, Teacher Commitment Questionnaire, utilized for student self-assessment consisted of 40 questions in the Measure of Professional Commitment (64) which Laughlin (60) had found to be related to professionalism. This set of questions had been used previously for departmental research, and coincided with course objective number seven. In this study the instrument was utilized as a tool for measuring student commitment to teaching at the beginning and near the completion of HEED 2102. A sample is in Appendix C, p. 150.

Rating Scale for Appraisal of the Home Economics Education 2102 Student was the fifth instrument used for student self-assessment. The researcher reviewed instruments used by: 1) the College of Education at Oklahoma State University (37) to evaluate their students who participated in early professional experiences, 2) the Home Economics Department of Eastern Illinois University (81) to evaluate student teacher performance, and 3) the Home Economics Education Department at Oklahoma State University (10) to evaluate student teacher performance.

After studying several different types of rating instruments that

had been utilized to assess student teacher performance, and to assess students who were participating in early observation-participation courses, the researcher developed a triple-purpose instrument. The instrument was to be used as a student assessment by 1) the home economics educators at the conclusion of each of the two six-week periods, 2) the coordinator as she visited each student at one of the educational agencies during the semester, and 3) the student as a self-assessment tool upon completion of each of the two six-week periods of observation and participation.

Two course objectives also served as a guide in developing the instrument. Objective eight provided a base for statements regarding personal and professional qualities. A seven-point scale was used for each aspect. Appropriate brief descriptions were chosen for the degrees of merit at each end of the scale. A column was provided beside each item to write evidence of qualities and attitudes exhibited by students.

Objective seven provided a base for evidence regarding probability of success and strengths and weaknesses of the students. A six-point scale for measuring the probability of student success was developed. Appropriate brief descriptions were chosen for each of the six points.

Home economics education graduate students who were enrolled in the graduate seminar reviewed the instrument to evaluate its validity and clarity. As a result revisions were made in phraseology of some of the descriptions and general directions for using the instrument. Seven home economics educators who were to participate in the program also reviewed the instrument. No further revisions were made. A sample is in Appendix C, p. 151.

The sixth student self-assessment instrument, Self-Appraisal Form for HEED 2102 Students, was constructed by using three course objectives as a guide. It is believed that self-assessment is an important aspect of the total evaluation process from which students gain excellent experience. The researcher decided there was need for an additional instrument by which the student could assess her own achievement. In addition, several of the home economics educators had requested that the researcher furnish them with a list of suggested learning opportunities for the 2102 student during observation and participation periods at the educational agencies. Therefore, a dual-purpose instrument was adapted and utilized to fulfill the need.

In reviewing literature an instrument was located that consisted of learning opportunities used to evaluate teacher aides (18). The basic format of that instrument and three course objectives were used as guides to develop a new instrument. Ten items were adopted from the previous instrument while 60 items were developed by the researcher. To the left of each item a space was provided for the student to record the level of performance attained.

The completed instrument was reviewed by the home economics education graduate students enrolled in the graduate seminar. Revisions were made by simplifying the general directions, by listing six levels of performance, and by providing a place at the end of each category for listing other learning opportunities. Home economics educators participating in the program also reviewed the instrument for clarity and completeness. The extension home economist suggested that each student have some understanding of the structure within the participating county and its relation to Oklahoma. As a result one item was

added to the list. No further revisions were made. A sample is in Appendix C, p. 152.

A set of Structured Interview Questions, comprised the seventh tool devised for student self-assessment. Six course objectives served as the base for devising the items. After reading literature on interview techniques, the researcher developed 11 interview questions to be used with each student at the beginning and near the completion of the course.

The questions pertained to the following areas: 1) aspects of home economics education that appealed to the student, 2) characteristics of home economics educators, 3) selection of a career choice, 4) doubts and concerns about the career choice, 5) qualities of a "good" teacher, 6) problems related to attaining the career choice, 8) types of relationships a "good" teacher establishes, and 9) expectations regarding the HEED 2102 course. The interviews were recorded on audio tape to obtain a complete record and permit objective analysis. A sample is in Appendix C, p. 153.

Instruments for Course Grading. Seven instruments were devised for the purpose of course grading. Each instrument was weighed equally in arriving at a final course grade for each student.

Four of the instruments were similar in structure. They are as follows: 1) Observation of Educational Agency: The Home Economics Department, 2) Observation of Educational Agency: The Extension Office, 3) Survey of Educational Agency: The Home Economics Department, and 4) Survey of Educational Agency: The Extension Office.

Course objectives provided the base for each instrument. Materials utilized by North Dakota State University (73) in a course similar to HEED 2102 also served as a guide. Minor changes were made in the basic format and in phraseology of some of the questions to make them meaningful to the HEED 2102 students at Oklahoma State University.

Two of the advisory committee were asked to review the instruments for clarity and completeness. No revisions were suggested. Samples are in Appendix C, pp. 154-157.

The fifth and sixth devices, The Home Economist in Business, and Occupational Home Economics Programs in Oklahoma, were developed to assess student comprehension of the materials covered in the individualized instructional packages related to these areas. The terminal objective provided a base for development of the instruments which were composed of restricted essay items. This type of instrument was utilized so that students could respond within boundaries, but still be free to state their own thoughts about each item.

The two instruments were developed by utilizing a chart-like format. Listed across the top of each chart were different types of home economics educators related to business or occupational home economics. The completed instruments were reviewed by the members of the advisory committee or by members of a home economics graduate class involved in developing instructional materials. No revisions were suggested. A sample of each instrument is in Appendix C, pp. 158-159.

Final Assessment of the HEED 2102 Student was the seventh instrument used for course grading. An extended response essay instrument

was devised by utilizing the terminal objective and the criterion measures as base for formulating the ten items. The completed instrument was evaluated by three members of the advisory committee, and minor changes were made in phraseology. A sample is in Appendix C, p. 160.

Instrument for Overall Course Evaluation. Evaluation of HEED 2102, the Coordinator, and the Home Economics Educators, is the title for an instrument devised so that the student could evaluate the 1) course, 2) coordinator, and 3) home economics educators. The information obtained from this instrument would hopefully be usable as one means for formulating conclusions and recommendations regarding the course when the data were analyzed.

The course objectives, unit content, and evaluation devices provided the base for development of the instrument. Restricted response essay questions were developed to allow the student to recall information, organize ideas, arrive at a defensible conclusion, and express opinions in her own words. The instrument included ten items to evaluate the course, four items to evaluate the coordinator, and four items to evaluate the home economics educators.

After the instrument was completed, two members of the advisory committee reviewed the instrument and made comments about the format and content. Minor revisions were made in phraseology of some items. A sample is in Appendix C, p. 161.

Development of Overview and Time Schedule

In addition to the five steps already discussed, others were basic to the effective functioning of the course. Although not a direct part of course content, the students needed to be oriented of expectations of the course. Included were such items as procedures to follow, resources available and evaluation instruments to be used (see Appendix A, p. 141).

A time schedule for class content was also planned by using an enlarged calendar type chart. Scheduled dates for university holidays and vacations were noted. Course content was scheduled by topics into the class sessions available. The schedule is shown in Appendix A, p. 142. Other time assignments had to be scheduled for off campus activities but were a part of the implementation and are treated in Chapter IV.

Summary

A systems approach used in the development of the competency-based course content included five major steps. These steps were identified as 1) developing objectives, 2) formulating competencies, 3) developing criterion measures, 4) selecting learning opportunities, and 5) developing evaluation devices. Each was discussed as to source of reference, development procedures, and use. Additional steps related to expectations of students and scheduling of activities were also identified.

CHAPTER IV

IMPLEMENTATION OF HEED 2102 AND ANALYSIS OF DATA

Implementation of the competency-based course content for HEED 2102 is described in this chapter. The information was gathered from the results of the seminars, visits to the educational agencies, and various evaluation devices.

Securing Educational Agencies and Home Economics Educators

The course, HEED 2102, involved early professional field opportunities by students at educational agencies beyond the campus setting. Anytime groups work together there is a need for input from all concerned. This required communication with personnel from possible agencies to identify those who were willing to cooperate. The Coordinator of Student Teacher Programs in Home Economics Education at Oklahoma State University, Dr. Lora Cacy, personally contacted supervisory personnel who represented two of the three broad career areas of home economics education 1) teaching, and 2) extension. Personnel representing the area of business had earlier elected not to participate.

Dr. Cacy contacted four superintendents and principals in Payne County, and the two district leaders and three county home economists

representing Payne and Noble Counties. They were asked to participate in the program by providing their educational agencies as places for students to observe and participate two hours each week for two six-week periods each semester.

After permission was granted, the coordinator of HEED 2102 personally contacted the nine home economics educators at the six educational agencies who agreed to participate. The teaching agency at Stillwater had three home economics educators while the extension agency in Payne County had two who participated in the program. Each of the remaining four agencies had one educator who participated. The coordinator explained the program in detail to each educator. The coordinator and each educator determined the maximum number of students that could be assigned during each of the two six-week periods. Twenty-four students were enrolled and assigned to specific locations. Seven of the 24 were classified as sophomores, 11 were juniors, and six were first semester seniors.

Course Seminars

The 50-minute weekly seminar was designed to serve the specific purpose, of enabling the 2102 students to meet together on campus and relate theory to actual experiences of observing and participating at the educational agencies. Fifteen seminars were organized into three categories 1) organizational, 2) topical, and 3) assessment. Table III depicts the dates, categories, and topics for the seminars.

TABLE III
 DATES, CATEGORIES, AND TOPICS
 OF HEED 2102 SEMINARS

DATES	CATEGORIES	TOPICS
Aug. 28	Organizational	Introduction to course--Pre-Assessment
Sept. 4		Assignment of educational agencies
Sept. 11	Topical	Role of educator as a change agent
18		Working with different age groups
25		Working with differing attitudes/values
Oct. 2		Being a decision maker and clinician
9		Utilizing communication skills
16		Breadth of knowledge needed
30		Personal/professional growth/educational advancement
Nov. 6		Personal/professional qualities and ethical behavior
13		Personal/professional satisfactions and frustrations
Oct. 23	Assessment	Instructional package - Home Economics in Business
Nov. 20		Instructional package - Occupational Home Economics
Dec. 4		Overall evaluation of the course
17		Final assessment of Terminal Objective

Implementing Educational Agency Assignments

Field experience was a major component of the competency-based HEED 2102 course. To fully implement the course a definite block of time was planned for each student to observe and participate at an educational agency. It was decided that a two-hour block of time each week would make it possible for students to achieve the objectives of the program. The schedule was planned so that each student could

observe and participate at two different educational agencies for a period of six-weeks each.

Teaching Educational Agency Assignments

Time schedules were reviewed from the six home economics educators. These schedules showed the two-hour blocks of time that each educator had available for the 2102 students to observe and participate. Students also provided class schedules to be used for coordinating assignments.

The coordinator used the student's time schedule and the home economics educator's class time schedule to assign each student to a two-hour block of observation and participation time each week for two six-week periods.

First Six-Week Period. Whenever possible each student was assigned to her first choice. Some priority was given to students who did not have transportation. Six of the 10 students who did not have transportation were assigned to the Stillwater teaching agency. The coordinator had to use second and third agency choices to assign the other four. Of the nine assigned to the Stillwater agency four were assigned to home economics educator A, four were assigned to home economics educator B, and one was assigned to home economics educator C (see Table IV). Each student was assigned to a specific two-hour block of time so that no educator had more than one student during a two-hour block of time.

The same procedure was followed to assign six students to the three teaching agencies located within 20 miles of Stillwater. Two students each were assigned to home economics educators, D, E, and F

(see Table IV). Fifteen of the 24 students were now assigned to teaching agencies.

TABLE IV
 NUMBER OF STUDENTS ASSIGNED TO EACH EDUCATIONAL
 AGENCY DURING THE FALL SEMESTER, 1974
 N=24

EDUCATIONAL AGENCIES	HOME ECONOMICS EDUCATORS	FIRST SIX- WEEK PERIOD	SECOND SIX- WEEK PERIOD
		N	N
Teaching	A	4	2
	B	4	4
	C	1	1
	D	2	3
	E	2	1
	F	2	2
Extension	G	5	6
	H	2	3
	I	2	2

Second Six-Week Period. The coordinator followed the same procedure mentioned above, to assign students to the teaching agencies. However, during the second six-weeks period the number of students assigned to each agency was different from the first six-week period. The following number of students were assigned to the Stillwater teaching agency. Two were assigned to home economics educator A, four were assigned to home economics educator B, and one was assigned to home

economics educator C. Those assigned to the three educators at the three teaching agencies outside of Stillwater included three to home economics educator D, three to home economics educator E, and two to home economics educator F. Thus, for the second six-week period 13 of the 24 students were assigned to teaching educational agencies.

Extension Educational Agency Assignments

First Six-Week Period. The extension home economics educators maintain such a flexible schedule that each one elected to establish a time schedule with each student assigned to her agency. The coordinator sent each student's time schedule to the educator to whom the student was assigned. Again priority was given to four students who were without transportation. Three others also chose the extension agency. Five students were assigned to home economics educator G, and two students were assigned to home economics educator H--both in Payne County. Two other students were assigned to home economics educator I in Noble County (see Table IV). Thus, nine of the 24 students were assigned to extension agencies.

Second Six-Week Period. The same assignment procedures were followed during the second six-week period to assign students to extension educational agencies. However, the number of students assigned to each agency was different from the first six-week period. At the Payne County extension agency six students were assigned to home economics educator G, and three students were assigned to home economics educator H. Two other students were assigned to home economics educator I in the Noble County extension agency (see

Table IV). Thus, 11 students were assigned to extension agencies during the second six-week period.

Educational Agency Visits of the Coordinator

A visitation schedule was arranged for the coordinator to visit each student while she was assigned to one of the educational agencies. Because of illness of the coordinator more visits were made during the second six-week period than during the first six-week period. Fourteen students were visited while participating in teaching agencies, and 10 were visited while participating in extension agencies.

Analysing Evaluation Instruments

This analysis is presented in a manner to show comparisons and general tendencies exhibited by the 24 HEED 2102 students. It is not statistical in nature. The percentages used were determined by dividing the number of responses to each statement by the number of students responding.

Self-Assessment Instruments

Data gathered from seven student self-pre-assessment instruments were used during the semester as a base for discussion in the seminar. Near the end of the semester in a post-interview with each student, data from post-assessments were compared with those obtained in the pre-assessments. Results are discussed in terms the students used in completing both instruments.

Home Economics Education and Its Career Areas in the Stillwater Area was the title of the instrument the coordinator distributed during the first seminar before giving a complete course introduction. It was given again near the end of the course. Five course objectives served as a guide for the 28 items that were developed to help determine how familiar the students were with various aspects of home economics education. A sample is in Appendix C, p. 147.

Question one requested the students to briefly define the term home economics education. The pre-assessment responses revealed that 16 (67 per cent) of the respondents defined home economics education as the teaching of clothing, food and nutrition, interior design, family relations, and child development, and eight (33 per cent) replied that home economics education is a course that is concerned with needs and activities of different types of people.

Analysis of the post-assessment responses revealed that 17 (71 per cent) of the group defined home economics education as a course that prepares one to communicate ideas of consumerism, home-life, cooking, and sewing, while seven (29 per cent) said home economics education is a course that is concerned with raising the quality of home-life in junior and senior high schools, extension and business.

Question two requested that students list the three broad career areas of home economics education and briefly explain why and/or how each area is related to teaching. Pre-assessment responses revealed that 15 (63 per cent) of the students listed teaching as a career area. Twelve (50 per cent) stated that teaching is involved with teaching home economics to junior and senior high school students. The other three (13 per cent) did not respond. Extension was listed by

16 (67 per cent), although only 10 (42 per cent) replied that extension is an area that works directly with people. The other six (25 per cent) gave no answer. Five (21 per cent) noted that business is a career of home economics education. They indicated that business is an area that teaches people to live better by presenting demonstrations on the use and care of appliances.

When post data were analyzed for question two, it was noted that 24 (100 per cent) of the group listed two career areas 1) teaching, and 2) extension. Twenty-three (96 per cent) mentioned business as a third career area of home economics education, and one (4 per cent) gave no reply. In replying to how or why each career area is related to teaching, 13 (54 per cent) said that teaching is an area that instructs in vocational, technical, and general home economics programs. The remaining 11 (46 per cent) replied that teaching involves teaching students various skills in home economics. Twenty-two students (92 per cent) answered that extension is an area that teaches and gives demonstrations to youth and adults in all areas. Two did not reply. Twenty-two (92 per cent) said that business is an area that informs the public of what business has to offer. Two (8 per cent) said that business is an area that teaches people about the use and care of appliances.

Question three asked the respondents to list 8 to 10 personal and professional qualities or characteristics that a home economics educator should possess. Table V depicts in descending rank order the qualities listed by the 24 respondents.

TABLE V
 A COMPARISON OF PRE AND POST RESPONSES TO PERSONAL AND
 PROFESSIONAL QUALITIES A HOME ECONOMICS EDUCATOR
 SHOULD POSSESS
 N=24

<u>PRE-ASSESSMENT</u>			<u>POST-ASSESSMENT</u>		
Qualities	N	%	Qualities	N	%
Knowledge of material	20	83	Ability to keep up in the field**	22	92
Understanding	20	83	Flexibility	19	79
Patience	14	58	Communication skills**	19	79
Friendliness*	12	50	Understanding	19	79
Hard-working*	10	42	Clinician, decision-maker**	16	67
Neat appearance*	10	42	Enthusiasm	14	58
Flexibility	9	38	Ability to work with all	14	58
Ability to motivate*	9	38	Dependability**	13	54
Helpful attitude*	8	33	Be a change agent**	13	54
Enthusiasm	7	29	Sense of humor**	12	50
Honesty*	7	29	Empathy**	10	42
Good speaking voice*	6	25	Patience	9	38
Creativity*	3	13	Knowledge of material	8	33
Poise	3	13	Poise	8	33
			Sincerity**	3	13

* Listed only on Pre-Assessment

** Listed only on Post-Assessment

Data analysis revealed that three qualities of educators were listed by students on both pre and post-assessments. Knowledge of material was mentioned by 20 (83 per cent) on the pre-assessment and by 9 (38 per cent) on the post-assessment. Understanding was listed by 20 (83 per cent) on the pre-assessment and by 19 (79 per cent) on the post-assessment. Patience was mentioned by 14 (58 per cent) on the

pre-assessment and by 9 (38 per cent) on the post-assessment.

In contrast to the above three qualities of educators, three were rated high on the post-assessment and low on the pre-assessment. Flexibility was mentioned by 9 (38 per cent) on the pre-assessment and by 19 (79 per cent) on the post-assessment. Enthusiasm was selected by 7 (29 per cent) on the pre-assessment and by 14 (58 per cent) on the post-assessment. Three (13 per cent) listed poise on the pre-assessment and 8 (33 per cent) listed it on the post-assessment.

Nine qualities of educators listed only on the post-assessment are as follows: ability to keep up in the field, 22 (92 per cent); communication skills, 19 (79 per cent); being a decision maker-clinician, 16 (67 per cent); ability to work with all, 14 (58 per cent); dependability, 13 (54 per cent); be a change agent, 13 (54 per cent); empathy, 10 (42 per cent); and sincerity, 3 (13 per cent).

In comparison, eight qualities of educators listed only on the pre-assessment included friendliness, 12 (50 per cent); hard worker, 10 (42 per cent); neat appearance, 10 (42 per cent); ability to motivate, 9 (38 per cent); helpful attitude, 8 (33 per cent); honesty, 7 (29 per cent); good speaking voice, 6 (25 per cent); and creativity, 3 (13 per cent).

Questions 4 through 14 were developed as multiple choice response items while 15 through 28 were true-false statements. All of the 25 questions related to objectives 5, 6, 7, and 8 were analyzed according to objectives rather than separate questions. Table VI indicates the pre and post assessments mean per cent gain for the four objectives in descending rank order. All of the four objectives showed a definite

TABLE VI

A COMPARISON OF PRE-POST MEAN PER CENT GAIN FOR FOUR OBJECTIVES IN DESCENDING RANK ORDER
N-24

BEHAVIORAL OBJECTIVES	ITEM NUMBER	PRE-ASSESSMENT CORRECT RESPONSE		POST-ASSESSMENT CORRECT RESPONSE		% DIFFERENCE %	MEAN % GAIN %
		N	%	N	%		
6. The participant will identify the breadth of knowledge needed in the career areas of Home Economics Education	7	8	33	23	96	63	36.82
	6	5	21	20	83	62	
	9	9	38	22	92	54	
	4	8	33	20	83	50	
	12	11	46	23	96	50	
	13	9	38	21	88	50	
	14	19	75	24	100	25	
	8	19	79	23	96	17	
	10	19	79	23	96	17	
	11	12	25	10	42	17	
5	12	50	12	50	0		
7. The participant will describe why the home economics educator needs continued personal and professional growth for educational advancement	26	2	08	22	92	84	21.43
	17	14	58	22	92	34	
	20	15	63	20	83	20	
	18	22	92	24	100	08	
	16	23	96	24	100	04	
	15	24	100	24	100	0	
	19	24	100	24	100	0	

TABLE VI (Continued)

BEHAVIORAL OBJECTIVES	ITEM NUMBER	PRE-ASSESSMENT CORRECT RESPONSE		POST-ASSESSMENT CORRECT RESPONSE		% DIFFERENCE %	MEAN % GAIN %
		N	%	N	%		
8. The participant will give examples of why the home economics educator needs to possess health, stamina, poise, emotional resilience, enthusiasm, self-control, flexibility, and dependability in meeting imposed deadlines	28	22	92	24	100	08	8.00
5. The participant will describe how the home economics educator utilizes communication skills to facilitate learning	24	21	88	24	100	12	3.17
	21	22	92	24	100	08	
	22	22	92	24	100	08	
	25	23	96	24	100	04	
	27	22	92	23	96	04	
	23	23	96	19	79	-17	

increase in mean per cent gain from pre-assessment to the post-assessment. Twenty-four of the 25 individual items showed an increase in per cent gain while only one showed a decrease. Data analysis related to objective six showed a mean per cent gain of 36.82, the highest for any of the four objectives. The second highest mean per cent gain of 21.43 was recorded for questions related to objective seven. The third highest mean per cent gain of 8.00 was noted in data related to objective eight. The fourth and lowest mean per cent gain of 3.17 was scored in items related to objective five.

Is Home Economics Education the Career Area for You? was the second student self-assessment instrument administered during the second week of the semester and again near the completion of the course. This instrument consisted of four restricted response essay items pertaining to various aspects of the broad career areas of home economics education. The terminal objective was utilized as a guide for devising the items. A sample page is in Appendix C, p. 148.

Question one requested the student to select one of the three broad career areas which she would like to pursue as a vocational choice. When comparing responses, 12 (50 per cent) on the pre-assessment and 14 (58 per cent) on the post-assessment chose teaching (see Table VII). Extension was selected by 6 (25 per cent) on the pre-assessment but by only 5 (21 per cent) on the post-assessment. Business was listed by only 1 (4 per cent) on the pre-assessment; however, 5 (21 per cent) chose this area on the post-assessment. Five (21 per cent) of the respondents were undecided on the pre-assessment while none were undecided on the post-assessment.

TABLE VII

A COMPARISON OF THE PRE AND POST RESPONSES CONCERNING
CAREER AREAS SELECTED AS VOCATIONAL CHOICES
N=24

<u>PRE-ASSESSMENT</u>			<u>POST-ASSESSMENT</u>		
Career Areas	N	%	Career Areas	N	%
Teaching	12	50	Teaching	14	58
Extension	6	25	Extension	5	21
Business	1	04	Business	5	21
Undecided	5	21	Undecided	0	0

Question two requested the students to list 10 major advantages and disadvantages of the career area choice selected in question one. Table VIII shows a comparison of the pre and post-assessment responses in descending rank order.

Teaching was selected by 12 (50 per cent) of the respondents on the pre-assessment and by 14 (59 per cent) on the post-assessment (note that the percentages are listed according to the number of students who selected each career area). Advantages of teaching listed on both assessments were 1) good hours, 2) adequate salary, 3) good vacation, and 4) personal satisfactions. The two advantages of teaching listed only on the pre-assessment were helping students to learn to be better individuals, and being a respected position. Advantages listed only on the post-assessment included working with different people and receiving higher pay for vocational teachers.

TABLE VIII

A COMPARISON OF PRE-POST ADVANTAGES AND DISADVANTAGES OF
SELECTED CAREER AREAS LISTED IN DESCENDING RANK ORDER

N=24

ADVANTAGES	<u>PRE-ASSESSMENT</u>		DISADVANTAGES	N	%	ADVANTAGES	<u>POST-ASSESSMENT</u>		DISADVANTAGES	N	%
	N	%					N	%			
<u>TEACHING:</u>						<u>TEACHING:</u>					
N=12						N=14					
Good hours	9	75	Requires extra hours	11	92	Good hours	14	100	Requires extra hours	12	86
Helping student learn to become better individual*	7	58	Poor opportunity for advancement	4	33	Adequate salary	12	86	Fair salary	7	50
Adequate salary	7	58	Fair salary	4	33	Good vacations	12	86	People often bring work home	6	43
Good vacations	6	50				Work with different people**	8	57	Poor opportunity for advancement	5	36
Being in a respected position*	4	33				Vocational teacher receives higher pay**	7	50	Job market is not always good	5	36
Personal satisfaction	4	33				Personal satisfaction	6	43	Must work with people with differing attitudes/values	5	36
<u>EXTENSION:</u>						<u>EXTENSION:</u>					
N=6						N=5					
Flexible hours	6	100	Long working hours	4	67	Flexible hours	5	100	Long working hours	5	100
Meeting different people*	5	83	Job market not always good*	4	47	Work with youth and adults	5	100	Difficult to travel if have family**	4	80
No. having to evaluate students*	3	50				Adequate salary**	4	80	Short vacation periods**	2	40
						Steady job**	4	80			
<u>BUSINESS:</u>						<u>BUSINESS:</u>					
N=1						N=5					
Meet many people	1	100				Meet many people	5	100	Evening work**	4	80
Good working hours	1	100				Good job benefits**	4	80	Job cutback**	3	60
Get to travel*	1	100				Good advancement**	3	60	Competitive field**	3	60
Good salary*	1	100				Good salary	3	60	Meet deadlines**	3	60
						Good working hours	3	60			
<u>UNDECIDED:</u>						<u>UNDECIDED:</u>					
N=5						N=0					

*Listed only on Pre-assessment
**Listed only on Post-assessment

The disadvantages of teaching listed on both assessments were that it requires extra hours, pays only a small salary, and provides poor opportunity for advancement. Only three disadvantages were mentioned on the post-assessment 1) people often bring work home, 2) job market is not always good, and 3) one must work with people with differing attitudes and values.

Extension was chosen by 6 (25 per cent) of the students on the pre-assessment and by 5 (21 per cent) on the post-assessment. Advantages of extension listed on both assessments included flexible hours, and working with youth and adults. Two advantages mentioned only on the pre-assessment were meeting different people, and not having to evaluate students. Two other advantages listed only on the post-assessment were adequate salary, and a steady job. Only one disadvantage was reported on the pre-assessment: the job market is not always good. Two disadvantages revealed in post-assessment only were that it is difficult to travel if one has a family, and vacation periods are short.

Business was selected by only 1 (4 per cent) of the students on the pre-assessment but by 5 (21 per cent) on the post-assessment. Advantages of the business area on both pre and post-assessments included the following: meet many people, good working hours, and good salary. Two advantages listed only on the pre-assessment were travel and good salary. Listed only on the post-assessment were the following advantages: good job benefits and good advancement possibilities. No disadvantages were listed on the pre-assessment; however, four were mentioned on the post-assessments: evening work, job availability cutback, competitive field, and too many deadlines to meet.

Five (21 per cent) of the group were undecided on the choice of a career area on the pre-assessment, while no one was undecided on the post-assessment.

The students were asked to read questions 3 and 4 and to answer only 1 of the 2 questions. Question three asked the student to identify and to briefly explain the sources of information that helped clarify the decision to choose home economics education as a career area. Question four asked the student to identify and explain the sources of information needed to help evaluate the decision of keeping home economics education as a career area.

Item three was answered by 13 (54 per cent) of the respondents on the pre-assessment and by 18 (75 per cent) on the post-assessment. High school home economics teachers received the highest rating for sources of information by 10 (77 per cent) of the students on the pre-assessment and by 12 (67 per cent) on the post-assessment. The HEED 2102 course received the highest rating for actual experiences by 17 (94 per cent) on the post-assessment. Parents, as sources of information, were mentioned by 8 (62 per cent) on the pre-assessment and by 10 (56 per cent) on the post-assessment. A pre-assessment source listed by 5 (38 per cent) of the students was a home economics orientation class in which career areas were explored. Friends were listed as sources of information by 4 (30 per cent) on the pre-assessment and by 7 (39 per cent) on the post-assessment. The college adviser was listed as a source of guidance in the pre-assessment by 3 (23 per cent) of the respondents. On the post-assessment 6 (33 per cent) listed the two individualized instructional packages as sources of career awareness.

Question four was answered by 11 (46 per cent) of the students on the pre-assessment, but only 6 (25 per cent) on the post-assessment. Job opportunities at the time of graduation were mentioned by 6 (55 per cent) on the pre-assessment and by 2 (33 per cent) on the post-assessment. Four other areas of information were mentioned as needed to clarify career choices on the pre-assessment. Six (55 per cent) mentioned roles of the educators, 4 (36 per cent) listed salary information, 3 (27 per cent) listed qualifications of the educators, and 3 (37 per cent) stated degree requirements. In each case the respondents said they knew nothing about these aspects of the career areas. On the post-assessment each of the following was listed by 1 (17 per cent): more time in field experiences to gain experience, methods in teaching to give a better idea of how to teach effectively, more related reading materials to help explore the areas more fully, and more sewing courses to provide more experience.

Are You Aware of the Career Opportunities and Responsibilities of the Home Economics Educator? was the third student self-assessment instrument administered early in the semester and again near the completion of the course. This instrument contained 59 items, and the statements were considered correct or incorrect depending on the way the statements were written. The student reacted to each statement on a five-point scale indicating that she either strongly agreed (SA) agreed (A), was undecided (U), disagreed (D), or strongly disagreed (SD). Twenty-two of the 59 statements pertained to the various roles of the general or vocational home economics teacher, 21 statements referred to the various roles of the extension home economist, and 16 statements pertained to the roles of the home economist in

business. A sample is in Appendix C, p. 149.

Data analysis was based on objectives rather than the 59 separate items. A definite increase in mean per cent gain from pre-assessment to post-assessment was shown for all seven objectives. Fifty-five individual items showed an increase in mean per cent gain, 2 showed no change, and 2 showed an decrease.

Table IX indicates the pre-post-assessments mean per cent gain for the seven objectives in descending rank order. Data analysis of 6 items related to objective 6 showed a mean per cent gain of 29.17. This was the highest mean per cent gain noted for any of the seven objectives. The second highest mean per cent gain of 24.43 was recorded for the 14 items formulated from objective two. The third highest mean per cent gain of 17.63 was recorded for the 8 items related to objective 4. The fourth highest mean per cent gain of 15.32 was marked for the 19 items based on objective 3. The fifth highest mean per cent gain of 11.00 was shown by 6 items related to objective 5. Sixth in order with a mean per cent gain of 9.25 was recorded for 4 questions related to objective 1. The lowest mean per cent gain of 2.00 was shown for the 2 items based on objective 7.

Teacher Commitment Questionnaire was the title of the fourth student self-assessment instrument utilized in this program. Objective seven served as the base for using this instrument. The possible range of scores was 0 to 80 using 2, 1, and 0 as scores for the separate columns. A sample is in Appendix C, p. 150.

TABLE IX

A COMPARISON OF PRE-POST MEAN PER CENT GAIN FOR SEVEN OBJECTIVES IN DESCENDING RANK ORDER
N=24

BEHAVIORAL OBJECTIVES	ITEM NUMBER	PRE-ASSESSMENT		POST-ASSESSMENT		% DIFFERENCE	MEAN % GAIN
		% CORRECT RESPONSE		% CORRECT RESPONSE			
	N	N	%	N	%	%	%
6. The participant will identify the breadth of knowledge needed in the career areas of Home Economics Education	55	6	25	23	96	71	29.17
	8	10	42	19	79	37	
	33	14	58	21	88	30	
	56	18	75	24	100	25	
	35	22	92	24	100	08	
34	22	92	23	96	04		
2. The participant will describe why the home economics edu- cator needs to work as a team member with different age groups	14	6	25	21	88	63	24.43
	15	12	50	23	96	46	
	30	7	29	18	75	46	
	17	6	25	16	67	42	
	40	9	38	15	63	25	
	4	18	75	23	96	21	
	49	19	79	24	100	21	
	50	18	75	23	96	21	
	51	20	83	24	100	17	
	29	21	88	24	100	12	
	19	22	92	24	100	08	
	28	18	75	20	83	08	
	31	22	92	24	100	08	
32	23	96	24	100	04		

TABLE IX (Continued)

BEHAVIORAL OBJECTIVES	ITEM NUMBER	PRE-ASSESSMENT		POST-ASSESSMENT		% DIFFERENCE	MEAN % GAIN
		% CORRECT RESPONSE		% CORRECT RESPONSE			
		N	%	N	%		
4. The participant will describe the home economics educator's professional role as a decision maker and a clinician in the career areas of Home Economics Education	10	14	58	22	92	34	17.63
	41	11	46	18	75	29	
	52	17	71	23	96	25	
	57	15	63	20	83	20	
	53	18	75	22	92	17	
	22	21	88	23	96	08	
	12	23	96	24	100	04	
	43	23	96	24	100	04	
3. The participant will identify the need for the home economics educator to work as a team member with people who have differing values and attitudes	1	8	33	18	75	42	
	2	13	54	22	92	38	
	13	10	42	19	79	37	
	44	15	63	21	88	25	
	23	18	75	23	96	21	
	7	20	83	24	100	17	
	18	17	71	21	88	17	
	37	20	83	24	100	17	
	16	16	67	20	83	16	
	20	16	67	20	83	16	
	25	20	83	22	92	09	
	3	17	71	19	79	08	
	24	22	92	24	100	08	
	45	21	88	23	96	08	
	48	21	88	23	96	08	
	5	23	96	24	100	04	
	47	23	96	24	100	04	

TABLE IX (Continued)

BEHAVIORAL OBJECTIVES	ITEM NUMBER	PRE-ASSESSMENT		POST-ASSESSMENT		% DIFFERENCE	MEAN % GAIN
		% CORRECT RESPONSE	%	% CORRECT RESPONSE	%		
3. (Continued)	27	23	96	23	96	00	15.32
	26	22	92	21	88	-04	
5. The participant will describe how the home economics educator utilizes communication skills to facilitate learning	39	18	75	24	100	25	11.00
	58	20	83	24	100	17	
	42	21	88	24	100	12	
	54	21	88	23	96	08	
	59	22	92	24	100	08	
1. The participant will identify the home economics educator's professional roles as a change agent and apply her own ideas to a situation in which she would be the change agent	46	22	92	21	88	-04	9.25
	9	20	83	24	100	17	
	21	21	88	23	96	08	
	36	21	88	23	96	08	
7. The participant will describe why the home economics educator needs continued personal and professional growth for educational advancement	6	23	96	24	100	04	2.00
	38	24	100	24	100	00	

The range of scores in the pre-assessment early in the semester was from 39 to 75. The range in scores on the post-assessment near the completion of the course was from 27 to 77. Data indicated a mean gain of 9.21 in response to statements related to objective 7. Table X shows these scores in descending rank order. An increase in scores from pre-assessment to post-assessment was indicated for 18 of the 24, and a decrease for the other 6 students.

The Rating Scale for the Appraisal of the HEED Student was a fifth instrument utilized as a student assessment tool by 1) home economics educators at the conclusion of each of the two six-week periods for each student who observed and participated in her agency, 2) the coordinator when she visited each student at one of the educational agencies, and 3) students as a self-assessment upon completion of each of the two six-week periods of observation and participation. A sample is in Appendix C, p. 151.

Two course objectives served as bases for the instrument which was divided into three sections: 1) personal qualities, 2) professional qualities, and 3) the probability of success of the HEED 2102 student. The personal qualities are divided into five topics, with two having subtopics. Analysis of data revealed several interesting points concerning qualities of students enrolled in the course. Table XI indicates the average percentages of the five different ratings of personal qualities exhibited by the students during their observation and participation periods according to the seven-point scale.

TABLE X

MEAN GAIN IN TEACHER COMMITMENT IN DESCENDING RANK ORDER
N=24

BEHAVIORAL OBJECTIVE	STUDENT NUMBER	PRE-ASSESSMENT COMMITMENT SCORE	POST-ASSESSMENT COMMITMENT SCORE	DIFFERENCE	MEAN GAIN
7. The participant will describe why the home eco- nomics educator needs continued personal and pro- fessional growth for educational advancement	13	49	77	28	
	10	47	68	18	
	23	55	73	18	
	8	54	70	16	
	9	60	76	16	
	19	61	77	16	
	12	56	70	14	
	18	54	68	14	
	15	60	73	13	
	11	64	74	10	
	17	57	67	10	
	22	58	68	10	
	14	62	71	09	
	6	57	65	08	
	1	52	58	06	
	7	69	75	06	
	16	73	79	06	
	2	70	74	04	
	4	64	62	-02	
	21	75	71	-04	
	20	54	49	-05	
	3	39	27	-12	
	5	63	51	-12	
	24	53	41	-12	
					9.21

TABLE XI

AVERAGE PERCENTAGES OF FIVE DIFFERENT RATINGS OF PERSONAL QUALITIES

N=24

BEHAVIORAL OBJECTIVE	PERSONAL QUALITIES	*DEGREE TO WHICH EACH QUALITY WAS EXHIBITED													
		5		4		3		2		1		0		N	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
8. The participant will give examples of why the home economics educator needs to possess health, stamina, poise, emotional resili- ence, enthusiasm, self-control, flexibility, and dependability in meeting imposed deadlines	A. Appearance														
	Dress	10	42	13	54	1	4	0	0	0	0	0	0	0	0
	Grooming	11	46	11	46	1	4	1	4	0	0	0	0	0	0
	B. Enthusiasm	6	25	12	50	4	17	1	4	1	4	0	0	0	0
	C. Emotional Stability	6	25	12	50	3	12	0	0	0	0	1	4	2	8
	D. Physical Health	8	33	14	59	2	8	0	0	0	0	0	0	0	0
	E. Communication Skills														
	Written	2	8	4	17	2	8	0	0	0	0	0	0	16	67
	Oral	7	29	13	54	4	17	0	0	0	0	0	0	0	0
	Tone	7	29	11	46	6	25	0	0	0	0	0	0	0	0

*Degrees of Performance:

- (5) -- OUTSTANDING -- demonstrated this quality at an unusually high level
(4) -- GOOD ----- demonstrated this quality between high and moderate level
(3) -- SATISFACTORY - demonstrated this quality at a moderate level
(2) -- FAIR ----- demonstrated this quality between moderate and low levels
(1) -- POOR ----- demonstrated this quality at an unusually low level
(0) ----- inadequate basis for making a rating
(N) ----- No opportunity to observe this quality

Data analysis revealed that in relation to the students' grooming 11 (46 per cent) received the highest average rating possible of outstanding, while 10 (42 per cent) also scored outstanding on dress. Fourteen (59 per cent) achieved the average rating of good on physical health while 12 (50 per cent) received the same rating on both enthusiasm and emotional stability. The category which received the lowest per cent in the outstanding column was written communication skills. Only 2 (8 per cent) averaged a rating of outstanding on these skills; however, the data also revealed that 16 (67 per cent) had no opportunity to exhibit this quality. Communication skills, involving oral and tonal, received a rating of good by 13 (54 per cent) and 11 (46 per cent) of the students respectively, but these two qualities were outstandingly exhibited by 7 (29 per cent). The professional qualities are also divided into six topics, three with subtopics. Table XIII reveals according to the seven-point scale the average percentages of the five different ratings of professional qualities exhibited by the students during their observation and participation periods. Data showed several points of interest concerning professional qualities of students enrolled in the course.

The highest rating of outstanding was obtained by 14 (58 per cent) on task dependability and by 11 (46 per cent) on ethical professional attitude. Flexibility and rapport with individuals were each rated outstanding for 10 (42 per cent) of the students. Ethical professional attitude and role dependability were each rated as good for 13 (54 per cent). Rapport with individuals and learners each received a rating of good for 10 (42 per cent) of the group.

TABLE XII

AVERAGE PERCENTAGES OF FIVE DIFFERENT RATINGS OF PROFESSIONAL QUALITIES

N=24

BEHAVIORAL OBJECTIVE	PROFESSIONAL QUALITIES	*DEGREE TO WHICH EACH QUALITY WAS EXHIBITED													
		5		4		3		2		1		0		N	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
8. The participant will give examples of why the home economics educator needs to possess health, stamina, poise, emotional resilience, enthusiasm, self-control, flexibility and dependability in meeting imposed deadlines	A. Judgment	5	21	10	41	4	17	0	0	0	0	0	0	5	21
	B. Dependability														
	Task	14	58	9	38	1	4	0	0	0	0	0	0	0	0
	Role	8	33	13	54	2	8	0	0	0	0	0	0	1	4
	C. Flexibility	10	42	7	29	2	8	0	0	0	0	0	0	5	21
	D. Initiative	7	29	10	41	4	17	0	0	0	0	0	0	3	13
	E. Professional Attitude														
	Ethical	11	46	13	54	0	0	0	0	0	0	0	0	0	0
	General	6	25	7	29	3	13	0	0	0	0	0	0	8	33
	F. Rapport with:														
Individuals	10	42	10	42	2	8	0	0	0	0	0	0	2	8	
Learners	7	29	10	42	2	8	0	0	0	0	2	8	3	13	

*Degrees of Performance :

- (5) -- OUTSTANDING -- demonstrated this quality at an unusually high level
 (4) -- GOOD ----- demonstrated this quality between high and moderate levels
 (3) -- SATISFACTORY - demonstrated this quality at a moderate level
 (2) -- FAIR ----- demonstrated this quality between moderate and low levels
 (1) -- POOR ----- demonstrated this quality at an unusually low level
 (0) ----- inadequate basis for making a rating
 (N) ----- No opportunity to observe this quality

The lowest ratings in the outstanding column were judgment and general professional attitude. Five (21 per cent) obtained the outstanding rating on judgment, and 6 (25 per cent) on general professional attitude. The lowest percentages of good ratings were flexibility and general professional attitude. Seven (29 per cent) achieved the rating of good on these qualities.

The third section of the rating scale dealt with the probability of success of HEED 2102 students. Table XIII shows the average numbers and percentages of the five different ratings according to a six-point scale. No student received a rating below four. Ten (41 per cent) achieved the highest average rating of six, stating that they will be an asset in any area of home economics education. Nine (38 per cent) obtained a rating of five, showing that they will be an asset in this particular area. Five (21 per cent) achieved a rating of four, showing that some ability is evident even though additional help may be needed.

The Self Appraisal Form for HEED 2102 Students, a sixth instrument utilized in this study, served a dual purpose. It was given to each home economics educator as a list of suggested learning opportunities for the students observing and participating in her agency. Students utilized the six-point level performance scale for self rating of each learning opportunity. The instrument was filled out once by each student when she had completed both of the six-week periods at the educational agencies. The list of 70 learning opportunities was divided into three sections; each item was based on course objectives. A sample is in Appendix C, p.152.

TABLE XIII

AVERAGE NUMBER AND PERCENTAGES OF FIVE DIFFERENT RATINGS OF PROBABILITY OF SUCCESS

N=24

BEHAVIORAL OBJECTIVE	<u>PROBABILITY OF SUCCESS SCALE</u>											
	5		4		3		2		1		0	
7. The participant will describe why the home economics educator needs continued personal and professional growth for educational advancement	Will be an asset in any area of home economics education		Will be an asset in this particular area		Needs additional help but shows some ability in this area		Shows little ability for any area of home economics education		Needs to try another area of study		Inadequate evidence to make a judgment	
	N	%	N	%	N	%	N	%	N	%	N	%
	10	42	9	38	5	21	0	0	0	0	0	0

Table XIV shows the level of student performance when participating in professional experiences. Only those experiences achieving a rating of over 75 per cent in the outstanding columns (5) and a rating of over 42 per cent in the good columns (4) will be discussed since the others were widely varied in range, or the student had no opportunity to perform the experience.

The following experiences were rated as having been performed outstandingly: cooperated with the home economics educator by 22 (92 per cent), complied with basic rules of attendance by 21 (88 per cent), showed respect for individuals by 19 (79 per cent), and showed friendliness to the individual by 18 (75 per cent).

Those experiences which achieved a rating of good by the students were as follows: 1) adopted verbal and non-verbal communicative control by 13 (54 per cent), 2) acted independently when necessary and 3) showed understanding of individual needs by 10 (42 per cent).

Table XV reveals the level of student performance when employing specific skills. Only those experiences which showed a rating of 46 per cent and above will be presented. The other ratings were low and varied in range, or the student had no opportunity to perform the experience.

Labeling and filing material obtained a rating of outstanding by 13 (54 per cent) of the group. Twelve (50 per cent) ranked themselves outstanding on helping to clean up after a laboratory or demonstration. Eleven (46 per cent) also ranked themselves outstanding when checking attendance and other records.

TABLE XIV

LEVEL OF STUDENT PERFORMANCE WHEN PARTICIPATING IN PROFESSIONAL EXPERIENCES
N=24

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
1. The participant will describe why the home economics edu- cator needs con- tinued personal and pro- fessional growth for educational advancement	<u>GENERAL</u>												
	1. complied with basic rules of attendance	21	88	2	08	1	04	0	0	0	0	0	0
	2. cooperated with the home eco- nomics edu- cator	22	92	2	08	0	0	0	0	0	0	0	0
	3. showed initi- ative in carry- ing out duties	16	67	8	33	0	0	0	0	0	0	0	0
	4. accepted con- structive criticism	12	50	5	21	1	04	0	0	0	0	6	25
	5. modified be- havior as a result of criticism	11	46	4	17	1	04	0	0	0	0	8	33
6. acted in- dependently when necessary	13	54	10	42	1	04	0	0	0	0	0	0	

TABLE XIV (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
7. (Continued)	7. was at ease in most situations	10	42	9	38	5	21	0	0	0	0	0	0
	8. adapted verbal and non-verbal communicative control	8	33	13	54	2	08	0	0	0	0	1	04
	<u>SPECIFIC</u>												
	9. showed understanding of Payne and Noble Counties in their relation to Oklahoma	9	38	6	25	3	13	0	0	0	0	6	25
	10. showed understanding of individual needs	13	54	10	42	1	04	0	0	0	0	0	0
	11. was responsive to individual needs	16	67	6	25	2	08	0	0	0	0	0	0
	12. was accepted by individuals	14	58	9	38	0	0	0	0	0	0	1	04
	13. showed respect for the individuals	19	79	5	21	0	0	0	0	0	0	0	0

TABLE XIV (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
7. (Continued)	14. showed friendliness to the individuals	18	75	6	25	0	0	0	0	0	0	0	0
	15. was in con- trol of the situation when ap- propriate	12	50	8	33	3	13	0	0	0	0	1	04

*Levels of Performance:

- (5) -- OUTSTANDING -- performed this experience at a high level
- (4) -- GOOD ----- performed this experience between moderate and high levels
- (3) -- SATISFACTORY - performed this experience at a moderate level
- (2) -- FAIR ----- performed this experience between moderate and low levels
- (1) -- POOR ----- performed this experience at a low level
- (0) ----- No opportunity to perform this experience

TABLE XV

LEVEL OF STUDENT PERFORMANCE WHEN EMPLOYING SPECIFIC SKILLS
N=24

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. The participant will identify the breadth of knowledge needed in the career areas of Home Economics Edu- cation	<u>CLERICAL</u>												
	16. collected money	6	25	2	08	0	0	0	0	0	0	16	67
	17. checked at- tendance and other records	11	46	5	21	1	04	0	0	0	0	7	29
	18. checked objec- tive test, marked error, recorded grade	8	33	5	21	2	08	0	0	0	0	9	38
	19. took inven- tory and ordered supplies	0	0	0	0	0	0	0	0	0	0	24	100
	20. labeled and/ or filed material	13	54	3	13	0	0	0	0	0	0	8	33
	21. checked books in and out of the room library	1	04	0	0	0	0	0	0	0	0	23	96

TABLE XV (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. (Continued)	22. made arrange- ments for a field trip (prepared and recorded per- mission slips	0	0	0	0	1	04	0	0	0	0	23	96
	23. wrote sample news release	1	04	0	0	0	0	0	0	0	0	23	96
	24. filled out form, duplicated and/ or typed master sheet	4	17	4	17	0	0	0	0	0	0	16	67
	25. handled routine phone calls	0	0	1	04	1	04	0	0	0	0	22	92
	26. filled out report from educator's master copy	0	0	1	04	1	04	0	0	0	0	22	92
	27. answered correspondence with aid of educator	1	04	1	04	0	0	0	0	0	0	22	92

TABLE XV (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	<u>*LEVELS OF PERFORMANCE</u>											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. (Continued)	28. put information on the chalkboard	2	08	1	04	0	0	0	0	0	0	21	88
	<u>HOUSEKEEPING</u>												
	29. changed room decoration/bulletin board	9	38	2	08	0	0	0	0	0	0	13	54
	30. dusted and arranged room	3	13	1	04	1	04	0	0	0	0	19	79
	31. helped with organization of storage area	4	17	1	04	1	04	0	0	0	0	18	75
	32. helped clean up after laboratory or demonstration	12	50	6	25	2	08	0	0	0	0	4	17
	33. got out equipment and put it away	9	38	6	25	1	04	0	0	0	0	8	33

TABLE XV (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. (Continued)	34. distributed supplies	7	29	4	17	1	04	0	0	0	0	12	50
	35. cleaned chalkboard	3	13	0	0	0	0	0	0	0	0	21	88
	<u>TECHNICAL</u>												
	36. set up film- strip, film, overhead or opaque pro- jector	3	13	3	13	0	0	0	0	0	0	18	75
	37. operated filmstrip, film, over- head or opaque pro- jector	1	04	1	04	1	04	0	0	0	0	21	88
	38. set up tape recorder, record player, or video	1	04	1	04	1	04	0	0	0	0	21	88
	39. prepared audio visual material	2	08	2	08	0	0	0	0	0	0	20	83

TABLE XV (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. (Continued)	40. helped with display	6	25	4	17	1	04	0	0	0	0	13	54
	41. set up special work area	3	13	2	08	0	0	0	0	0	0	19	79
	42. catalogued books	1	04	0	0	0	0	0	0	0	0	23	96
	43 checked out instructional material	2	08	0	0	0	0	0	0	0	0	22	92

*Levels of Performance:

- (5) -- OUTSTANDING -- performed this experience at a high level
- (4) -- GOOD ----- performed this experience between moderate and high levels
- (3) -- SATISFACTORY - performed this experience at a moderate level
- (2) -- FAIR ----- performed this experience between moderate and low levels
- (1) -- POOR ----- performed this experience at a low level
- (0) -- No opportunity to perform this level

Table XVI reveals the level of student performance in rendering instructional support. The ratings were low and varied in range, or the student had no opportunity to perform the experience. Therefore, only those experiences which rated above 46 per cent will be discussed in this study.

Five experiences were noted as having been performed at an outstanding level by the group. These included the following: helped individual carry out activity by 16 (67 per cent), supervised individuals in specific learning activities and circulated and assisted with activities by 12 (50 per cent), and circulated to see if individual was completing activity and gave or repeated educator's prepared instructions by 11 (46 per cent).

The Structured Interview Questions, the seventh instrument used in this program, was developed by using six course objectives as a guide. Eleven items covered specific aspects to help the student to compare her thoughts from the beginning of the course to the time when she had almost completed the course. The interview was conducted near the beginning and again near the end of the semester. The interviews were recorded on audio tape to obtain a complete record and permit objective analysis. A sample is in Appendix C, p. 153.

Question three requested the respondents to list their first and second career area choices. The following responses were recorded in descending rank order. During the pre interview teaching was selected as first choice by 15 (63 per cent) and as second choice by 7 (29 per cent); however, during the post interview teaching was listed as first choice by 14 (58 per cent) and as second choice by 5 (21 per cent).

TABLE XVI

LEVEL OF STUDENT PERFORMANCE IN RENDERING INSTRUCTIONAL SUPPORT
N=24

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. The participant will identify the breadth of knowledge needed in the career areas of Home Economics Education	<u>INDIVIDUALLY CENTERED</u> <u>ACTIVITIES</u>												
	44. supervised games, simulation, role playing, socio drama, etc.	3	13	0	0	1	04	0	0	0	0	20	83
	45. supervised outside activity	2	08	0	0	0	0	0	0	0	0	22	92
	46. supervised individual in specific learning activity	12	50	6	25	0	0	0	0	0	0	6	25
	47. helped individual carry out activity	16	67	5	21	0	0	0	0	0	0	3	13
48. helped with make-up after individual's absence	1	04	2	08	1	04	0	0	0	0	20	83	

TABLE XVI (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	<u>*LEVELS OF PERFORMANCE</u>											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. (Continued)	49. circulated to see if indi- vidual was com- pleting activity	11	46	6	25	3	13	0	0	0	0	4	17
	50. gave or repeated educator's prepared instructions	9	38	5	21	1	04	0	0	0	0	9	38
	51. reinforced activity presented by educator	7	29	5	21	1	04	0	0	0	0	11	46
	52. collected specific material	5	21	5	21	1	04	0	0	0	0	13	54
	53. went on home visit	0	0	0	0	0	0	0	0	0	0	24	100
	54. tutored student with specific problem	4	17	3	13	1	04	0	0	0	0	16	67

TABLE XVI (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	<u>*LEVELS OF PERFORMANCE</u>											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. (Continued)	<u>SMALL GROUP ACTIVITIES</u>												
	55. supervised in- structional game, simula- tion, social drama, etc.	2	08	2	08	0	0	0	0	0	0	20	83
	56. organized group for study or club	2	08	0	0	0	0	0	0	0	0	22	92
	57. assisted with group pre- sentation of a play, role play situa- tion, etc.	3	13	0	0	0	0	0	0	0	0	21	88
	58. checked as- signment	5	21	1	04	0	0	0	0	0	0	18	75
	59. supervised laboratory situation	5	21	6	25	0	0	0	0	0	0	13	54
	60. helped with remedial work	2	08	2	08	0	0	0	0	0	0	20	83

TABLE XVI (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. (Continued)	61. circulated and assisted with activity	12	50	7	29	0	0	0	0	0	0	5	21
	62. supervised activity for special project	3	13	0	0	0	0	0	0	0	0	21	88
	63. gave or repeated edu- cator's prepared instruction	11	46	2	08	0	0	0	0	0	0	11	46
	64. reinforced activity presented by educator	7	29	3	13	0	0	0	0	0	0	14	58
	65. collected specific material	5	21	2	08	1	04	0	0	0	0	16	67
	<u>LARGE GROUP ACTIVITIES</u>												
	66. supervised comprehension or mastery test	5	21	2	08	2	08	0	0	0	0	15	63

TABLE XVI (Continued)

BEHAVIORAL OBJECTIVE	ITEM NUMBER AND LEARNING EXPERIENCE	*LEVELS OF PERFORMANCE											
		5		4		3		2		1		0	
		N	%	N	%	N	%	N	%	N	%	N	%
6. (Continued)	67. led discussion	1	04	2	08	1	04	1	04	0	0	19	79
	68. explained a concept	3	13	4	17	3	13	0	0	0	0	14	58
	69. supervised laboratory situation	7	29	4	17	1	04	0	0	0	0	12	50
	70. gave or repeated educator's prepared instruction	6	25	3	13	0	0	0	0	0	0	15	63

*Levels of Performance:

- (5) -- OUTSTANDING -- performed this experience at a high level
- (4) -- GOOD ----- performed this experience between moderate and high levels
- (3) -- SATISFACTORY - performed this experience at a moderate level
- (2) -- FAIR ----- performed this experience between moderate and low levels
- (1) -- POOR ----- performed this experience at a low level
- (0) ----- No opportunity to perform this experience

The pre interview also revealed that extension was the first choice of 8 (33 per cent) and second choice of 9 (38 per cent). Post analysis showed that extension was chosen first by 5 (21 per cent) and second by 9 (38 per cent). Business was elected as first choice by only 1 (4 per cent) and as second choice by 8 (33 per cent) during the pre interview. It was rated first by 5 (21 per cent) and second by 10 (42 per cent) in the post interview. Table XVII reveals a comparison of the first and second choices in descending rank order.

TABLE XVII
FIRST AND SECOND CHOICES OF THE THREE CAREER AREAS ON PRE
AND POST INTERVIEWS IN DESCENDING RANK ORDER
N=24

CAREER AREAS	<u>PRE-INTERVIEW</u>				<u>POST-INTERVIEW</u>			
	First		Second		First		Second	
	N	%	N	%	N	%	N	%
Teaching	15	63	7	29	14	58	5	21
Extension	8	33	9	38	5	21	9	38
Business	1	4	8	33	5	21	10	42

Question four inquired of the student whether she had any doubts or concerns about her choice of career area. Fifteen (63 per cent) during the pre interviews and 14 (58 per cent) during the post interviews replied they had no doubts or concerns. However, 5 (21 per cent)

during the pre interviews and 8 (33 per cent) during post interviews stated a concern about finding a job when they graduated. Getting up before a group to teach was mentioned as a concern by 4 (17 per cent) during the pre interview and by 2 (8 per cent) during the post interview.

Problems or blocks which would make it difficult for the student to move from where she was to where she wanted to be were referred to in question nine. Analysis of the data revealed that 17 (71 per cent) during the pre interviews and 16 (67 per cent) during the post interviews saw no difficulty. However, 5 (21 per cent) during both interviews mentioned difficulty in communicating with students as a possible problem.

Question seven inquired whether the type of relationships that a "good" teacher establishes with her students or clientele was difficult or easy to achieve. Analysis showed that 10 (42 per cent) during pre interviews and 16 (67 per cent) during post interviews thought the relationship would be easy to achieve. They thought it would depend on the characteristics of the individuals involved and how well they communicated. In contrast 14 (58 per cent) during the pre interviews and 8 (33 per cent) during the post interviews said the relationship would be difficult to achieve at first, but would be easy to continue when the barrier was broken.

The students were asked what aspects of home economics education especially appealed to them, question one. Twelve (50 per cent) during the pre interviews and 13 (54 per cent) during the post interviews replied that teaching and helping others appealed to them. During the pre interviews 16 (67 per cent) and during the post

interviews 18 (75 per cent) stipulated that home economics education was a broad field to pursue. Other appealing aspects listed were that home economics education is a field where one can establish a working relationship with people, and that home economics was a favorite subject in high school.

When asked how their college plan of study would help them become a "good" teacher (question eight) the same two answers were given by most of the students during pre interviews and post interviews. Twenty-one (88 per cent) of the respondents during the pre-interview and 24 (100 per cent) during the post-interview stated that all the required courses needed are listed in the college plan of study. Three (13 per cent) gave no answer during pre interviews. Fifteen (63 per cent) during the pre interviews and 24 (100 per cent) during the post interviews said the actual observation and participation in the career areas would help them to become "good" teachers. Nine (38 per cent) gave no answer during pre interviews.

Data analysis of question two revealed a variety of characteristics during the pre interviews. The following characteristics were mentioned by more than 12 (50 per cent) of the group: must get along with people of varying attitudes and values, should be knowledgeable about the field, and must be patient and understanding. During the post interviews there were also a variety of answers. The following were enumerated by more than 12 (50 per cent) of the students: must get along with people of varying attitudes and values, should be knowledgeable about the field, must be understanding, should be flexible, should become a change agent, must maintain good health, and should have good communicative skills.

Question five asked the student to describe a "good" teacher. Replies included a variety of answers. More than 12 (50 per cent) during the pre interviews included the following: one who is knowledgeable, enthusiastic, open minded to new methods, and relates well with students. Answers given during post interviews by more than 12 (50 per cent) were that she is knowledgeable, has good communicative skills, is enthusiastic, is open minded to new techniques, must become a change agent, and should relate well with students.

Question six asked what type of relationship a "good" teacher establishes with her students or clientele. Data analysis revealed that during pre interviews and post interviews 24 (100 per cent) of the group agreed that the relationship should be casual and confidential where a student is free to talk over problems and concerns, but where respect is maintained for the teacher.

Question 10 requested the student to tell what she expected to gain from the course. Analysis of the pre interview data showed that 24 (100 per cent) of the respondents expected to learn about the three career areas and performance expected of educators. During the post interviews the entire group stated that they had accomplished what they had expected to accomplish.

Question 11 asked what would be gained from this course that would not likely be gained from other courses in their programs. Twenty-four (100 per cent) of the students said that the actual field experience in the career areas was what they expected. They also indicated that what was gained from the course would not be available from other courses in their program.

Course Grading Instruments

Data were gathered by using seven instruments. Each instrument was weighed equally in arriving at final course grades. This information is reported in various ways. Some of the results are reported by using specific numbers and percentages. Mean per cent gain, descriptive terms, and listing of items are also used to report results. In some cases objectives which serve as bases for item formation or items are treated as a group; in others they are treated individually.

Observation of Educational Agency: The Home Economics Department, the eighth instrument used in the program, was the first one utilized as a tool for course grading. Five objectives served as bases for item formation. The instrument was answered once during each of the two observation and participation periods at a teaching agency after the student had observed a teaching situation. A sample is in Appendix C, p. 154.

Statement one asked the student to give a brief description of the class observed. Students most often observed a sophomore class containing 12 students studying either foods and nutrition or clothing and textiles. The topic most often reported was either pastry or tailoring.

Question two asked students to report the learning process most often utilized in the teaching agencies. They reported techniques but did not relate them to the learning process. The techniques most often reported were lecture and discussion. The experimental laboratory where students were actively involved was the second technique most often listed by the group. Buzz groups and small group work

followed by discussion were other techniques mentioned.

Question three asked how instructional materials were used at the schools. Data analysis revealed that vocational education manuals were utilized as resource books, recipes from texts and cookbooks were used in the foods laboratories, construction paper cut into strips was used to teach basic weaving patterns, various types of mimeographed and xeroxed materials were used for review purposes, filmstrips were used to emphasize topics being discussed, and pattern books served as guides in discussion of dress styles for various personalities and body sizes.

In response to how the "classroom climate" aided in the learning process, question four, the group agreed that the classes most often observed were friendly and informal, and the students felt free to discuss and ask questions. They also reported that classrooms were clean, neat and well lighted. The tables were arranged to enable students to see and hear well.

Question five asked how discipline was maintained in the school. Answers were very similar. The method utilized most often was for the teacher to stop talking and either ask the students to speak one at a time, or to maintain stern eye contact with the students. Many of the respondents said that when students were actively participating in an activity they were enjoying no disciplinary action was necessary.

Question six dealt with the promotion of home economics in the school and community. The following were enumerated: projects on display; announcements; posters; bulletin boards; FHA projects that involved parents, community members, peers, and younger children; and

class activities related to everyday life.

Question seven asked students to list the various characteristics displayed by the educator, and to explain how each aided the learning process. The answers most often given were: 1) patience--helps establish an atmosphere conducive to learning, 2) non-verbal expressions--often eye contact or other gestures aid in getting a point across, 3) neat appearance--helps to emphasize good grooming habits, and 4) enthusiasm--helps to motivate students.

The types of preparations made by the educator prior to class, question eight, was responded to as follows: 1) secured and distributed necessary items and/or supplies, 2) planned time sheets for foods classes, 3) previewed outline of the scheduled activities, and 4) previewed filmstrips. The students were in agreement when answering question nine which asked them to list what the home economics teacher did besides teach. Those activities listed most often included: advises FHA and YHO organizations, supports extra curricular activities of the school, makes yearly plans and fills out reports for the state department, serves as a resource person for the community, makes home visits, sponsors a homeroom, and administers and grades tests.

Observation of Educational Agency: The Extension Office, the ninth instrument utilized in the program, was the second instrument used for course grading. Four course objectives provided the bases for the formation of the items which pertained to the environment of the agency. A sample is in Appendix C, p. 155.

Working with different age groups was the guide for question one which contained four parts. The types of meetings most often visited by the students included a pecan show, county council, young homemaker

organization, weight-off program, and senior citizen sewing class. The age range of the members of the various programs attended were from 30 to 60 years. The average number of members present at the programs was 17. Examples of subject matter at the meetings were reported to be sewing, cake decorating and cooking, and eating habits to follow in a weight-off program.

Question two requested the student to describe the learning experiences and teaching techniques that were included in the programs. Verbal descriptions, group discussions, lectures, demonstrations, and individual participation were mentioned most often by respondents as techniques used. Responses to this question were limited to listing techniques. No one attempted to describe the learning experiences.

Question three referred to how the instructional materials were utilized in the programs each had observed. Listed most often by the respondents were: 1) overhead transparencies to point out specific topics, 2) pamphlets, charts, and booklets to emphasize lecture points, and 3) actual display of materials being used in the demonstration.

Question four requested the respondents to tell how the physical conditions of the room helped the learning process. Listed most often were: 1) the room was well lighted, 2) the seats were arranged so everyone could see and hear, and 3) the temperature was comfortable. They indicated that these conditions helped the educator and class members maintain an informal and casual relationship which aided the learning process.

Question five asked the students to name the teacher and identify traits that helped make learning possible. The extension home economist was the teacher listed by most students. Traits listed were

patience, knowledge about the subject, ability as a change agent, flexibility, and good grooming.

Question six asked the respondents to state the kinds of things the educator was doing at the beginning, midpoint, and end of the meeting. All respondents replied that at the beginning point the educator prepared and arranged the materials to be utilized in the demonstration or lecture, at the midpoint she conducted and explained the demonstration, and at the end of the meeting she gave final announcements and put the room in order.

Survey of Educational Agency: The Home Economics Department was the tenth instrument used in this program. It was the third one used as a tool for course grading. Course objective four served as a basis for devising the four statements of the instrument. The instrument provided a set of questions for students to answer as they observed the physical aspects of the home economics department. The student answered the questions once during each of the two six-week observation and participation periods. For each of the three items the number of similar answers were so numerous that only differences have been discussed. A sample is in Appendix C, p. 156.

Question one requested the student to list the units of study being taught at the different grade levels during the school year. Data analysis revealed that the same seven basic units of study were being taught to grades 9 through 12 at the four schools. The two differences recorded were: 1) that the basic units were arranged to be taught at different times during the year to the various grade levels, and 2) that more depth was stressed in each area of study as the grade level advanced.

In question two, students were requested to list the available instructional resources. The only differences noted were the number of textbooks, number of teacher and student files, and number of magazines. These varied at each of the four schools.

Question three asked the students to list the physical facilities and equipment available to the educators. Differences revealed were:

1) two departments had separate office space, 2) two had dressing rooms, 3) one had a living and dining area separate from the foods and sewing laboratories, 4) one had a bathroom, 5) two had separate rooms for sewing and food laboratories, 6) one department was in a cottage which was separate from the school building, 7) two had separate utility rooms equipped with a washer and dryer, and 8) number of sewing machines, cooking units, and tables and chairs varied in the four home economics departments.

The students were asked to draw a diagram of the home economics department in response to question four. Ten of the students drew scaled and labeled diagrams. Eleven drew unscaled but labeled diagrams. Three drew unscaled and incorrectly labeled diagrams.

The eleventh instrument utilized in this program was Survey of Educational Agency: The Extension Agency. It was the fourth instrument devised for course grading. The instrument provided a set of questions for students to answer as they observed the physical aspects of the extension agency. The students answered the questions once during each of the two six-week observation and participation periods. Three course objectives served as bases for devising the five items. A sample is in Appendix C, p. 157.

Question one asked the students to enumerate the types of meetings

and programs scheduled during the year for different age groups. A weekly staff meeting was the only one listed for staff and administrators. Several meetings were listed for all ages: county and state fairs, poultry show, cheese festival, and judging contests. Summer camp share-the-fun contests, monthly meetings, district officers' meetings, and workshops were mentioned for the youth.

Question two requested the group to list resources available at the extension agencies. The resources noted most often by the group included rack of pamphlets and booklets, various magazines, fact sheets on specific subjects, and manuals.

Question three referred to the facilities that were available for large and small group meetings. Mentioned most often by the respondents were small and large conference rooms, classrooms and lunch rooms of area schools, motel conference rooms, homes of homemakers, and various halls and meeting places of civic organizations.

Question four asked students to identify what the extension home economist does besides teach. Listed most often were: 1) organizes various programs, 2) works as a team member with various age groups of differing attitudes and values, 3) writes news releases, 4) conducts radio programs, 5) judges shows, 6) locates other judges for various shows, and 7) is a change agent.

Among the skills and abilities needed by an extension home economist, question five, were the following responses: have a breadth of knowledge, be a change agent, meet many deadlines, have the ability to delegate responsibility, and know how to operate various audio visual equipment.

The Home Economist in Business, the twelfth evaluation instrument, was the fifth instrument utilized for course grading. The terminal objective served as a guide for constructing the 18 restricted essay items to assess students' comprehension of the aspects covered in the individualized instructional package related to the home economist in business. A sample is in Appendix C, p. 158.

Questions 1 and 2 requested the students to define 1) the home economist in business, and the home service representative. When defining the home economist in business 9 (38 per cent) mentioned the area was open to both men and women, and 12 (50 per cent) said that the individual should be a member of the American Home Economics Association. Twelve (50 per cent) stated that the home service representative must possess a home economics degree from an accredited university or college.

Questions 8 and 9 requested students to list the disadvantages of 1) the home service representative and 2) the home economics journalist. Twelve (50 per cent) reported that the home service representative was under constant pressure to meet many deadlines. Nine (38 per cent) mentioned that the home economics journalist had no guarantees of employment.

Questions 13, 14, and 15 pertained to explaining the typical day that a home economist in business, a home service representative, and a home economics journalist could expect to maintain. Data analysis revealed that 12 (50 per cent) of the respondents listed a specific time to begin, have lunch, and to end the working day for all three home economists that were listed.

The 11 remaining items were answered correctly by 18 (75 per cent)

of the students. Six (25 per cent) answered one or more items incorrectly. The students defined the home economist in journalism, question 3, listed the advantages of the three home economists, questions 4, 5, and 6, and listed the disadvantages of the home economist in business, question 7. Answered correctly also were questions 10, 11, and 12 which requested the students to list educational requirements for the three home economists. Questions 16, 17, and 18 dealt with the salary of the three home economists, and each question was answered correctly by the respondents.

Occupational Home Economics in Oklahoma, the thirteenth evaluation instrument, was the title of the sixth instrument used for course grading. The terminal objective provided the basis for forming the 15 restricted essay items which assessed the student's comprehension of the aspects contained in the individualized instructional package occupational home economics programs in Oklahoma. A sample is in Appendix C, p. 159.

Question two requested the respondents to state the objectives of the area vocational technical school, and 10 (42 per cent) answered that the school provides training for adults as well as secondary students.

Questions 4, 5, and 6 referred to the eligibility for enrollment in 1) a secondary occupational home economics program, 2) an area vocational technical school, and 3) a cooperative vocational education program. Seven (29 per cent) mentioned that the individual who enrolled in a secondary occupational program should be in grades 9 through 12 and interested in training for home economics related occupations. The fact that the high school students must meet the area vocational

technical school requirements for enrollment was mentioned by 9 (38 per cent). Twelve (50 per cent) reported that to enroll in a cooperative vocational educational program the student must be at least 16 years of age and mature enough to make an occupational choice.

Question 12 asked the students to discuss the types of cooperative programs available. Only 9 (38 per cent) listed the two types of programs that are available in Oklahoma.

The remaining 10 items were correctly answered by 18 (75 per cent) students. Six (25 per cent) answered one or more items incorrectly. The objectives of the secondary occupational home economics program and of the cooperative vocational education programs were enumerated in response to questions 1 and 3. Funding of the three programs was the subject of questions 7, 8, and 9. The advantages of the vocational technical programs for adults were listed in answer to question 10. The extra curricular activity for the occupational program was mentioned, question 11. Questions 13, 14, and 15 dealt with procedure to follow in setting up 1) a cooperative vocational education program, 2) the qualification of the coordinator of the program, and 3) the difference in cooperative vocational education and other cooperative programs.

Final Assessment of the HEED 2102 Student, the fourteenth evaluation device, served as a tool for final assessment. The 10 restricted response essay items were formulated by utilizing the terminal objective and the 10 criterion measures as the base. The purpose of this instrument was to provide the students enrolled in HEED 2102 a final means to demonstrate their competencies in choosing and supporting their career area choices. A sample is in Appendix C, p. 160.

The choices of the 24 respondents are as follows: teaching by 15 (62 per cent), extension by 5 (21 per cent), and business by 4 (17 per cent). Only those comments that were made by over 75 per cent of the students in each of the three career area choices are included in the discussion of the ten questions.

In response to question one, how can one be a change agent in her career area choice, the same comments were recorded for each of the three career areas. These remarks were: 1) find support for and then initiate change by adding to or taking from an existing program, 2) keep informed and up to date in order to meet the needs of the group, 3) learn to cope with the turn of events, and 4) plan schedules with flexibility in order to meet the day's requirements.

When asked to identify the age groups one works with in the career area choices, question two, the responses were as follows for teaching: 1) junior and senior high students, 2) adults, 3) Future Homemakers of America, Home Economics Related Occupations, and Young Homemakers Organizations, and 4) other teachers, principal, parents and school administrators. The respondents who chose the extension area recorded the following answers: 1) youth through first semester college students in 4-H programs, 2) senior citizens, 3) adult homemakers, and 4) people from rural and urban areas. Respondents who selected business answered as follows: 1) all ages in rural and urban areas, 2) adult organizations such as the Rotary Club, 3) salesmen and employees of the local company, and 4) consumers and homemakers.

Question three pertained to why one should plan learning experiences that develop points of view and beliefs which are more important than skills and knowledge acquired. Remarks listed by the

group for the three areas were: 1) youth and young adults have not formed all of their values and beliefs so the educator has a responsibility in helping the individual to analyze and form a "good" set of values and beliefs, 2) people of different age groups and backgrounds have different values so the educator must seek to help the individual by developing learning experiences that will help establish points of view and beliefs, and 3) skills should and can be shown, but values express why something is important.

The responses to question four related how and why one must scrutinize each demand on her time and yield only to those demands which make a contribution to the career area programs, namely, 1) fulfill commitments that have been carefully weighed as being most important, then proceed to the least important, 2) become a clinician--set priorities with flexibility and set out to fulfill them to the best of one's ability, 3) often not an 8 to 5 job so must weigh all situations and decide which needs priority attention.

Question five dealt with how and why one should be clear, concise and consistent in communicating written, oral and non-verbal messages. The 15 students who selected teaching answered as follows: 1) since communicating ideas is a must in teaching, she must be able to communicate verbally and non-verbally for the students to understand the message, 2) tests, information sheets and other written communication must be clearly written so students can follow directions and know what is expected of them, 3) reports for state department and administrators must be concisely and accurately completed, and 4) non-verbal cues are often important as an aid to getting across the message one is delivering. The five respondents who chose the extension career area

reported the following responses: 1) since the extension home economist deals with the public her oral, written and non-verbal communication must be clear to enable everyone to understand the point being stressed, 2) an extension person represents the county so the tone and expression must be clear in order for the clientele to understand and interpret correctly, 3) newspaper and radio programs are likely to be read and listened to if the information is clear and concise, and 4) non-verbal body language can convey what one thinks and feels-- excitement "catches on." The four people who selected business answered as follows: 1) one must communicate dates, times, and meeting places clearly to be sure appointments are kept, 2) non-verbal messages often help people to understand a demonstration, 3) one must be consistent in the type of information given to clientele--so she must be a clinician in the area, and 4) one must write bulletins, news releases, and promotional material--therefore, communication must be clear since there is no personal contact with the readers.

The breadth of knowledge one needs to facilitate learning was the subject of question six. Data revealed the following responses: 1) must have a home economics education degree from an accredited college which includes courses such as foods, clothing, psychology, education, consumer education; 2) must read current literature; 3) should attend in-service training workshops; and 4) must know how to motivate students.

When asked how one can formulate and use plans for personal and professional self improvement, question seven, the following responses were noted for the three career areas: 1) set a goal and work toward an advanced degree, 2) belong to and attend professional organizations,

3) read current literature to keep informed, 4) utilize current materials from professional organizations, and 5) evaluate self often as a means of improvement.

Question eight requested the student to identify the personal and professional qualities one needs in the three career area choices. Data revealed the following responses: poise, flexibility, stamina, knowledge of the field, patience, good health, be a change agent, and work with others who have differing attitudes and values.

Question nine pertained to the acceptable patterns of ethical behavior that one should display. The responses were: 1) follow code of ethics, 2) uphold all policies, 3) keep confidential matters confidential, 4) belong to and attend professional organizations, 5) apply only for positions that are vacant, and 6) display interest toward students and clientele.

The last question, number 10, requested the students to identify the personal and professional satisfactions and frustrations one may expect in the career area choice. Among the ones listed as satisfactions for the three educators were: 1) knowing one is helping others, and 2) adequate salary. Those listed only for teaching included adequate vacation time and a daily time schedule to follow. Frustrations listed for teaching were as follows: often involves long hours, pressures from supervisors and parents, and inadequate salary. Satisfactions mentioned for extension included seeing your ideas in action, flexible schedule, and possible advancement to higher positions. Frustrations noted for this area were not getting the expected participation from the group and no set hours each day. For business the following satisfactions were listed: use of company car, fringe

benefits, and travel. Frustrations noted were that odd hours are required, that one must meet many deadlines, and that the field is very competitive.

Overall Course Evaluation Instrument

Evaluation of HEED 2102, the Coordinator, and the Home Economics Educators was the fifteenth evaluation instrument. It consisted of 16 statements divided into three sections. The course objectives, unit content, and other previously developed evaluation devices were used as guides. A sample is in Appendix C, p. 161.

The first section of the instrument consisted of 10 questions devised to evaluate the course HEED 2102. In response to question one, 24 (100 per cent) of the respondents said that the actual field experience was the most beneficial aspect in helping to decide on a career area choice. Sharing information at the seminar was mentioned by 12 (50 per cent), and the instructional packages were mentioned by 10 (42 per cent) of the group.

Question two asked the students to list the aspects least beneficial in helping to choose a career area. Fifteen (63 per cent) mentioned that all aspects were beneficial, while 5 (21 per cent) listed that the instructional packages were not as beneficial as an actual experience would have been. Four (17 per cent) said the required reading of articles was not as informative as the seminar discussion.

Question three asked students to suggest additional opportunities that would be helpful. Twelve (50 per cent) listed meeting twice a week and receiving three hours of credit, having field trips and

resource people from the three areas, and participating in actual field experience in business as opportunities that could be included in the course.

Question four asked the students to state their opinions about the pre-visits to the assigned educational agencies. Twenty-three (96 per cent) said the pre-visits were beneficial because it made them more at ease during the first observation period at the educational agency.

Question two asked the students for their opinions concerning the length of time required in the educational agencies. Twenty-two (92 per cent) said that two hours each week was a sufficient length of time to observe and participate. Two (8 per cent) replied that one and one-half hours would be a better length of time for this experience.

Question six asked the respondents to state their opinions of whether the six-week period for observation and participation was too long, too short, or just right in length to be introduced to and gain some knowledge of the career areas. Twenty-two (92 per cent) stated that the period was just right in length to gain general knowledge about the career areas. Two (8 per cent) said the period was too long at the teaching agency but not long enough at the extension agency.

Question seven referred to whether the one hour seminar was too long, too short, or just right in length to help relate theory to practice experienced in the educational agencies. Sixteen (67 per cent) of the respondents replied that one hour was too short because they did not get to discuss many of the actual experiences completed during observation and participation at the educational agencies. Eight (33 per cent) stated that the one hour was just right in length.

Whether there were too many, enough, or not enough learning opportunities included in the course to help reach each objective was the subject of question eight. Twenty (83 per cent) replied that enough opportunities were included, but 4 (17 per cent) said that there were too many learning opportunities included.

Question nine asked the students to discuss any aspects of scheduling they desired. Twenty (83 per cent) said that all aspects were adequate and balanced. Two (8 per cent) replied that the seminar should be scheduled earlier in the day, and two (8 per cent) said the class should meet two hours for seminar and receive three hours credit. One person (4 per cent) thought that students should be advised to leave a block of time for scheduling the observation and participation period at the educational agencies.

Question 10 requested the students to express their opinion on whether the written materials utilized as class hand-outs were clearly written and easily understood. Twenty (83 per cent) replied that all the materials were clearly written and easily understood. Four (17 per cent) commented that in the beginning some of the unit material was difficult to understand since this was their first competency-based course.

The next section contained three items that were devised to evaluate the coordinator. Question 11 asked the students to list and explain additional tasks the coordinator could have performed for the course to be more valuable in helping to select a career area. Nineteen (79 per cent) replied that no additional tasks needed to be included. Five (21 per cent) stated that field trips to the career areas would be beneficial as well as visits from the resource people

in these areas.

Questions 12 and 13 related to personal and professional qualities of the coordinator. The positive characteristics listed by 24 (100 per cent) included knowledge of the area, positive attitude, good example of a professional person, understanding each student as an individual, and availability for conferences. The only weak characteristic identified by 4 (17 per cent) was being too flexible. The other 20 (83 per cent) reported that no weak qualities were exhibited.

The third section consisted of three questions pertaining to evaluation of the home economics educator. Questions 14 and 15 related to the personal and professional qualities exhibited by the educators. Some of the strong qualities listed by 24 (100 per cent) were as follows: exciting, humorous, stimulating, good knowledge of the subject, sincere interest in people, flexible, and very professional. Twenty-three (96 per cent) stated that the educators exhibited no weak personal or professional qualities. Four (17 per cent) replied that the educators were not enthusiastic and had little rapport established with the students.

Question 16 asked the students to enumerate any additional opportunities which would have made the observation and participation more valuable in helping to choose a career area. Nine (38 per cent) stated that educators at the teaching agencies could allow them to teach short lessons. Ten (42 per cent) related they would like more and varied types of participation, and 6 (25 per cent) said it would be interesting to attend more extension meetings and help more in the extension offices.

Summary

The course, Professional Opportunities for Home Economics Education Majors, HEED 2102, was implemented in the fall, 1974 with 24 students enrolled. These students observed and participated two hours each week for two six-week periods at two different educational agencies chosen from teaching and extension. Two individualized instructional packages were developed and used to introduce the students to various aspects of 1) occupational home economics, a subdivision of teaching, and 2) the home economist in business.

Fifteen evaluation instruments were developed and used to assess student ability to reach the course objectives. These instruments served three definite purposes: 1) student self-assessment, 2) course grading, and 3) overall course evaluation. Data analysis revealed that students were positive about the opportunities provided by home economics educators at the various educational agencies. Most of them recommended that the course be offered as a three credit hour course in order to have two hours each week for a seminar where they could discuss more of the actual field experiences. Most of the students also reported that the individualized instructional packages were not as meaningful as the actual observation and participation in the career areas would have been. Twenty-two of the 24 enrolled students were satisfied with home economics education as their career area. The other two decided to change their major areas of study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This developmental study was designed to develop, implement and evaluate a course included in the curriculum of the Home Economics Education Department at Oklahoma State University, during the fall of 1974.

Objective 1. Identify specific factors related to changes recommended in teacher education programs. A review of current literature revealed many recommendations for the improvement of education. Some suggested that ways of increasing program effectiveness included early professional experiences, systematic approach to curriculum development, competency-based programs, and individualized instruction.

Objective 2. Develop content, learning, opportunities and evaluation procedures for the HEED 2102 Course. The course, Professional Opportunities for Home Economics Education Majors, HEED 2102, was planned to offer students early exposure to the real professional world. It was planned so that students spent some time observing and participating with a home economics teacher and/or an extension home economist. Actual opportunities were not available in a business agency or in an occupational home economics program. These areas were introduced by use of individualized instructional packages. In developing the course, a systematic approach was used to formulate 11 course

objectives, 6 competency statements, 10 criterion measures, 4 major required learning opportunities, a variety of optional learning opportunities, and 15 evaluation instruments.

Objective 3. Implement the plan and seek evidences of the student's ability to clarify decisions regarding career choices. The course was taught during the fall semester of 1974 with 24 students enrolled. Ten objectives and one terminal objective gave direction to the course implementation and evaluation. The following objectives are related to the competency-based course.

Objective 1. The participant will identify the home economics educators professional role as a change agent and apply her own ideas to a situation in which she would be the change agent. The evaluation instruments related to this objective (see Appendix B, p.144) were given early and again late in the semester. A definite increase in ability was shown by a mean per cent gain of 9.25. The students listed several ways they could serve as a change agent in their chosen career areas.

Objective 2. The participant will describe why the home economics educator needs to work as a team member with different age groups. Post-assessment results indicated that students were more successful in identifying roles of the various educators than in the pre-assessments. In fact there was a mean per cent gain of 24.43. They identified both youth and adults as age groups with which all three educators worked.

Objective 3. The participant will identify the need for the home economics educator to work as a team member with people who have differing values and attitudes. A mean per cent gain of 19.32 was noted in the post-assessments over the pre-assessments. Every student said

that the people of different age groups and backgrounds have different values; therefore, the educator must seek to help the individual by developing learning opportunities designed to establish points of view and beliefs.

Objective 4. The participant will describe the home economics educator's professional role as a decision maker and a clinician in the career areas of home economics education. Students responded in several ways. The most revealing answer given by most of the students was that educators should fulfill carefully weighed commitments, beginning with those most important and then proceeding to the least important.

Objective 5. The participant will describe how the home economics educator utilizes communication skills to facilitate learning. The students gave a variety of answers related to how the educators used verbal, non-verbal, and written communication skills. More examples were given late in the semester than were given early in the semester. Some examples of each skill are: 1) verbal--lectures, radio programs, and demonstrations; 2) non-verbal--body language, gestures, and eye contact; and 3) written--newspaper articles, reports, and leaflets.

Objective 6. The participant will identify the breadth of knowledge needed in the career areas of home economics education. More progress was shown for this objective than for any other. Students identified home economics as a very broad field where a working relationship with people can be established. One example given by most of the students included the need for a home economics degree from an accredited college which includes such courses as child development,

food, education, clothing, consumer education, and psychology.

Objective 7. The participant will describe why the home economics educator needs continued personal and professional growth for educational advancement. Students identified three basic reasons why educators should continue personal and professional growth. These reasons are self-satisfaction, professional advancement, and the desire to become a better teacher. Some ways mentioned to attain the three are as follows: getting an advanced degree, reading literature, and being active in professional organizations.

Objective 8. The participant will give examples of why the home economics educator needs to possess health, stamina, poise, emotional resilience, enthusiasm, self-control, flexibility, and dependability in meeting imposed deadlines. This objective was treated mostly in classroom discussions and data are not available. Students did identify more of the characteristics, on post-assessments than on pre-assessments but no one explained why they were needed.

Objective 9. The participant will give examples of personal and professional behavior expected of the home economics educators. All 24 students agreed that a "good" teacher establishes a relationship that is casual and confidential where a student feels free to talk over problems and concerns but where mutual respect is maintained. Among those patterns of acceptable behavior an educator should possess, listed by over 75 per cent were: 1) follow the professional code of ethics, 2) uphold all policies of the agencies, 3) be active in professional organizations, and 4) apply only for positions that are vacant.

Objective 10. The participant will identify the personal and professional satisfactions and frustrations experienced by home economics educators. Some of the satisfactions listed for teaching were adequate vacation time and a daily schedule to follow. Examples of frustrations listed were long hours, and pressure from parents and supervisors. Satisfactions listed for extension included seeing ideas put into action and having a flexible schedule. Frustrations listed were as follows: not getting expected participation from the group and not having regular hours established each day. For the business area the satisfactions mentioned were that the educator uses a company car and has other fringe benefits. Frustrations reported focused on the frequency of deadlines and the wide competition in the field.

Terminal objective. The participant will choose a career area of home economics education and give reasons for her choice. This decision will be evidenced by various demonstrations and types of written evaluation. At the end of the course all students but one identified all of the three broad areas in home economics education. All were able to reasonably support their career area choice. Of the 24 students enrolled, one transferred to another department in home economics, and one transferred to another department in another college within the state. The other 22 were satisfied with their choices and remained in home economics education.

Conclusions

1) Actual field opportunities at educational agencies tend to help students to test their knowledge of home economics education, to gain experience in analysing the environment of program settings, and

to decide on career area choices.

2) Pre-visits to educational agencies are likely to put students at ease when they later begin to observe and participate in their assigned places.

3) Weekly seminars can be useful in helping students relate theory to actual observation and participation at educational agencies.

4) A two-hour block of time each week for two six-week periods of observation and participation provides sufficient time for students to gain general knowledge about career areas.

5) An effective way to evaluate students is for the coordinator to visit them while they are observing and participating at educational agencies.

6) Course objectives, competency statements, and criterion measures serve as effective tools for developing evaluation instruments.

7) Evaluation instruments constructed by using these tools are helpful in determining a student's ability to clarify decisions regarding a career choice.

8) Students did not object to evaluation designed to help them assess their own progress.

Recommendations

1) The course, Professional Opportunities for Home Economics Education Majors, HEED 2102, should be offered for three hours of credit. This would permit a two-hour seminar on campus once each week.

2) Observation and participation should be made available in the areas of business and occupational home economics.

3) A more flexible time schedule should be provided for the student to observe and participate at educational agencies such as during the time the university offers holidays, vacation periods, and semester interim periods.

4) More and varied types of activities should be encouraged at the participating educational agencies. A high priority should be given to opportunities to develop communication skills.

5) The professor who teaches the course should plan ahead for the time needed to conduct student interviews and to visit each student as she participates in one of the educational agencies.

6) Individualized instructional packages should be evaluated periodically to ensure that the content is relevant to the current needs of the students.

7) The number of evaluation instruments should be reduced by analysing each instrument, eliminating items, combining items, or adding items to result in valid and reliable instruments. This should be a continual process.

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APPENDIX A

INSTRUCTIONAL MATERIALS

INSTRUCTIONAL TREATMENT

Competencies	Criterion Measures	Behavioral Objectives	Required and Optional Learning Opportunities**	
<p>The participant will demonstrate the ability to fulfill the professional role of the home economics educator as a change agent, team member, decision maker, and clinician. (Objectives 1, 2, 3, and 4)</p>	<p>#Is the participant able to explain how she can apply ideas to a situation in which she will be the change agent?</p>	<p>1. Identify the home economics educator's professional role as a change agent and apply her own ideas to a situation in which she would be the change agent.</p>	<p>**1. Read related material on roles. Place a photo copy or a summary in log book.</p> <p>2. During a two-hour period, take pictures of the educator while engaged in different roles. (Secure educator's approval.)</p> <p>3. Read <u>On Becoming a Person</u> by Carl Rogers. Summarize in log book.</p> <p>4. Role play a situation - VTR.</p> <p>5. Prepare a bulletin board depicting the different roles the educator can be engaged in. Prepare a miniature sketch. Record in log book.</p>	<p>6. Write a reaction paper to the educator's role as a change agent. Record in log book.</p> <p>7. Answer correspondence with the aid of the educator.</p> <p>8. Fill in reports for educator using master copy.</p> <p>**9. Reinforce activity presented by educator and record student reaction to the situation in log book.</p>
	<p>#Can the participant identify the various age groups or clientele the home economics educators work with in the educational agency?</p>	<p>2. Describe why the home economics educator needs to work as a team member with different age groups.</p>	<p>1. Complete simulation exercise No. 12 - Conferences with Parents. Place in log book.</p> <p>2. Write a sample pamphlet or news release explaining how the educational agency aids the different age groups. Submit for publication. Place copy in log book.</p> <p>3. Observe and record the number of different age groups the home economics educator aids in a two-hour period. Record in log book.</p> <p>**4. Read related material on working with different age groups. Record a photo copy or summary in log book.</p>	<p>5. Prepare audio-visual materials.</p> <p>**6. Assist educator in learning activity. Record student reaction in log book.</p> <p>7. Assist educator in putting up a display. Take a picture of completed display. Record in log book.</p> <p>8. Complete simulation exercise No. 27 - Team Teaching. Record in log book.</p>

INSTRUCTIONAL TREATMENT (Continued)

Competencies	Criterion Measures	Behavioral Objectives	Required and Optional Learning Opportunities**	
	<p># Can the participant identify and explain why home economics educators plan learning experiences that develop points of view and beliefs which are more important than skills and knowledge acquired?</p>	<p>3. Identify the need for the home economics educator to work as a team member with people who have differing values and attitudes.</p>	<p>**1. Read related materials on values/ attitudes. Place photo copy or summary in log book. 2. Complete simulation exercise No. 5 - Planning for Individual Differences. Record in log book. 3. Observe students or clientele for a thirty-minute period and record the values and attitudes displayed in log book. 4. During a seminar meeting, role play or pantomime your observation conducted in above learning opportunity.</p>	<p>5. Prepare a news release related to the achievement of the objective. Submit article to your home town newspaper for publication. Place copy in log book. 6. Observe/interview an educator regarding techniques used in working with people who have differing values and attitudes. Record in log book. **7. Assist educator in learning activity at agency. Record situation and student reactions to the situation in log book.</p>
	<p>* Can the participant relate and explain how the home economics educator scrutinizes each demand on her time and yields to only those demands which make a contribution to her program at the educational agency.</p>	<p>4. Describe the home economics educator's professional role as a decision maker and a clinician in the area of home economics education.</p>	<p>**1. Read related material on decision maker/clinician. 2. Observe/interview educator regarding her resolution of conflicting time pressures. Record in log book. 3. Observe educator's calendar for the daily time schedule for two consecutive days. Record all deviations from original plans in log book. 4. Answer correspondence with aid of educator.</p>	<p>**5. Assist educator in a learning activity at agency. Record situation and student reaction in log book. 6. Role play or develop a simulation exercise depicting achievement of this objective. Present during seminar. Record copy in log book. 7. Complete simulation exercise No. 53 - Classroom Management. Record in log book.</p>
	<p># Can the participant demonstrate situations where she would be a clinician in the career of home economics education?</p>		<p>**1. Supervise a laboratory situation. Record results in log book. 2. Observe teaching techniques utilized by educator. Critique and record in log book.</p>	<p>**3. Tutor an individual that is having difficulty in completing an activity. Write reaction in log book. 4. Set up and/or operate audio visual equipment.</p>

INSTRUCTIONAL TREATMENT (Continued)

Competencies	Criterion Measures	Behavioral Objectives	Required Optional and Learning Opportunities**	
			5. Prepare audio visual materials that depict the educator as a clinician in her career area. Make a sketch of material in log book. 6. Prepare a short skit related to achieving this objective. Present to seminar group. Record copy in log book.	7. Write a short radio spot announcement explaining how an educator achieves this objective. Record copy in log book. 8. Complete simulation exercise No. 30 - Discipline. Record in log book. 9. Complete simulation exercise No. 31 - Discipline. Record in log book.
The participant will use communication skills in the educational agency to facilitate learning. (Objective 5)	* Is the participant clear, concise, and consistent in communicating written, oral, and non-verbal messages?	5. Describe how the home economics educator utilizes communication skills to facilitate learning.	1. View film "Person to Person Communication" (Film No. B14CA). Record reaction to film in log book. **2. Read related material on communication skills. 3. Prepare audio visuals to aid in a lecture or demonstration. Place miniature copy in log book. 4. Answer the telephone. 5. Write a news release on a pertinent topic. Submit to home town newspaper for publication. Record copy in log book.	6. Prepare a pantomime, present to seminar group. Record idea and results in log book. 7. Begin master list of films that can be utilized in teaching. Record in log book. 8. Prepare bulletin board on use of non-verbal cues. **9. Assist educator in learning activity. Record student reaction in log book.
The participant will demonstrate the breadth of knowledge she will need to facilitate learnings in the educational agency. (Objective 6)	# Is the participant aware of the breadth of knowledge needed to facilitate learning in the educational agency?	6. Identify the breadth of knowledge needed in the career areas of home economics education.	1. Label and file resource materials. **2. Read related material on breadth of knowledge needed by educator and record reactions in log book. **3. Supervise an individual project or small group project. Record results of project in log book.	4. Develop a 10-minute mini-report summarizing your beliefs on the breadth and knowledge needed by the educator. Record in log book. 5. Secure a copy of resource materials utilized by educator. Begin portable file of materials.

INSTRUCTIONAL TREATMENT (Continued)

Competencies	Criterion Measures	Behavioral Objectives	Required and Optional Learning Opportunities**	
			<p>6. Begin master list of addresses for materials used most often by the educator. Record in log book.</p> <p>7. Prepare audio visual materials that will aid in achieving this objective. Record miniature copy of materials in log book.</p>	<p>**8. Assist educator in learning activity. Record a summary in log book.</p> <p>9. Complete simulation exercise No. 15 - Using Community Resources.</p> <p>10. Complete simulation exercise No. 24 - Innovative Types of Schools: The Middle School. Record in log book.</p>
<p>The participant will demonstrate and evaluate her responsibility for continued personal and professional growth in home economics education. (Objective 7)</p>	<p>* Does the participant formulate and use plans for personal and professional self-improvement based on data obtained from a variety of self-evaluation tools?</p>	<p>7. Describe why the home economics educator needs continued personal and professional growth for educational advancement.</p>	<p>1. Interview another home economics educator and record her remarks on personal and professional behavior that is acceptable and unacceptable.</p> <p>**2. Read related materials and record reactions in log book.</p> <p>**3. Read article from a professional journal. Record title, author and write a short summary expressing means by which professional advancement was achieved.</p> <p>4. Observe an educator and record, in your log book, the acceptable behavior displayed during a one-hour period.</p> <p>5. Complete simulation exercise No. 47 - Keeping Up to Date. Record in log book.</p>	<p>6. Write a short socio drama depicting ways educators can achieve this objective.</p> <p>7. Develop a short self evaluation device that would depict the achievement of this objective. Record in log book.</p> <p>**8. Assist educator with a learning activity. Record a summary of the situation in log book.</p> <p>9. Complete simulation exercise No. 54 - Professional Negotiation. Record in log book.</p>

INSTRUCTIONAL TREATMENT (Continued)

Competencies	Criterion Measures	Behavioral Objectives	Required and Optional Learning Opportunities**	
<p>The participant will demonstrate personal and professional ethical behavior and personal and professional qualities needed by home economics educators. (Objectives 8 and 9)</p>	<p># Does the participant display personal and professional qualities needed by home economics educators?</p>	<p>8. Give examples of why the home economics educator needs to possess health, stamina, poise, emotional resilience, enthusiasm, self-control, flexibility and dependability in meeting imposed deadlines.</p>	<p>1. Interview the principal or the home economics educator regarding the personal and professional qualities she/he expects an employee to display. Record in log book. **2. Read related material regarding qualities that are needed by educators. Sketch in log book a picture of what you think this person would look like. **3. Assist educator in learning activity at agency. Record in log book. 4. Prepare a mini-bulletin board that expresses this objective. Record in log book.</p>	<p>5. Prepare a short report on personal and professional qualities that you believe are needed by home economics educators. Record in log book. 6. Interview students about personal and professional qualities they expect educators to display. Record in log book.</p>
	<p>* Does the participant comprehend acceptable patterns of ethical behavior in the educational agency?</p>	<p>9. Give examples of personal and professional behavior expected of the home economics educator.</p>	<p>1. Complete simulated exercise No. 49 - Ethical Behavior. Record in log book. **2. Read related material regarding the personal and professional ethical behavior of the educator. Place a photo copy of the article or summarize in log book. 3. Sit in on department meeting or faculty meeting. Record your reaction in log book. 4. Write a short case study portraying the educator in an ethical or unethical situation. Include solution if portraying unethical behavior. (You may wish to role play the situation during a seminar). Record case study in log book.</p>	<p>**5. Assist educator in learning situation at agency. Record in log book. 6. Complete simulation exercise No. 51 - Legal Aspects of Teaching. 7. Complete simulation exercise No. 52 - The Teacher and Public Relations.</p>

INSTRUCTIONAL TREATMENT (Continued)

Competencies	Criterion Measures	Behavioral Objectives	Required and Optional Learning Opportunities**
<p>The participant will demonstrate the professional satisfactions and frustrations of the home economics educators. (Objective 10)</p>	<p># Does the participant share with class members the personal and professional satisfactions and frustrations of the home economics educator?</p>	<p>10. Identify the personal and professional satisfactions and frustrations of home economics educators employed in the career areas.</p>	<p>**1. Participate in seminar by taking an initiative in discussing, simulating, role playing, pantomiming, or demonstrating the results of your observation and participation with the two assigned home economics educators at the two different educational agencies.</p> <p>**2. Evaluate your participation and peer participation using various evaluation devices.</p> <p>3. Complete simulation exercise No. 44 - Self Assessment. Record in log book.</p> <p>4. Prepare a slide series and commentary on a specific career area.</p>

* Adopted from AHEA Competency Based Profession Workshop at Iowa State University, February, 1974. (Mimeographed Material) (1)

** Required Learning Opportunities.

Developed by the researcher.

Lesson I

Component Idea: The Home Economist in BusinessObjectives: You will:

- define the term home economist.
- identify what HEIB is, and when it was organized.
- list the requirements needed to become a member of HEIB.
- identify how HEIB operates.
- define the term home economist in business.
- identify the personal qualifications of the home economist in business.
- give examples of companies and organizations that employ home economists.
- identify why business firms hire home economists.
- determine why business firms do not hire home economists.
- list the qualifications a business may seek in the employment of a home economist.
- name advantages and disadvantages of this career area.

Directions: In order for you to reach the above objectives all of the following learning activities must be completed.

Learning Activities:

-Read the resource materials listed below then complete the remaining learning activities. NOTE: All of these materials are included in a package of readings that is placed on reserve at the library.

"A Career with a Future!" Pamphlet from Careers Vertical File-Fourth Floor, Oklahoma State University Library.

"Counseling for Home Economics: An Education and a Profession," Forecast, November, 1966, F-11-14.

"Home Economist in Business", Pamphlet from Careers Vertical File-Fourth Floor, Oklahoma State University Library.

Resource Materials (Continued)

"Home Economist," Employment Outlook Home Economists, U. S. Department of Labor--Bureau of Labor Statistics Bulletin 1650-33. Vertical File.

Jobs and Career Opportunities for Women in Home Economics, Chicago, The Institute for Research, 1969, 2-20. Vertical File.

"So You Want to be a Home Economist in Business!" Journal of Home Economics, May, 1972, 18-21.

Strain, Robert W. "Business Values the Home Economist," Journal of Home Economics, Jan. 1970, 49-53.

Note: Answer the following activities on separate sheet(s) of paper. Please place your name and date at the top of your answer sheet(s).

1. From your readings, explain in four or five sentences what the term home economist means to you.
2. Write a short news release that identifies what HEIB is, when it was organized, requirements needed to become a member, and how it operates. Note: This release could be submitted to your local newspaper for publication.
3. Visualize yourself as a graduate of home economics education, and you have been employed by a business firm as a home economist. You are married, and you have moved to a city with a population about the same size as Stillwater. Your next door neighbor comes over for a coffee break. She does not understand your job or its requirements. Your task is to explain your employment position, and to sell her on the idea that a home economist in business maintains an important position. In your written explanation include the following:
 - a) a definition of the term--home economist in business,
 - b) identification of the personal qualifications of the position,
 - c) reasons why business firms hire home economists,
 - d) reasons why business firms do not hire home economists,
 - e) a discussion of the qualifications a business seeks in the employment of a home economist, and
 - f) maximize the advantages and minimize the disadvantages of this career area.

Quest: You may wish to seek additional information or resources that pertain to the home economist in business.

Note: When you have completed all of the above activities please proceed to Lesson II - The Home Service Representative.

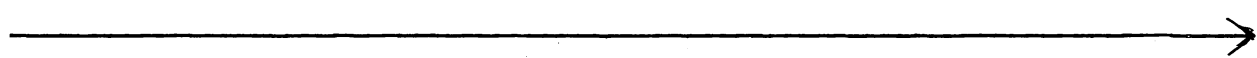
OVERVIEW OF HEED 2102

I. PROCEDURES

- A. As you assume the role of a teacher in this project, you take on new responsibilities. You are not only representing yourself, but also the College of Home Economics at OSU. We encourage you to make conscious judgements about your behavior and the effects it may have on you, your home economics educator, and the students and clientele with whom you work.
1. Clothing. Follow the dress code of the assigned educational agency. If no code, dress to meet professional standards.
 2. Time. Be on time for the beginning of the period and stay the allotted two hours or two periods. If you should happen to arrive early, remain in the hallway rather than interrupting a class or meeting in session.
 3. Reporting to school. For the first visit, report to the principal's office. Tell the secretary your name and indicate the purpose of your visit.
 4. Introduction. Wear a name tag during the first few days so the home economics educator and students can identify you as Miss or Mrs.
 5. Absenteeism. If, because of illness, you are unable to make a scheduled observation/participation, notify your home economics educator by calling her office. Arrange for make-up time with the home economics educator. Also, phone the 2102 coordinator to notify her of your absence.

HEED 2102 - TIME SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
August 26	27	28	29	30
1st day of classes at O.S.U.		Introduction- Pre-Assessment Preliminary choices of educational agencies Sign up for pre-assessment and individual conferences	Appointments from 8:00 a.m. to 5:00 p.m. for Pre-Assessments to be administered	Appointments from 8:00 a.m. to 5:00 p.m. for Pre-Assessments to be administered
September 2	3	4	5	6
Student Conferences with Coordinator	Student Conferences with Coordinator	Educational Agency assignments Introduce learning packages and Competency-Based course content		
9	10	11	12	13
Coordinator- Contact all home economics educators to establish pre-visits for students to the assigned agencies		Role of home economics educators-change agents (Objective 1)		



APPENDIX B

**OBJECTIVES EMPHASIZED IN EVALUATION
INSTRUMENTS**

OBJECTIVES EMPHASIZED IN EVALUATION INSTRUMENTS*

Objective Numbers and Content Areas	Inst. 1	Inst. 2	Inst. 3	Inst. 4	Inst. 5	Inst. 6	Inst. 7	Inst. 8	Inst. 9	Inst. 10	Inst. 11	Inst. 12	Inst. 13	Inst. 14	Inst. 15
Terminal Objective: Select career area and support choice	2	1,2,3,4					3,4,9					1-18	1-15	1-10	1-16
1. Being a change agent			6,9,21,36											1	
2. Working as a team member with different age groups			4,14,15,17,19,28,29,30,31,32,40,49,50,51					1	1		1			2	
3. Working as a team member with differing attitudes and values			1,2,3,5,7,13,16,18,20,23,24,25,26,27,37,44,45,47,48					4,6	4					3	
4. Being a decision maker and clinician			10,12,22,41,43,52,53,57					2,3,5,8	2,3,6	1-4	2,3			4	
5. Displaying communication skills	21,22,23,24,25,27		39,42,46,54,58,59				7							5	
6. Gaining breadth of knowledge	1,4,5,6,7,8,9,10,11,12,13,14		8,33,34,35,55,56		16-70	1,8	9,10				4,5			6	

Objective Numbers and Content Areas	Inst. 1	Inst. 2	Inst. 3	Inst. 4	Inst. 5	Inst. 6	Inst. 7	Inst. 8	Inst. 9	Inst. 10	Inst. 11	Inst. 12	Inst. 13	Inst. 14	Inst. 15
7. Gaining personal and professional growth educational advancement	15,16,17 18,19,20, 26		11,38	1-40	Section III	1-15									7
8. Displaying various characteristics	3,38				Section I A-E Section II A-F		2,5	7	5						8
9. Displaying personal and professional behavior							6								9
10. Sharing with others satisfactions and frustrations of educators							10,11								10

*See page 40 for titles of the instruments

APPENDIX C

SAMPLE PAGES FROM EVALUATION INSTRUMENTS

HOME ECONOMICS EDUCATION AND ITS CAREER
AREAS IN THE STILLWATER AREA

NAME _____ DATE _____

DIRECTIONS: Please supply the information requested in the space provided.

1. Briefly state in three or four sentences what the term home economics education means to you.

2. As a major in home economics education at Oklahoma State University there are three broad career area choices or job choices. List these areas and briefly explain why and/or how each area is related to teaching.

CAREER AREA CHOICES

WHY/HOW RELATED TO TEACHING

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

3. List eight or ten personal and professional qualities or characteristics that you believe a home economics educator should possess.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

IS HOME ECONOMICS EDUCATION THE
CAREER AREA FOR YOU?

NAME _____ DATE _____

DIRECTIONS: Please supply the information requested in the space provided.

1. Which job or career area of home economics education have you selected as the one you would like to pursue as a vocational choice?

2. List and briefly discuss eight to ten major advantages and dis-advantages of the specific job or career area in home economics education that you have selected as a vocational choice. (Please consider the roles, personal characteristics, advancement opportunities, salary, and required working hours of the selected job or career area.)

ADVANTAGES

DISADVANTAGES

1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____
5. _____ _____ _____	5. _____ _____ _____
6. _____ _____ _____	6. _____ _____ _____

TEACHER COMMITMENT QUESTIONNAIRE

NAME _____ DATE _____

DIRECTIONS: In the appropriate column to the right of each statement, indicate the responses which corresponds the closest to your impression about yourself by making a line through one of the 0's.

	Usually true of this person	Sometimes true of this person	Does not apply to this person
1. This person is aware of his own needs	0	0	0
2. This person sincerely cares about the well-being of others	0	0	0
3. This person is identified with his profession	0	0	0
4. This person produces work that has unique qualities	0	0	0
5. This person identifies himself with the profession	0	0	0
6. This person finds self-advancement a worth- while purpose	0	0	0
7. This person likes to work with others	0	0	0
8. This person is unafraid of self-knowledge	0	0	0
9. This person identifies with the achievements of a movement	0	0	0
10. This person is oriented to his job	0	0	0
11. This person is engaged in at least one service project	0	0	0
12. This person belongs to professional organi- zations	0	0	0
13. This person shares responsibility for the welfare of the group	0	0	0

RATING SCALE FOR APPRAISAL OF THE HOME
ECONOMICS EDUCATION 2102 STUDENT

DATE _____

NAME _____

EDUCATIONAL AGENCY _____

DIRECTIONS: Please rate the home economics student by circling the appropriate letter or number for each of the listed qualities according to the degree to which each was exhibited. Utilize the comments column to state evidence of how each quality was exhibited.

- (5) -- OUTSTANDING -- demonstrated this quality at an unusually high level
- (4) -- GOOD ----- demonstrated this quality between high and moderate levels
- (3) -- SATISFACTORY - demonstrated this quality at a moderate level
- (2) -- FAIR ----- demonstrated this quality between moderate and low levels
- (1) -- POOR ----- demonstrated this quality at an unusually low level
- (0) ----- inadequate basis for making a rating
- (N) ----- no opportunity to observe this quality

1. PERSONAL QUALITIES

COMMENTS

A. APPEARANCE

Dress

	<u>HIGH</u>		<u>MODERATE</u>		<u>LOW</u>	
	5	4	3	2	1	0 N
attractive- appropriately dressed						unattractive- inappropriately dressed

Grooming

	5	4	3	2	1	0 N
maintains ex- cellent judgment in personal grooming and hygiene						lack of judgment in personal grooming or hygiene

B. ENTHUSIASM

	5	4	3	2	1	0 N
radiates enthusiasm						lacks enthusiasm

SELF APPRAISAL FORM FOR HEED 2102 STUDENTS

DATE: _____

NAME: _____

EDUCATIONAL AGENCY: _____

DIRECTIONS: Please read each statement carefully. Rate yourself using the levels of performance given below by placing the appropriate number on the lines provided.

LEVELS OF PERFORMANCE

- (5) -- OUTSTANDING -- performed this experience at a high level
 (4) -- GOOD ----- performed this experience between moderate and high levels
 (3) -- SATISFACTORY - performed this experience at a moderate level
 (2) -- FAIR ----- performed this experience between moderate and low levels
 (1) -- POOR ----- performed this experience at a low level
 (0) ----- no opportunity to perform this experience

I. AS A PARTICIPANT IN PROFESSIONAL EXPERIENCES AT THE EDUCATIONAL AGENCY 1:

GENERAL

1. _____ complied with basic rules of attendance
 2. _____ cooperated with the home economics educator
 3. _____ showed initiative in carrying out duties
 4. _____ accepted constructive criticism
 5. _____ modified behavior as a result of criticism
 6. _____ acted independently when necessary
 7. _____ was at ease in most situations
 8. _____ adapted verbal and non-verbal communicative control
- _____ others (please specify) _____
-

SPECIFIC

9. _____ showed understanding of Payne County and its relation to Oklahoma
 10. _____ showed understanding of individual needs
 11. _____ was responsive to individual's needs
 12. _____ was accepted by the individuals
 13. _____ showed respect for the individuals
 14. _____ showed friendliness to the individuals
 15. _____ was in control of the situation when appropriate
- _____ others (please specify) _____
-

STRUCTURED INTERVIEW QUESTIONS

1. What aspects of home economics education especially appeal to you?
2. What qualities or characteristics do you think a home economics educator should possess? Why?
3. You have made a career area choice. Why did you choose this particular area as your number one choice? Number two choice?
4. At this time do you have any doubts or concerns about your career area choice? Explain.
5. Since home economics education's three career areas are all related to teaching, describe your idea of what a "good" teacher is like.
6. What type of relationship do you see a "good" teacher establishing with her students or clientele?
7. Do you see the type of relationships that a "good" teacher establishes as being difficult or easy to achieve? Explain.
8. Think about the courses and other experiences that you have had and will have while at OSU, how do you believe your plan of study or program will help you to become a "good" teacher?
9. Do you see any problems or blocks which will make it more difficult to move from where you are now to where you want to be when you graduate? Explain.
10. Judging from what you have heard about this course, what do you expect to learn or gain from taking it?
11. What do you think you will gain from this course that you would not have gained from other courses you will be taking this semester? Explain.

OBSERVATION OF EDUCATIONAL AGENCY:
THE HOME ECONOMICS DEPARTMENT

NAME _____ SCHOOL _____

1. THE CLASS

Grade level _____ Number of students _____

Unit topic _____

Day's topic _____

Objectives of day's lesson _____

2. Describe the learning process used to teach the lesson. Include teaching techniques, resource persons or material.

3. How were instructional materials utilized?

4. Describe the "classroom climate." In what ways did the "classroom climate" aid the learning process? (Physical and emotional aspects of the classroom.)

5. Explain how discipline of students was maintained.

OBSERVATION OF EDUCATIONAL AGENCY:
THE COUNTY EXTENSION OFFICE

NAME _____

TYPE OF MEETING OR GROUP VISITED _____

1. THE MEETING (Please use back of page if needed).

Approximate age range of members _____ Subject matter _____

_____ Number attending _____

2. Describe the learning experience used to teach the lesson.
Include teaching techniques, resource persons or materials.

3. How were instructional materials utilized?

4. What physical conditions in the room helped the process of learning?

II. THE TEACHER

5. Who was the teacher at this meeting?

What traits of the teacher did you observe which helped the process of learning?

6. What were the kinds of things that the teacher was doing at the beginning, midpoint, and end of the meeting?

SURVEY OF EDUCATIONAL AGENCY:
THE COUNTY EXTENSION OFFICE

NAME _____ EDUCATIONAL AGENCY _____

1. What types of meetings, projects, programs, and special activities are either scheduled or planned during the year? For what groups are they planned?

2. What resources are available? e.g., books, magazines, reference files, bulletin rack, etc.

3. What facilities are available for small and large group meetings?

4. What does an extension home economist do besides teach?

5. On the basis of this interview what skills and abilities do extension home economists need?

THE HOME ECONOMISTS IN BUSINESS

NAME _____

DATE _____

DIRECTIONS: Fill in the chart with as much detail as possible for those aspects listed for each of the home economists listed.

ASPECTS	THE HOME ECONOMIST IN BUSINESS	HOME SERVICE REPRESENTATIVE	HOME ECONOMICS JOURNALIST
DEFINITION			
ADVANTAGES			
DIS- ADVANTAGES			

OCCUPATIONAL HOME ECONOMICS PROGRAMS IN OKLAHOMA

NAME _____ DATE _____

DIRECTIONS: Fill in the chart with as much detail as possible for those aspects listed for each of the programs listed below.

ASPECTS	SECONDARY OCCUPATIONAL HOME ECONOMICS EDUCATION	AREA VOCATIONAL-TECHNICAL EDUCATION	COOPERATIVE VOCATIONAL EDUCATION
OBJECTIVES			
ELIGIBILITY FOR ENROLLMENT			
FUNDING			

FINAL ASSESSMENT

Name _____ Date _____

DIRECTIONS: To help demonstrate your competencies in HEED 2102, choose a career area of Home Economics Education, and utilize the ten statements below as a basis to support your career area choice. Please answer each question in paragraph form.

1. Explain how one can be a change agent in your career area choice.
2. Identify the age groups or clientele one will work with in your career area choice.
3. Explain why one, in your chosen career area, should plan learning experiences that develop points of view and beliefs which are more important than skills and knowledge acquired.
4. Relate how and why one must scrutinize each demand on her time and yield only to those demands which make a contribution to the program of your career area choice.
5. Explain how and why one should be clear, concise, and consistent in communicating written, oral, and non-verbal messages in your career area choice.
6. Identify the breadth of knowledge one needs to facilitate learning in your career area choice.
7. Explain how one can formulate and use plans for personal and professional self improvement in your career area choice.
8. Discuss the personal and professional qualities one needs in your career area choice.
9. Explain the acceptable patterns of ethical behavior that one should display in your career area choice.
10. Identify the personal and professional satisfactions and frustrations that one may display in your career area choice.

EVALUATION OF HEED 2102, THE COORDINATOR,
AND THE HOME ECONOMICS EDUCATORS

NAME _____ DATE _____

A. The Course:

1. Explain any aspects of HEED 2102 that were most beneficial in helping you to choose a career area.
2. Discuss any aspects of HEED 2102 that were least beneficial in helping you to choose a career area.
3. Describe any additions or suggestions that you would recommend for the course.
4. Discuss your opinion about the pre-visits to the educational agencies where you observed/participated.
5. Express your opinions about the length of time that was allotted each week for the educational agency visits.
6. Explain whether the six-weeks of observation/participation at the two educational agencies were too long, too short, or just right in length for you to be introduced to and gain some knowledge of each career area that will help you choose a career area.
7. Describe whether the one hour seminar was too long, too short, or just right in length to help you relate theory to the practice you experienced in the educational agency visits.
8. Elaborate on whether there were too many, enough, or not enough learning experiences included in the course to help you reach each of the objectives.
9. Discuss your thought on the scheduling aspects of HEED 2102.
10. Express your opinion whether the written materials that were utilized as class hand-outs were clearly written and easily understood, or vaguely written and difficult to understand (Ex. Procedures, evaluations, instructional treatment, time, schedule, etc.).

B. Evaluation of HEED 2102 Coordinator:

1. List and explain any additional tasks or performances that could have been performed by the coordinator that would have made the course more valuable in helping you to choose a career area.

VITA

Mary Barnes Harris

Candidate for the Degree of

Doctor of Education

Thesis: DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF EARLY
PROFESSIONAL OPPORTUNITIES IN HOME ECONOMICS EDUCATION

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Vanceville, Louisiana, December 27, 1933
the daughter of the late John Sidney Barnes and Bettie
Merritt Barnes; married Robert Edward Harris, 1950.

Education: Graduated from Newellton High School, Newellton,
Louisiana, in May, 1951; received the Bachelor of Science
degree in Home Economics from Northeast Louisiana University,
Monroe, Louisiana, in August, 1971; received a Master of
Education degree from Northeast Louisiana University, Monroe,
Louisiana, in August, 1972; completed the requirements for
the Doctor of Education degree at Oklahoma State University
in July, 1975, with a major in Home Economics Education.

Professional Experience: Secondary Home Economics teacher,
Waterproof, Louisiana, 1968-1970; Graduate Teaching Assistant,
Department of Home Economics, Northeast Louisiana University,
Monroe, Louisiana, 1971-1972; Graduate Teaching Assistant,
Department of Home Economics Education, Oklahoma State
University, 1972-1974.

Professional Organizations: American Home Economics Association,
Oklahoma Home Economics Association, American Vocational
Association, American Association of University Professors,
American Association of University Women, Home Economics
Education Association of the N.E.A., Phi Upsilon Omicron,
Omicron Nu, and Phi Delta Kappa