A TASK INVENTORY OF

TECHNICAL TEACHERS

IN OKLAHOMA

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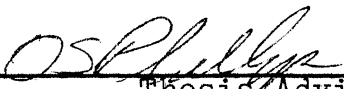Oklahoma State University
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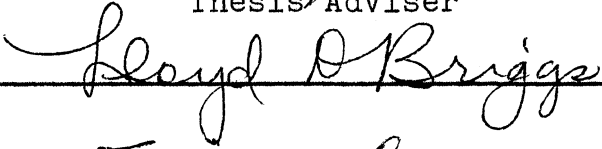the Degree of
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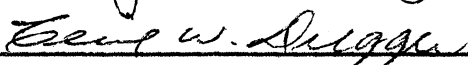
TECHNICAL TEACHERS

IN OKLAHOMA

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ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

During the past three decades occupational education has continued to expand very rapidly. Along with this expansion of occupational education in general has gone a corresponding expansion in occupational teacher education.

In the years following World War II and even into the decade of the sixties, the typical occupational teacher came into the field with little or no formal teacher education. During the past fifteen years the situation has changed until now many occupational teachers enter the field with at least a baccalaureate degree. Indeed, in some institutions bachelors degrees are presently considered minimal qualifications for beginning teachers.

During the same time that the demand for degreed teachers was developing there also was growing pressure from students, government, and the general public for more relevancy and accountability in education as a whole. All of these trends have led teacher educators in occupational education to become more concerned with what are often called performance-based or competency-based teacher education programs. Such programs might be loosely described as being based on identified good teaching behaviors. Margaret

Lindsay (1973) gives a more detailed definition:

> The process of designing a competency-based program of initial teacher education requires specifying in advance expected outcomes in terms of competencies to be demonstrated by graduates of the program, developing learning opportunities and environments expected to facilitate students' progress toward specified outcomes, and constructing and using evaluating procedures and instruments directly relevant to the stated competencies (p. 181).

The complex process of designing this type of curriculum is exacting and expensive, but more and more institutions are attempting it. There are now about one hundred programs in varying stages of development and many more institutions are considering them.

Statement of the Problem

The first step in developing a performance-based program is to identify the various tasks that teachers do in carrying out their jobs. It is somewhat paradoxical that in professional education, which is heavily research oriented, relatively little is known about what teachers actually do on the job.

The purpose of this study is that of identifying tasks that teachers perform. Specifically the study seeks to answer two questions:

1. What are some of the tasks that occupational teachers perform in their professional role?

2. How much relative time is devoted to each of these tasks?

The results of the study could be useful in planning occu-
pational teacher education programs and as a basis for
identifying desirable teacher performance.

CHAPTER II

REVIEW OF LITERATURE

Competency-based or performance-based instruction has received rather extensive exposure in the literature. As a result literally hundreds of references could be compiled. Rather than attempt a comprehensive coverage, it seems advisable to consolidate this review into relatively few categories.

Perhaps the first category should involve the definition of the terms. The literature varies from quite broad definitions such as found in Webster's New World Dictionary (1966) which defines competency as being "functional adequacy", to quite detailed ones as was the case with Lindsay (1973) previously cited. Other examples could include Houston and Howsam (1972) who specified that such training involved:

(1) specification of learner objectives in behavioral terms;
(2) specification of the means for determining whether performance meets the indicated criterion levels;
(3) provision for one or more modes of instruction pertinent to the objectives, through which the learning activities may take place;
(4) public sharing of the objectives, criteria, means of assessment, and alternative activities;
(5) assessment of the learning experience in terms of competency criteria; and

(6) placement on the learner of the account-
     ability for meeting the criteria (p. 32).

And, perhaps, Briggs (1972) who said that it involved an

effort to:

(1) improve the quality of new teachers being
     produced as well as those being upgraded,
(2) move from a "norm-referenced" to a "cri-
     terion-referenced" method of assessment
     and evaluation of prospective and in-ser-
     vice teacher achievement,
(3) provide for a more realistic approach to
     teacher certification, and
(4) incorporate accountability into teacher
     education programs--accountability in terms
     of dollar investments, time investments,
     and the affective and efficient utilization
     of institutional facilities and teacher
     educator talent (p. 2).

All of these various definitions would seem to have

what amounts to a common element. That element being:

(1) To identify specific performance desired.

(2) To develop a training program which prepares the in-

     dividual to do the desired performance.

(3) Evaluation based on how well (functionally adequate)

     the individual is able to carry out the performances.

In this study only the first of these points was considered.

A second category found within the literature would

seem to address the question: Is competency-based (or per-

formance-based) education a promising path for occupational

teacher education to pursue? One need not look far to find

the answer implicit in the literature. Gail Myers (1969)

provides the answer that typifies current publications:

"Let's look at our staffing needs in terms of

the job to be done with students, -- "(p. 19).

Such calls for relevancy are repeated throughout the literature. It is likely that anyone who reads anything at all in the field of teacher education has encountered the call for competency-based or performance-based teacher education as expressed by Myers.

Additional examples are expressed by Cotrell and Miller (1969).

> ---if teachers are to be trained to fill the present and emerging classroom needs of vocational and technical programs, they must be trained relative to the pedagogical and technical skills needed in that occupational area, and not according to dictates of past traditions in professional education (p. 26).

or similarly, Meisner (1970):

> It seems imperative that we as professional educators in vocational education seek to identify commonalities rather than uniquenesses, for without this base, curricular models or prototypes (core or comparable) will be just another "idea" resulting in little if any change(p. 82).

In some cases the literature not only calls for competency-based or performance-based teacher education, but goes on to point out that data on which to base such education is often not available to teacher educators. A comment in the Ohio State <u>Centergram</u> (1974) is representative:

> Teacher educators have not had access to a systematic analysis of vocational teacher roles. As a result vocational teacher education programs are often basically subject-matter centered rather than performance centered, with the accompanying risks of teaching non-functional skills, and relying on questionable evaluation procedures. Further, teacher educators have not generally been able to work flexibly with individual teacher needs. Instead, they have been forced to follow a prescribed course-by-course sequence for both preservice and in-service teacher preparation regardless of the individual teacher's

actual level of knowledge and competence. Finally, in many institutions, resources which might be applied to individual student needs are being absorbed in providing teacher education courses within each vocational service area (i.e., agricultural, business and office, distributive, home economics, health occupations, and trade and industrial), even though most vocational teacher professional competencies are common to all areas (p. 1).

Assuming the need to be established, one can address the question: How can desired teacher performance (or competency) best be identified? The literature seems to be divided between two different techniques. The first and most popular is that of asking various respondents to rate the "importance" of items to the occupation. This technique has been used by Cotrell, et al. (1972) aimed at:

Identifying performance requirements of teacher-coordinators, the substance of the study, constituted Phase II of the project "Model Curricula for Vocational and Technical Teacher Education." The project was designed to develop, demonstrate, and test performance-based teacher education curricula in collaboration with an institution of higher education.

The purpose of the study was to determine the pedagogical performance requirements of teacher-coordinators of cooperative programs in off-farm agricultural, distributive, wage-earnings home economics, office occupations, special needs, and trade and industrial education. Specific objectives of the study were: 1) to identify the pedagogical competencies (performance elements) required for teacher-coordinators of the six vocational programs studied, and 2) to determine which performance elements were common to a majority of the six programs and which were unique to one of a few of the programs.

The pedagogical performance requirements of teacher-coordinators of cooperative programs were obtained through introspection and interview techniques of occupational analysis. Via a mailed instrument, a 300-member national task force of outstanding teacher-coordinators (50 from each

program) rated the performance elements to determine the degree of importance of each of the elements for each of the programs. The task force subsequently identified the common, mixed and unique performance elements. A follow-up conference was held with a representative random sample of the task force to interpret and verify the ratings, which resulted in confirmation of the performance elements and interpretation of some of the task force ratings which were unclear.

Through the occupational analysis, 385 performance elements were identified. Ratings of the importance of these elements by the 300-member national task force resulted in classifying 91.8 percent of the performance elements as common requirements of the six programs. Only 5.45 percent of the elements were classified mixed, i.e., important in two to four of the programs. Less than one percent (.77 percent) were found to be unique (important to one of the six programs).

It was concluded that performance requirements were very similar for teacher-coordinators of all six secondary-level vocational cooperative education programs(Abstract).

Using a similar approach DeVaughan (1974) asked:

... students, teachers, administrators, business and industry people, state department curriculum staff and professional personnel development council members in Oklahoma to rate a list of identified competencies as to their importance for teachers of vocational and technical education. Specifically, students and teachers were asked to rate the competencies as to importance for teachers in their teaching field whereas the other groups were asked to rate the competencies as to their importance for all teachers of vocational and technical education.

The data for the study were collected via mail-outs except for the distributive educatior and agriculture students and industrial arts teachers, all of whom were admistered the questionnaires during meetings of their respective groups. The data from the questionnaires were key-punched for computer processing. The frequency and percentage response to each item were computed for each of the groups. Also a mean rating was computed for each item by

groups. In addition, a composite mean rating was computed for each item.

All teacher and student groups rated a majority of the 92 competencies as important or higher, thus establishing a core of common competencies. Further analysis revealed that all student and teacher groups rated 24 of the same competencies as being very important (Abstract).

Among other types of analyses DeVaughan ranked the competencies rated as being in the top ten percent by the various groups. The following is the order of ranking developed from the ratings by technical education teachers in Oklahoma.

Rank	Competency
1	Select and develop instructional content for lessons, units and courses.
2	Evaluate one's own techniques and methods of teaching.
3	Identify competencies needed for students to possess to enable them to enter an occupational skill.
4	Acquire new occupational skills, knowledge and competencies to keep pace with technological advancements.
5	Organize the sequence of learnings tasks.
5	Direct laboratory experiences.
5	Form a variety of testing methods, both objective and subjective.
6	Use demonstrations in the learning experiences.
6	Establish the evaluative criteria for lessons, units and courses.
6	Define the operating rules and responsibilities for the learner and the teacher.

6   Practice professionalism with school
personnel and others (p. 54).

Kinzer (1971) also studied information elements appro-

priate for inclusion in a teacher education program for

technical teachers in Oklahoma. Briefly, he attempted to:

--- identify specific information elements which
are appropriate for inclusion in introductory
professional education courses for technical
teachers. The information elements were ident-
ified through the use of personal discussions, a
pilot study, and a panel of experts. Four groups
of educators were employed to rate each informa-
tion element as to its relative importance for
inclusion in an introductory professional educa-
tion course. Group one consisted of selected
Oklahoma State Department of Vocational-Techni-
cal Education personnel. Group two consisted
of program administrators from selected techni-
cal institutes, junior colleges, senior colleges,
and area vocational-techncial schools. Technical
teachers with more than two years teaching exper-
ience in a technical specialty comprised group
three. Group four was composed of techncial tea-
chers with two years teaching experience or less
in a technical specialty. A group consensus in-
dex value was computed for each information
element. The Kendall Coefficient of Concordance
was used to measure the degree of agreement
among the four groups.

Findings and Conclusions: Respondents considered
the information elements that were identified as
a result of this study important in the profess-
ional preparation of technical teachers. The
administrators from the Oklahoma State Department
of Vocational-Technical Education tend to rate
the identified information elements generally as
more important in the preparation of technical
teachers than did the program administrators, ex-
perienced classroom teachers, and new technical
teachers. The information elements identified in
this study were ordered from most important to
least important for purposes of inclusion and em-
phasis in an introductory professional education
course as rated by the respondents to the
opinionaire (Abstract).

Kinzer too ranked his results based on rated importance.

His ranking was as follows:

1. The role of the technician.
2. The impact of technological changes on technical education.
3. Content and structure of programs.
4. The role of the State Department of Vocational-Technical Education.
5. Student population to be served by technical education.
6. Employment forecasts for technicians.
7. Federal legislation that affects technical education.
8. Job placement of technical students.
9. Current employment trends in the United States.
10. The relationship of technical education to other areas of occupational education.
11. The relationship of technical education to engineering and science education.
12. Industrial experience requirements for technical teachers.
13. Technical student characteristics.
14. Educational philosophies.
15. Required education courses for techncial teachers.
16. Student follow-up.
17. The relationship of technical education to non-engineering occupations.
18. The cooperative programs in technical education.
19. Historical development of technical education in the U.S.
20. Sources of technicians.
21. U.S.O.E. curriculum guidelines.
22. Historical changes in the composition of the labor force.
23. Student selection.
24. Institutions offering technical education.
25. The relationship of industrial arts to technical education(p. 42).

An alternative approach to identifying performance elements is that of the task inventory. In its essence, a task inventory involves having job incumbents respond in two ways to a list of occupational tasks. Firstly, the incumbents respond yes or no to the question: Do you perform this

task? Then the incumbents rate the relative amount of time spent performing each task compared to all of the other tasks performed.

The use of this technique (task inventory) was developed for use in the United States Air Force and has been applied to the analysis of literally hundreds of Air Force occupations over the past fifteen years. Several reports have been released by the Air Force describing the technique starting with Morsh et al. (1961) and continuing to the most recent Christal (1973). The technique involves:

(1) Identifying duties assigned to or expected of an occupational incumbent.

(2) Identifying the tasks which constitute satisfactory performance of the duty.

(3) Administering the task inventory to successful job incumbents.

(4) Analyzing the incumbent reports to identify appropriate training experiences.

The task inventory technique has been applied to a number of civilian occupations by various investigators. Among the recent efforts is that of Terry and Evans (1973) who used it to study dental auxiliary occupations.

The validity and reliability of the task inventory technique has been verified repeatedly be several branches of the Armed Forces. The U.S. Air Force (1972) report being one example which dealt with jet engine mechanics. In all cases this type of occupational analysis has been determined to be functionally dependable. It was chosen as the technique to be employed in this study.

CHAPTER III

METHODOLOGY

This study was conducted among selected post secondary
occupational teachers in Oklahoma. The method used involved
four distinct steps. Those steps were:

(1) Selection of the respondents.

(2) Development of the instrument.

(3) Collection of the data.

(4) Analysis of the results.

Each of these steps will be described in some detail in the
following paragraphs.

Definitions

Before examining the steps used in developing the
study it is worthwhile to define several terms used in the
study.

Competency: The amount by which an individual's
performance of desirable tasks exceeds the mini-
mum acceptable level of performance.

Competency-based or Performance-based instruction:
While there are differing opinions as to the pre-
cise meanings of these terms, in this study they
are both taken to mean instruction based on iden-
tified desirable performance of specific tasks to
an acceptable level of competency.

Task: A work operation which is necessary to the
performance of a duty.

Duty: A collection of operations which consti-
tute a major part of a job. Specific duties
used in this study are listed in Table II.

Affirmative response: A response indicating that
a respondent does perform the task in question.

Selection of the Respondents

There are 23 post secondary nonproprietary institutions
in Oklahoma which offer occupational programs. Except as
noted below all of the physical science related faculty mem-
bers of these institutions were included in the study. The
single exception involved an institution which did not
award associate of science degrees to its' graduates. To
avoid a situation in which this unique institution would
disproportionately influence the results the representation
from it was arbitrarily limited to fifty respondents.

The institutions involved and the respondent represen-
tation from each is given in Table I.

The results of this selection procedure rendered a
total of one hundred seventy one teacher respondents.

Development of the Instrument

The study instrument was developed initially from a
review of the literature dealing with teacher performance
surveys. Nine duty areas were selected and items from sev-
eral studies were reworded to fit the task inventory format.
The principal studies from which items were used included:
Cotrell et al. (1971), Terry et al. (1972) and DeVaughn
(1974).

TABLE I

THE INSTITUTIONS INVOLVED AND THE NUMBER
OF RESPONDENTS FROM EACH

	Institution	Sample Size
1	O.S.U. School of Technology	23
2	N.E. Okla. A&M College	10
3	N. Okla. College	7
4	Oscar Rose Jr. College	7
5	Seminole Jr. College	1
6	S. Okla. City Jr. College	4
7	Tulsa Jr. College	10
8	W. Okla. State College	2
9	E. Okla. State College	13
10	Murray State College	7
11	Sayre Jr. College	1
12	Bethany Nazarine College	1
13	Southwestern College	2
14	O.S.U. Technical Institute	14
15	Langston University	2
16	Carl Albert Jr. College	1
17	Connors State College	2
18	El Reno Jr. College	1
19	N.E. Okla. State Univ.	1
20	N.W. Okla. State Univ.	2
21	S.E. Okla. State Univ.	3
22	Cameron Univ.	7
23	Okla. State Tech	50
	Total	171

In selecting tasks and classifying them under duties
the definition of a task given by Morsh et al. (1961) was
used:

"one of the work operations that constitutes a
logical and necessary step in the performance of
a duty (p. 7)."

TABLE II

THE DUTIES AND THE NUMBER OF TASKS
ASSOCIATED WITH EACH ONE

Duty	No. of Tasks
1 Preparing for Instruction	27
2 Executing Instruction	30
3 Evaluating Instruction	29
4 Administering Instructional Services	22
5 Managing Equipment and Facilities	20
6 Providing Student Services	20
7 Participating in Professional Development	18
8 Developing Instructional Programs	20
9 Participating in Non-Instructional Activities	14
Total	200

The literature on conducting task inventories suggests
that in order to be reasonably comprehensive an occupational
inventory should include between 200 and 600 tasks. It was
judged by the investigator that 200 tasks were enough to
identify the occupation and yet few enough to allow a rea-
sonable return rate in this study.

The completed instrument was reviewed by five members
of the Oklahoma State University Occupational Teacher Educ-
ation faculty and three other experienced occupational
teachers to insure clarity and appropriateness.

The final instrument as used is given in Appendix A.

Collection of the Data

Upon completion of the study instrument the occupational Director (or Dean) of each selected institution was contacted by phone to ask for assistance in distributing and collecting the instruments to and from the teachers involved. It was felt that this means of data collection would help in assuring a reasonable return rate. All of the Directors (and Deans) agreed to cooperate as requested.

The instruments together with appropriate cover letters (see Appendix B) were mailed to the Directors (or Deans) in mid-October, 1974. Subsequent follow-up telephone calls were made as needed to encourage prompt returns.

By mid-November, 1974 the returns were considered to be complete.

Analysis of the Data

Upon receipt of the returns from the various participating institutions the data was encoded, keypunched, and stored on magnetic tape.

With the raw data available for machine processing a considerable variety of analysis possibilities arose. For the purposes of this study a combination of four possible ways to summarize the returns was chosen.

First, a simple frequency count was made of the number of responses to each task and the results were ranked. Such a ranking tended to identify tasks performed by the greatest number of teachers.

Secondly, the total relative time spent was determined for each task and the results ranked. This ranking tended to reveal those tasks that teachers reported spending the most time performing.

Thirdly, the weighted frequency was determined by taking the product of the number responding to each task and the total relative time spent on that task. Ranking this product tended to indicate the overall importance of the task to the occupation.

Lastly, the mean relative time spent on each task was determined by taking the quotient of the total relative time spent on the task and the number of respondents who reported performing the task. The results of the calculations were then ranked. This ranking tended to reveal the relative time spent on a task by a typical teacher who did in fact perform it.

Comparisons between these four rankings lead to conclusions about the relative emphasis that occupational teachers placed on the various tasks.

<center>Assumptions</center>

Applying this analysis approach did require that several assumptions be made. Notably:

(1) It was assumed that each respondents' preceptions of the various tasks and the relative time scale would be sufficiently alike that the responses could be summed.

(2) It was assumed that the sums of the responses would be at least ordinal in nature and could be ranked.

(3) It was assumed that the rank of a response sum would be to some extent related to the emphasis that occupational teachers place on the task.

For the purposes of this study these assumptions were accepted as being reasonable.

Limitations

In many cases investigators assume that identifying elements or tasks constitutes identifying competencies. No such assumption is made in this study. Tasks identified as being performed by the occupational teachers in this study are not assumed to be the most desirable ones. Moreover no assumption is made regarding the level of performance required to assure teaching competency. The principle limitation on the study is that no inference can be made regarding competency from either the reports that a task is performed or from the reported relative time spent performing it.

CHAPTER IV

RESULTS

Return Rates

One hundred seventy one post-secondary occupational teachers in 23 Oklahoma institutions were asked to complete a task inventory (see Appendix A) during October, 1974. By mid-November 142 returns had been received representing 18 of the institutions. Individual return examination revealed four returns which were not fully completed. These returns were excluded leaving 138 or 80.7 percent of the initial 171 teachers.

The five institutions which failed to return the instruments had a combined occupational faculty of seven teachers. That is, the five institutions represented four percent of the total number of respondents.

Return Results

Upon receipt of the instruments the number of teachers responding that they performed the task was counted for each task. The sums ranged from four to 132 responses.

Similarly, the total relative time spent performing each task was calculated for each task using the weighting system:

```
not done----------------- 0
very little-------------- 1
below average----------- 2
about average----------- 3
above average----------- 4
very much--------------- 5
```

The total relative time spent on each task was deter-
mined by summing the relative times indicated by the respon-
dents. The mean relative times were then calculated by div-
iding the total relative time by the number of respondents
who reported that they performed the task. Both of the cal-
culations were done for each task in the inventory. The
mean relative time spent on individual tasks ranged from
1.25 to 4.0 and the range of the total relative times was
from five to 483 weighting units.

The product of the total number of respondents report-
ing that they performed the task and the total relative time
reported spent on each task was also computed. These pro-
ducts ranged from 20 to over 60,000.

The results of these calculations on a task by task
basis are given in Table III.

The number of zero, one, two, three, four and five rel-
ative time responses were also calculated for the tasks.
The results ranged from:

Weight	No. of Responses
0	134
1	3
2	1
3	0
4	0
5	0

for the task with the least number of affirmative responses

(an affirmative response being one indicating that respond-
ent did perform the task being considered) to:

Weight	No. of Responses
0	6
1	17
2	32
3	56
4	22
5	5

for the task with the largest number of affirmative respon-
ses.

Response Rankings

The rankings of the results as a whole would be lengthy.
Consequently in this chapter only the rankings of those
tasks in the top and bottom decile of each of the four meth-
ods are given.

The top ten percent of the ranking of the number of
respondents who indicate that they performed the task is
given in Table IV. Also shown are those tasks which appear-
ed in the bottom ten percent of the ranking of the number of
teachers who responded that they performed the tasks.

Table V shows the top and bottom decile rankings of the
relative time spent on the tasks. Similarly, Table VI gives
the rankings of the product of the number responding affir-
matively and the total relative time reported for the top
and bottom decile of tasks. The mean relative time spent on
the respective tasks provide an indication of the tasks
which take the most time of teachers who perform them.
Table VII shows these rankings of the mean relative times.

TABLE III

THE DATA FOR EACH TASK

I Preparing For Instruction

		Responses	Total Time	Product	Mean
1	Develop student safety procedures	91	215	19565	2.36
2	Identify library resources	102	212	21624	2.08
3	Identify resource persons	58	123	7134	2.12
4	Identify terminal evaluative criteria	79	226	17654	2.86
5	Maintain an instructional materials file	113	342	38646	3.02
6	Make mimeograph masters	65	158	10270	2.43
7	Make photo (thermo) copy masters	64	145	9280	2.27
8	Make spirit duplicator masters	54	132	7132	2.44
9	Make visual aids	105	275	28875	2.62
10	Operate a mimeograph machine	43	81	3483	2.88
11	Operate a photo (thermo) copy machine	58	130	7540	2.24
12	Operate a spirit duplicator	48	111	5328	2.31
13	Organize lesson plans	124	440	54560	3.55
14	Plan field trips	95	213	20235	2.24
15	Prepare lecture outlines	128	433	55424	3.38
16	Select course content	124	428	53072	3.45
17	Select student projects	115	375	43125	3.26
18	Select text books	112	298	33376	2.66
19	Select training packages	65	165	10725	2.54
20	Select visual aids	114	302	34428	2.65
21	Set up demonstrations	122	370	45140	3.03
22	Set up laboratory equipment	105	322	33810	3.07
23	Write course objectives	123	348	42804	2.83
24	Write laboratory exercises	102	313	31926	3.07
25	Write lesson objectives	104	301	31304	2.89
26	Write student handout sheets	124	371	46004	2.99
27	Write unit objectives	89	245	21805	2.75

II Executing Instruction

1	Coordinate a cooperative work program	28	78	2184	2.79
2	Demonstrate manipulative skills	95	305	28975	3.21
3	Derive mathematical equations	77	214	16478	2.78
4	Direct group discussions	90	260	23400	2.89
5	Direct programmed instruction	35	86	3010	2.46
6	Direct student skill practice	111	387	42957	3.49
7	Direct student project work	102	359	36618	3.52
8	Employ oral questioning	117	376	43992	3.21
9	Give homework assignments	119	352	41888	2.96
10	Give lectures	127	473	60071	3.72
11	Give students assistance in laboratory	117	459	53703	3.92
12	Implement rules of acceptable condut	109	290	31610	2.66
13	Implement safety procedures	97	263	25511	2.71
14	Present lessons through problem solving	119	411	48909	3.45
15	Present lessons using analogies	81	249	20169	3.07
16	Present lessons using audio tape	44	95	4180	2.16
17	Present lessons using filmstrips	59	137	8083	2.32
18	Present lessons using flip charts	29	66	1914	2.28
19	Present lessons using models	69	190	13110	2.75
20	Present lessons using photo slides	53	135	7155	2.55
21	Present lessons using video tape	24	59	1416	2.46
22	Present lessons with a chalkboard	126	483	60858	3.83
23	Present lessons with motion pictures	83	189	15687	2.28
24	Present lessons with overhead projector	104	314	32656	3.02
25	Present principles by demonstration	112	375	42000	3.35
26	Supervise student laboratory work	113	452	51076	4.00
27	Supervise field trips	84	181	15204	2.15
28	Teach evening classes	74	230	17020	3.11
29	Teach extension classes	18	51	918	2.83
30	Work problems before class	113	384	43392	3.40

TABLE III (Continued)

III Evaluating Instruction

1	Administer written tests	131	411	53841	3.14
2	Analyze tests for reliability	89	233	20737	2.62
3	Analyze tests for validity	94	248	23312	2.64
4	Check graduate performance with employer	81	207	16767	2.56
5	Conduct drop-out studies	50	110	5500	2.20
6	Determine final grades	130	430	55900	3.31
7	Devise laboratory performance tests	92	278	25576	3.02
8	Formulate case-study problems	39	91	3549	2.33
9	Formulate completion test questions	112	312	34944	2.79
10	Formulate essay test questions	95	246	23370	2.59
11	Formulate multiple choice questions	91	241	21931	2.65
12	Formulate multiple choice questions	110	311	34210	2.83
13	Formulate tech-math problems	76	225	17100	2.96
14	Formulate true-false questions	96	242	23232	2.52
15	Grade homework assignments	110	339	37290	3.08
16	Grade laboratory reports	91	301	27391	3.31
17	Grade student projects	107	378	40446	3.53
18	Grade students class performance	111	372	41292	3.35
19	Grade written tests	120	403	48360	3.36
20	Have advisory committee evaluate courses	67	170	11390	2.54
21	Have students evaluate course content	90	215	19350	2.39
22	Have students evaluate teacher	95	235	22325	2.47
23	Obtain program evaluation from graduates	70	173	12110	2.47
24	Prepare progress charts	51	128	6528	2.51
25	Rate other teachers	25	63	1575	2.52
26	Serve on self-study committees	50	128	6400	2.56
27	Use a self-evaluation form	43	111	4773	2.58
28	Write lesson objectives	103	297	30591	2.88
29	Write student evaluation criteria	51	151	7701	2.96

IV Administering Instructional Services

1	Assign students to classes	69	206	14214	2.99
2	Attend faculty meetings	131	385	50435	2.94
3	Collect fees	37	67	2479	1.81
4	Coordinate teaching in several programs	50	147	7350	2.94
5	Handle petty cash	24	36	864	1.50
6	Identify prospective teachers	47	109	5123	2.32
7	Interview prospective employees	45	105	4725	2.33
8	Maintain attendance records	116	340	39440	2.93
9	Maintain counseling records	51	130	6630	2.55
10	Maintain financial records	22	55	1210	2.50
11	Maintain follow-up records	51	130	6630	2.55
12	Maintain placement records	44	124	5456	2.82
13	Maintain purchasing records	50	143	7150	2.86
14	Make teaching assignments	42	123	5166	2.93
15	Plan the budget	42	119	4998	2.83
16	Prepare class schedules	73	203	14819	2.78
17	Prepare promotional brochures	59	159	9381	2.69
18	Prepare recruiting materials	63	177	11151	2.81
19	Prepare travel claims	62	129	7998	2.08
20	Recruit new students	107	286	30602	2.67
21	Specify teacher qualifications	38	90	3420	2.37
22	Supervise other teachers	42	121	5082	2.88

V Managing Equipment and Facilities

1	Administer laboratory clean-up	85	227	19295	2.67
2	Arrange for equipment storage	82	206	16892	2.51
3	Conduct the inventory	92	241	22172	2.62
4	Control environment (light, heat, etc.)	76	188	14288	2.47
5	Evaluate available facilities	67	174	11658	2.60
6	Maintain equipment	98	305	29890	3.11
7	Manage a tool room	34	87	2958	2.56
8	Order instructional supplies	108	300	32400	2.78
9	Order laboratory equipment	92	248	22816	2.70
10	Plan long range equipment needs	82	220	18040	2.68
11	Prepare equipment budgets	53	142	7526	2.68
12	Recommend library purchases	89	200	17800	2.25
13	Repair damaged equipment	92	271	24932	2.95
14	Review building construction plans	47	115	5405	2.45
15	Schedule student laboratory time	79	219	17301	2.77
16	Select audio-visual equipment	61	148	9028	2.43
17	Select classrooms	37	86	3182	2.32
18	Solicit contributions from industry	34	83	2822	2.44
19	Select laboratory (shop) space	25	58	1450	2.32
20	Write equipment specifications	71	179	12709	2.52

TABLE III (Continued)

VI Providing Student Services

1 Administer counseling tests	12	20	240	1.67
2 Administer placement tests	17	36	612	2.12
3 Advise students about employment	118	357	42126	3.03
4 Advise students about further education	114	321	36594	2.82
5 Advise students with personal problems	114	265	30210	2.32
6 Advise students with personal problems	122	336	40992	2.75
7 Assess student academic ability	74	205	15170	2.77
8 Assist students in getting financial aids	72	162	11664	2.25
9 Conduct counseling sessions	50	148	7400	2.96
10 Conduct a graduate follow-up program	44	122	5368	2.77
11 Conduct home visits	13	25	325	1.92
12 Contact prospective employers	74	200	14800	2.70
13 Evaluate student selection data	19	35	665	1.84
14 Interview prospective students	81	211	17091	2.60
15 Place graduates with employers	70	194	13580	2.77
16 Provide disciplinary action	37	69	2553	1.86
17 Provide placement services	46	130	5980	2.83
18 Select students for the program	25	56	1400	2.24
19 Set student selection criteria	22	49	1078	2.23
20 Write letters of recommendation	103	241	24823	2.34

VII Participating in Professional Development

1 Assist new teachers	87	219	19053	2.52
2 Attend professional meetings	127	335	42545	2.64
3 Conduct research	43	101	4343	2.35
4 Participate in professional organizations	119	307	36533	2.58
5 Participate in research studies	46	92	4232	2.00
6 Participate in seminars	95	220	20900	2.32
7 Practice new specialty skills	78	209	16302	2.68
8 Read professional journals	132	366	48312	2.77
9 Read text books	130	412	53560	3.17
10 Read technical journals	121	363	43923	3.00
11 Serve as an officer of an organization	62	161	9982	2.60
12 Take college courses	101	292	29492	2.89
13 Take correspondence courses	15	28	420	1.87
14 Take short courses	66	138	9108	2.09
15 Visit other schools	97	222	21534	2.29
16 Work in industry	45	114	5130	2.53
17 Write professional articles	26	48	1248	1.85
18 Write technical journal articles	23	41	943	1.78

VIII Developing Instructional Programs

1 Adapt occupational surveys to local needs	33	77	2541	2.33
2 Analyze occupational clusters	31	64	1984	2.06
3 Assess relevancy of program offerings	72	195	14040	2.71
4 Conduct occupational needs surveys	35	80	2800	2.29
5 Determine staff and faculty requirements	39	97	3783	2.49
6 Establish program goals	71	196	13916	2.76
7 Examine curricula of other schools	85	217	18445	2.55
8 Identify appropriate program content	79	233	18407	2.95
9 Identify entry level skills	58	150	8700	2.59
10 Make job analyses	51	129	6579	2.53
11 Meet with advisory committees	92	218	20056	2.37
12 Organize advisory committees	56	137	7672	2.45
13 Plan advisory committee meetings	55	135	7425	2.45
14 Read curriculum research reports	60	122	7320	2.03
15 Read vocational education needs surveys	83	185	15355	2.23
16 Select programs to be offered	41	118	4838	2.88
17 Sequence courses within the program	76	208	15808	2.74
18 Serve on a curriculum committee	48	130	6240	2.71
19 Write program objectives	66	172	11352	2.61
20 Write proposals for funding	23	62	1426	2.70

TABLE III (Continued)

IX Participating in Non-Instructional Activities

1 Assist with institutional maintenance	58	142	8236	2.45
2 Attend civic club meetings	63	150	9450	2.38
3 Attend school related social functions	117	304	35568	2.60
4 Chaperon student activities	79	189	14931	2.39
5 Collect money for charities	33	67	2211	2.03
6 Collect tickets at school activities	15	31	465	2.07
7 Drive a school bus	4	5	20	1.25
8 Participate in community activities	90	248	22320	2.76
9 Prepare news releases	32	73	2336	2.28
10 Sell activities tickets	10	17	170	1.70
11 Serve on committees	101	270	27270	2.67
12 Sponsor student clubs	72	220	15840	3.06
13 Visit with other teachers	110	339	37290	3.08
14 Work as a consultant	47	118	5546	2.51

These are but a relatively few of the many ways that the results of this study could be presented. They are adequate however for the purposes of this study. Some of the conclusions and recommendations which can be derived from these data will be presented in the following chapter.

TABLE IV

TOP AND BOTTOM DECILE OF THE RANKING OF
THE NUMBER OF RESPONDENTS WHO REPORTED
PERFORMING EACH TASK

	Duty - Task	Number Responding	Per Cent
VII-8	Read professional journals	132	95.7
III-1	Administer written tests	131	94.9
IV-2	Attend faculty meetings	131	94.9
VII-9	Read text books	130	94.2
III-6	Determine final grades	130	94.2
I-15	Prepare lecture outlines	128	92.8
VII-2	Attend professional meetings	127	92.0
II-10	Give lectures	127	92.0
II-22	Present lessons with a chalkboard	126	91.3
I-13	Organize lesson plans	124	89.9
I-16	Select course content	124	89.9
I-26	Write student handout sheets	124	89.9
I-23	Write course objectives	123	89.1
VI-6	Advise students with scholastic problems	122	88.4
I-21	Set up demonstrations	122	88.4
VII-10	Read technical journals	121	87.8
III-19	Grade written tests	120	87.0
II-9	Give homework assignments	119	86.2
II-14	Present lessons by problem solving	119	86.2
VII-4	Participate in prof. organizations	119	86.2
II-1	Coordinate a cooperative work program	28	20.3
VII-17	Write professional articles	26	18.8
III-25	Rate other teachers	25	18.1
V-19	Select laboratory (shop space)	25	18.1
VI-18	Select students for the program	25	18.1
II-21	Present lessons using video tape	24	17.4
IV-3	Collect fees	24	17.4
VIII-20	Write proposals for funding	23	16.7
VII-18	Write technical journal articles	23	16.7
IV-10	Maintain financial records	22	15.9
VI-19	Set student selection criteria	22	15.9
VI-13	Evaluate student selection data	19	13.8
II-29	Teach extension classes	18	13.0
VI-2	Administer placement tests	17	12.3
VII-13	Take correspondence courses	15	10.9
IX-6	Collect tickets at school activities	15	10.9
VI-11	Conduct home visits	13	9.4
VI-1	Administer counseling tests	12	8.7
IX-10	Sell activities tickets	10	7.2
IX-7	Drive a school bus	4	2.9

TABLE V

TOP AND BOTTOM DECILE OF THE RANKING OF
THE TOTAL RELATIVE TIMES REPORTED
SPENT ON EACH TASK

	Duty – Task	Total Relative Time
II-22	Present lessons with a chalkboard	483
II-10	Give lectures	473
II-11	Give students assistance in laboratory	459
II-26	Supervise student laboratory work	452
I-13	Organize lesson plans	440
I-15	Prepare lecture outlines	433
III-6	Determine final grades	430
I-16	Select course content	428
VII-9	Read text books	412
II-14	Present lessons through problem solving	411
III-1	Administer written tests	411
III-19	Grade written tests	403
II-6	Direct student skill practice	387
IV-2	Attend faculty meetings	385
II-30	Work problems before class	384
III-17	Grade student projects	378
II-8	Employ oral questioning	376
I-17	Select student projects	375
II-25	Present principles through demonstration	375
III-18	Grade students class performance	372
VIII-2	Analyze occupational clusters	64
III-25	Rate other teachers	63
VIII-20	Write proposals for funding	62
II-21	Present lessons using video tape	59
V-19	Select laboratory (shop) space	58
VI-18	Select students for the program	56
IV-10	Maintain financial records	55
II-29	Teach extension classes	51
VI-19	Set student selection criteria	49
VII-17	Write professional articles	48
VII-18	Write technical journal articles	41
VI-2	Administer placement tests	36
IV-5	Handle petty cash	36
VI-13	Evaluate student selection data	35
IX-6	Collect tickets at school activities	31
VII-13	Take correspondence courses	28
VI-11	Conduct home visits	25
VI-1	Administer counseling tests	20
IX-10	Sell activities tickets	17
IX-7	Drive a school bus	5

TABLE VI

TOP AND BOTTOM DECILE OF THE RANKING OF THE PRODUCTS
OF THE NUMBER OF AFFIRMATIVE RESPONDENTS AND THE
TOTAL RELATIVE TIME SPENT ON THE TASKS

	Duty – Task	Product
II-22	Present lessons with a chalkboard	60858
II-10	Give lectures	60071
III-6	Determine final grades	55900
I-15	Prepare lecture outlines	55424
I-13	Organize lesson plans	54560
III-1	Administer written tests	53841
II-11	Give students assistance in laboratory	53703
VII-9	Read text books	53560
I-16	Select course content	53072
II-26	Supervise student laboratory work	51076
IV-2	Attend faculty meetings	50435
II-14	Present lessons through problem solving	48909
III-19	Grade written tests	48360
VII-8	Read professional journals	98312
I-26	Write student handout sheets	46004
I-21	Set up demonstrations	45140
II-8	Employ oral questioning	43992
VII-10	Read technical journals	43926
II-30	Work problems before class	43392
I-17	Select student projects	43125
II-18	Present lessons using flip charts	1914
III-25	Rate other teachers	1575
V-19	Select laboratory (shop) space	1450
VIII-20	Write proposals for funding	1426
II-21	Present lessons using video tape	1416
VI-18	Select students for the program	1400
VII-17	Write professional articles	1248
IV-10	Maintain financial records	1210
VI-19	Set student selection criteria	1078
VII-18	Write technical journal articles	943
II-29	Teach extension classes	918
VI-5	Advise students wtih personal problems	864
VI-13	Evaluate student selection data	665
VI-2	Administer placement tests	612
IX-6	Collect tickets at school activities	465
VII-13	Take correspondence courses	420
VI-11	Conduct home visits	325
VI-1	Administer counseling tests	240
IX-10	Sell activities tickets	170
IX-7	Drive a school bus	20

TABLE VII

TOP AND BOTTOM DECILE OF THE RANKING OF THE REPORTED
MEAN RELATIVE TIME SPENT PERFORMING EACH TASK

Duty - Task		Mean Time
II-26	Supervise student laboratory work	4.00
II-11	Give students assistance in laboratory	3.92
II-22	Present lessons with a chalkboard	3.83
II-10	Give lectures	3.72
I-13	Organize lesson plans	3.55
III-17	Grade student projects	3.53
II-7	Direct student project work	3.52
II-6	Direct student skill practice	3.49
I-16	Select course content	3.45
II-14	Present lessons through problem solving	3.45
II-30	Work problems before class	3.40
I-15	Prepare lecture outlines	3.38
III-18	Grade students class performance	3.35
III-19	Grade written tests	3.35
III-6	Determine final grades	3.31
III-16	Grade laboratory reports	3.31
I-17	Select student projects	3.26
II-2	Demonstrate manipulative skills	3.21
II-8	Employ oral questioning	3.21
VII-9	Read text books	3.17
I-3	Identify resource persons	2.12
VI-2	Administer placement tests	2.12
VII-14	Take short courses	2.09
I-2	Identify library resources	2.07
VIII-2	Analyze occupational clusters	2.06
IX-6	Collect tickets at school activities	2.06
VIII-14	Read curriculum research reports	2.03
IX-5	Collect money for charities	2.03
VI-11	Conduct home visits	1.92
I-10	Operate a mimeograph machine	1.88
VII-13	Take correspondence courses	1.87
VI-16	Provide disciplinary action	1.86
VII-17	Write professional articles	1.85
VI-13	Evaluate student selection data	1.84
IV-3	Collect fees	1.81
VII-18	Write technical journal articles	1.78
IX-10	Sell activities tickets	1.70
VI-1	Administer counseling tests	1.67
IV-5	Handle petty cash	1.50
IX-7	Drive a school bus	1.25

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The two questions with which this study dealt were
cited in Chapter I as being:

1. What are some of the tasks that occupational
   teachers perform in their professional role?

2. How much relative time is devoted to each of
   these various tasks?

In the following pages these questions are considered in
relationship to the results received and a number of con-
clusions about them are suggested. Also, several recommend-
ations which grew out of the study are proposed.

The teacher representation selected for the study in-
cluded 23 institutions and 171 potential respondents. Based
on the 138 useful returns from 18 institutions representing
approximately 80 percent of both the institutions and the
respondents, it was concluded that this choice was adequate
for the purposes of the study. The use of these respondents
in subsequent studies can be recommended.

The techniques used in developing the instrument for
this study were similar to those revealed by a review of the
literature. Nine duty areas and 200 tasks were included.
Two principle problems were encountered in administering the

instrument. These were:

1. Several respondents commented that the rela-
tive time scale used was difficult to under-
stand fully. Specifically, they expressed
some confusion regarding what constituted an
"average" relative time spent on a task.

2. Some of the task statements were ambiguous.
For instance, task II-3 "work problems be-
fore class" could be read as; work problems
prior to class, or work problems in front of
the class.

In spite of these problems it was concluded that the instru-
ment as used was adequate for the purposes of the study. It
is recommended that if the instrument is to be used in sub-
sequent studies an attempt should be made to resolve the
problems cited.

Data collection was achieved by working through the
occupational Director (or Dean) at the participating insti-
tutions. Based on the return of over 80 percent of the in-
struments it was concluded that this technique was adequate
for the purposes of the study.

The relatively high return rate makes it possible to
suggest that this data collection method might be used suc-
cessfully in subsequent studies of this type.

The returns reflected some affirmative responses to all
of the 200 tasks included in the study. It can be conclud-
ed, therefore that the 200 tasks used were to varying

degrees appropriate. However, since the number of affirmative responses to a particular task varied from less than three percent to over 95 percent it can be concluded that the appropriateness varies from task to task. It is therefore recommended that if the same instrument is to be used in a subsequent study, consideration be given to deleting or replacing all or part of the tasks in the lowest decile.

The decision to delete a task could be made on the basis of a low ranking in: The number of teachers who perform it, the relative time they spend doing it, or any combination of these things. Similarly, the decision to replace a task could be made on the same basis as deletion. Choosing appropriate tasks with which to make replacements would be more difficult. Replacement tasks would need to be separately validated to insure that they were indeed potentially higher ranking ones. There would be little value in replacing low ranking tasks with other low ranking tasks.

The tasks identified as being in the highest decile of each of the four ranking methods showed considerable overlap. The top 20 in all four rankings includes only 32 tasks. Of these 32 tasks, eight appear in the top decile of all four ranlings, eight appear in three rankings, seven in two rankings and nine appear in only one of the rankings. In as much as five of these nine appear in the table indicating the number of respondents who report doing the tasks (Table IV), one could conclude that it is the least effective of the rankings for identfying potentially important tasks.

Table VIII shows all of the tasks found in the highest deciles and the various rankings in which they appear.

TABLE VIII

TASKS IN THE TOP DECILE RANKINGS GIVEN
IN TABLES IV, V, VI AND VII

Duty – Task		Appears in Table IV	V	VI	VII
I-13	Organize lesson plans	X	X	X	X
I-15	Prepare lecture outlines	Y	X	X	X
I-16	Select course content	X	X	X	X
I-17	Select student projects		X	X	X
I-21	Set up demonstrations	X		X	
I-28	Write course objectives	X			
I-26	Write student handout sheets	X		X	
II-2	Demonstrate manipulative skills				X
II-6	Direct student skill practice		X		X
II-7	Direct student project work				X
II-8	Employ oral questioning		X	X	X
II-9	Give homework assignments	X			
II-10	Give lectures	X	X	X	X
II-11	Give students assistance in lab		X	X	X
II-14	Present lessons by problem solving	X	X	X	X
II-22	Present lessons with a chalkboard	X	X	X	X
II-25	Present principles by demonstration		X		
II-26	Supervise student laboratory work		X	X	X
II-30	Work problems before class		X	X	X
III-1	Administer written tests	X	X	X	
III-6	Determine final grades	X	X	X	
III-16	Grade laboratory reports				X
III-17	Grade student projects		X		X
III-18	Grade student class performance		X		X
III-19	Grade written tests	X	X	X	X
IV-2	Attend faculty meetings	X	X	X	
VI-6	Advise students with scholastic problems	X			
VII-2	Attend professional meetings	X			
VII-4	Participate in prof. organizations	X			
VII-8	Read professional journals	X		X	
VII-9	Read text books	X	X	X	X
VII-10	Read technical journals	X		X	

In as much as the four methods are dependently related, such overlap is to be expected. From this table it can be concluded that Duties I, II, III and VII (that is; Preparing for instruction, Executing instruction, Evaluating instruction and Participating in professional development) demand the greatest amount of the teachers' attention.

Similarly, the lowest decile tasks are given in Table IX. As was the case with the top decile, the four ranking methods agree quite well.

In this listing 31 tasks are required to list the bottom 20 in all four rankings. Ten of these appear in each of the four rankings while eight appear in three of the rankings, three are in two of the rankings and ten tasks appear in only one ranking. Seven of these latter ten tasks appear only in the table (Table VII) which gives the mean relative time spent by those who perform the tasks. On this basis one could conclude that this ranking (mean relative time) is the least effective of the four in identifying potentially unimportant tasks. Duty area VI, Providing student services, would seem to be one requiring the least attention with certain individual tasks from all the other areas also receiving little attention.

While there is little precedent for doing so, one could conclude that those tasks which appear in the top or bottom decile of all four ranking methods were of particular significance. Doing so, results in a listing of what could be called the most and least emphasized tasks teachers perform.

TABLE IX

TASKS IN THE BOTTOM DECILE RANKINGS GIVEN
IN TABLES IV, V, VI AND VII

Duty – Task		Appears in Table			
		IV	V	VI	VII
I-2	Identify library resourses				X
I-3	Identify resourse persons				X
I-10	Operate a mimeograph machine				X
II-1	Coordinate a cooperative work program	X			
II-18	Present lessons using flip charts			X	
II-21	Present lessons using video tape	X	X	X	
II-29	Teach extension classes	X	X	X	
III-25	Rate other teachers	X	X	X	
IV-3	Collect fees	X			X
IV-5	Handle petty cash		X		X
IV-10	Maintain financial records	X	X	X	
V-19	Select laboratory (shop) space	X	X	X	
VI-1	Administer counseling tests	X	X	X	X
VI-2	Administer placement tests	X	X	X	X
VI-5	Advise students with personal problems			X	
VI-11	Conduct home visits	X	X	X	X
VI-13	Evaluate student selection data	X	X	X	X
VI-16	Provide disciplinary action				X
VI-18	Select students for the program	X	X	X	
VI-19	Set student selection criteria	X	X	X	
VII-13	Take correspondence courses	X	X	X	X
VII-14	Take short courses				X
VII-17	Write professional articles	X	X	X	X
VII-18	Write technical journal articles	X	X	X	X
VIII-2	Analyze occupational clusters		X		X
VIII-14	Read curriculum research reports				X
VIII-20	Write proposals for funding	X	X	X	
IX-5	Collect money for charities				X
IX-6	Collect tickets at school activities	X	X	X	X
IX-7	Drive a school bus	X	X	X	X
IX-10	Sell activities tickets	X	X	X	X

The following are the lists which arise from such a conclusion. These lists are not ranked and do not imply the importance of the task.

Most Emphasized Tasks

1. Read text books

2. Select course content

3. Organize lesson plans

4. Prepare lecture outlines

5. Present lessons with a chalkboard

6. Give lectures

7. Present lessons through problem solving

8. Grade written tests

Least Emphasized Tasks

1. Administer counseling tests

2. Evaluate student selection data

3. Conduct home visits

4. Administer placement tests

5. Take correspondence courses

6. Write professional articles

7. Write technical journal articles

8. Sell activities tickets

9. Collect tickets at school activities

10. Drive a school bus

An inference that can be drawn from these lists is that occupational teachers place primary emphasis on doing those things which contribute directly to classroom instruction and the least emphasis on those things which support

instruction only peripherally. The content of the lists of the most and least emphasized tasks would seem to lend support to the idea that the task inventory technique is an appropriate one to use in studying teacher occupations. It is a commonly held belief that occupational teachers do in fact spend much of their time on the kind of tasks which appear in the most emphasized tasks list and very little on the kinds in the least emphasized tasks list.

The tasks which appear in three out of the four top decile of rankings:

1. Select student projects

2. Work problems before class

3. Supervise student laboratory work

4. Give students assistance in laboratory

5. Employ oral questioning

6. Administer written tests

7. Determine final grades

8. Attend faculty meetings

represent much the same kind of activities as do the most emphasized tasks. That is, they are almost exclusively tasks associated directly with instruction or in direct support of instruction. The single possible exception being "attend faculty meetings" which might be preceived as being in direct support of instruction or possibly as being directed toward some other kind of activity.

Similarly, the tasks which appear in two of the four top decile rankings also reflect an emphasis on instruction:

1. Read technical journals

2. Read professional journals

3. Write student handout sheets

4. Set up demonstrations

5. Direct student skill practice

6. Grade student class performance

7. Grade student projects

Even among those tasks that appear in only one out of the four top decile rankings the emphasis would seem to be primarily on direct involvement with instruction. To be found in this category are:

1. Write course objectives

2. Present principles by demonstration

3. Demonstrate manipulative skills

4. Direct student project work

5. Give homework assignments

6. Grade laboratory reports

7. Advise students with scholastic problems

8. Attend professional meetings

9. Participate in professional organizations

This conclusion drawn from these listings is that occupational teachers, as a whole, place almost all of their emphasis, in terms of the four ranking methods used, on those activities very closely associated with actual instruction.

The tasks which appear in the lowest decile of the rankings do not reflect a central theme but are spread among the various duties. There is therefore little need to

summarize the tasks in this category further.

It should be noted that the conclusions drawn above differ to some extent from the findings of DeVaughn and Kinzer cited in Chapter II. In both instances they attempted to identify competencies of a broader nature than the tasks identified in this study. However, it should be kept in mind that both of the previous studies attempted to identify items preceived as being important to teaching while the purpose of this study was to identify tasks reported as actually being performed by technical teachers and the relative time spent performing them. It would be surprising if the two approaches produced the same results.

The differing results from the two approaches do however focus attention on an important point. That point being that desirable teacher competencies are not well defined nor easily identified. Neither preceived importance nor reported performance effectively identify either desired performance or the level of performance rquired for functional adequacy (competency) in effective teaching.

It is therefore recommended that additional research in the area of the functional adequacy of occupational teachers be carried out before wide spread attempts are made to establish competency-based or performance-based teacher education curricula.

During the conduct of the study the question was raised as to whether or not the results would remain invariant during the school year. If they do not, then serious

questions can be raised as to the value of a single task inventory in identifying appropriate content for performance based (competency-based) teacher education programs.

It is certainly conceivable that teachers may place major emphasis on planning instruction at the start of a semester or term; on executing instruction as they get into the semester or term; and on student evaluation near the end of the semester or term. If this is the case, then a task inventory taken at any one of these times could be heavily influenced by these shifts in emphasis. While the possible existence of this influence was recognized no attempt was made in this study to explore it. It is therefore recommended that further consideration be given to investigating this question.

Overall, it is worth noting again that the results of this study differed considerably from those of DeVaughn and even more so from those of Kinzer. Part of the reason for the differences undoubtedly lies in the differences in approach. The differences do however emphasize the need to define "competency-based" or "performanced-based" teacher education more exactly in terms of how it is to be identified.

Returning to the original questions addressed by the study; it is concluded that tasks which teachers perform can be (and some were) identified using the techniques employed herein. Moreover, while exact time requirements can not be established using these techniques, relative times spent in

performing the tasks can be (and were) identified.

However, no claim is made that this study has identified either desirable teacher performance or the level of performance needed to be an effectively competent occupational teacher.

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APPENDIX A

THE INSTRUMENT

task inventory

OCCUPATIONAL

EDUCATION

technical education

forward

moving
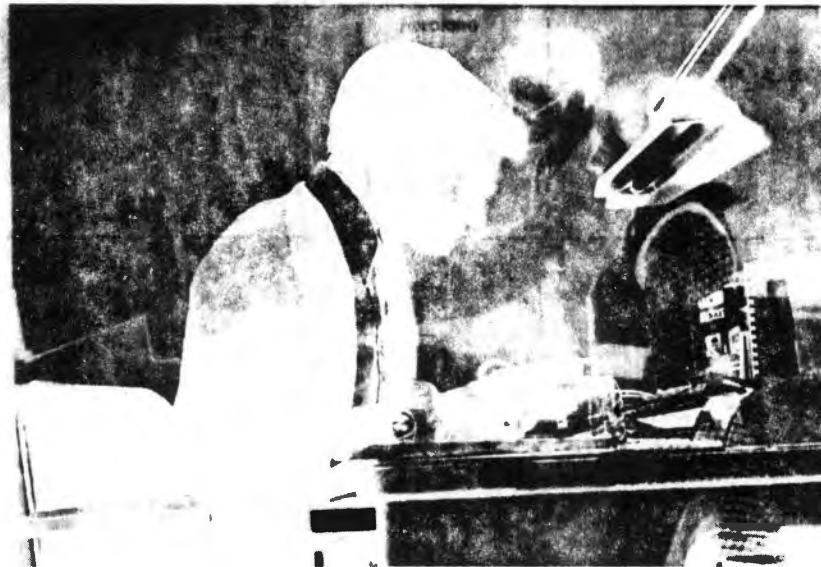
PURPOSE OF THE INVENTORY

THIS TASK INVENTORY IS DESIGNED TO HELP IDENTIFY THE KINDS OF TASKS THAT OCCUPATIONAL TEACHERS DO ON THEIR JOBS AND THE RELATIVE TIME THEY SPEND DOING THEM. SUCH INFORMATION CAN BE VERY HELPFUL IN PLANNING TRULY RELEVANT TEACHER EDUCATION PROGRAMS.

GENERAL INSTRUCTIONS

COMPLETING THE INVENTORY FORM IS VERY EASY AND IT REQUIRES LESS THAN ONE-HALF HOUR TO DO. FIRST FILL IN THE PROFESSIONAL INFORMATION REQUESTED ON PAGE TWO. THEN READ THE INSTRUCTIONS AND EXAMINE THE EXAMPLE ON PAGE THREE. THE INSTRUCTIONS WILL TELL YOU HOW TO PROCEED WITH THE REMAINDER OF THE INVENTORY.

LASTLY, PLEASE RETURN THE WHOLE BOOKLET PROMPTLY.

000194

2

PROFESSIONAL INFORMATION

HOW MANY YEARS HAVE YOU TAUGHT IN YOUR PRESENT POSITION? _____

HOW MANY TOTAL YEARS HAVE YOU TAUGHT? _____

CHECK THE TYPE OF INSTITUTION THAT YOU WORK FOR:

COMMUNITY-JUNIOR COLLEGE   ☐

VOCATIONAL SCHOOL   ☐

TECHNICAL INSTITUTE   ☐

4 YEAR COLLEGE (OR UNIV.)   ☐

CHECK ALL OF THE DEGREES THAT YOU HOLD AND GIVE THE MAJOR SUBJECTS

MAJOR

CERTIFICATE   ☐   _____

ASSOCIATE   ☐   _____

BACHELORS   ☐   _____

MASTERS   ☐   _____

DOCTORATE   ☐   _____

WHAT OCCUPATIONAL SPECIALTY DO YOU TEACH? _____

HOW MANY YEARS OF NON-TEACHING EMPLOYMENT EXPERIENCE HAVE YOU HAD IN YOUR

SPECIALTY? _____

CAREFULLY READ EACH OF THE TASK STATEMENTS AND PLACE A CHECK MARK (√) IN THE CULUMN LABELED CHECK FOR EACH TASK WHICH YOU PERFORM ON YOUR PRESENT JOB.

AFTER CHECKING ALL THE TASKS WHICH YOU PERFORM, RATE ONLY THE TASKS YOU HAVE CHECKED BY PLACING A CHECK MARK (√) IN THE APPROPRIATE COLUMN LABELED TIME SPENT.

TIME SPENT MEANS THE RELATIVE TIME YOU SPEND ON THE TASK YOU ARE RATING, COMPARED WITH THE TIME YOU SPEND ON EACH OF THE OTHER TASKS YOU DO. IT DOES NOT IMPLY THE IMPORTANCE OF THE TASK TO YOUR JOB. SOME VERY IMPORTANT TASKS TAKE LITTLE TIME WHILE SOME UNIMPORTANT ONES REQUIRE A LOT OF TIME.

AT THE END OF ANY SECTION WRITE IN AND RATE ANY TASKS YOU DO WHICH ARE NOT LISTED.

EXAMPLE:

OCCUPATIONAL EDUCATION TASK INVENTORY

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	Check √ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
— DUTY — PREPARING FOR INSTRUCTION			1	2	3	4	5
————TASKS————							
1. Develop student safety procedures	√			√			
2. Identify library resources	√			√			
3. Identify resource persons							
4. Identify terminal evaluative criteria	√					√	
5. Maintain an instructional materials file							
OTHER TASKS							
6. *Prepare Visual Aids*	√					√	

Please rate by TIME SPENT rather than importance of task

4   OCCUPATIONAL EDUCATION TASK INVENTORY

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked. — DUTY — PREPARING FOR INSTRUCTION	Check ✓ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (✓) the appropriate column				
————TASKS————			1	2	3	4	5
1. Develop student safety procedures							
2. Identify library resources							
3. Identify resource persons							
4. Identify terminal evaluative criteria							
5. Maintain an instructional materials file							
6. Make mimeograph masters							
7. Make photo (thermo) copy masters							
8. Make spirit duplicator masters							
9. Make visual aids							
10. Operate a mimeograph machine							
11. Operate a photo (thermo) copy machine							
12. Operate a spirit duplicator							
13. Organize lesson plans							
14. Plan field trips							
15. Prepare lecture outlines							
16. Select course content							
17. Select student projects							
18. Select text books							
19. Select training packages							
20. Select visual aids							

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	Check √ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
— DUTY — PREPARING FOR INSTRUCTION							
———TASKS———			1	2	3	4	5
21. Set up demonstrations							
22. Set up laboratory equipment							
23. Write course objectives							
24. Write laboratory exercises							
25. Write lesson objectives							
26. Write student handout sheets							
27. Write unit objectives							
OTHER TASKS							

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked. — DUTY — EXECUTING INSTRUCTION	Check √ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
———TASKS———			1	2	3	4	5
1. Coordinate a cooperative work program							
2. Demonstrate manipulative skills							
3. Derive mathematical equations							
4. Direct group discussions							
5. Direct programmed instruction							
6. Direct student skill practice							
7. Direct student project work							
8. Employ oral questioning							
9. Give homework assignments							
10. Give lectures							
11. Give students assistance in laboratory							
12. Implement rules of acceptable conduct							
13. Implement safety procedures							
14. Present lessons through problem solving							
15. Present lessons using analogies							
16. Present lessons using audio tape							
17. Present lessons using filmstrips							
18. Present lessons using flip charts							
19. Present lessons using models							
20. Present lessons using photo slides							

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked. — DUTY — EXECUTING INSTRUCTION	Check √ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
——————TASKS——————			1	2	3	4	5
21. Present lessons using video tape							
22. Present lessons with a chalkboard							
23. Present lessons with motion pictures							
24. Present lessons with overhead projector							
25. Present principles by demonstration							
26. Supervise student laboratory work							
27. Supervise field trips							
28. Teach evening classes							
29. Teach extension classes							
30. Work problems before class							
OTHER TASKS							

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.

— DUTY —

EVALUATING INSTRUCTION

Check √

If Done

Time Spent

1. Very little
2. Below average
3. About average
4. Above average
5. Very much

check (√) the appropriate column

TASKS	If Done	1	2	3	4	5
1. Administer written tests						
2. Analyze tests for reliability						
3. Analyze tests for validity						
4. Check graduate performance with employer						
5. Conduct drop-out studies						
6. Determine final grades						
7. Devise laboratory performance tests						
8. Formulate case-study problems						
9. Formulate completion test questions						
10. Formulate essay test questions						
11. Formulate matching test questions						
12. Formulate multiple choice questions						
13. Formulate tech-math problems						
14. Formulate true-false questions						
15. Grade homework assignments						
16. Grade laboratory reports						
17. Grade student projects						
18. Grade students class performance						
19. Grade written tests						
20. Have advisory committee evaluate courses						

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked. — DUTY — EVALUATING INSTRUCTION	Check ✓ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (✓) the appropriate column				
————TASKS————			1	2	3	4	5
21. Have students evaluate course content							
22. Have students evaluate teacher							
23. Obtain program evaluation from graduates							
24. Prepare progress charts							
25. Rate other teachers							
26. Serve on self-study committees							
27. Use a self-evaluation form							
28. Write lesson objectives							
29. Write student evaluation criteria							
OTHER TASKS							

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	Check ✓ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (✓) the appropriate column				
— DUTY — ADMINISTERING INSTRUCTIONAL SERVICES			1	2	3	4	5
————TASKS————							
1. Assign students to classes							
2. Attend faculty meetings							
3. Collect fees							
4. Coordinate teaching in several programs							
5. Handle petty cash							
6. Identify prospective teachers							
7. Interview prospective employees							
8. Maintain attendance records							
9. Maintain counseling records							
10. Maintain financial records							
11. Maintain follow-up records							
12. Maintain placement records							
13. Maintain purchasing records							
14. Make teaching assignments							
15. Plan the budget							
16. Prepare class schedules							
17. Prepare promotional brochures							
18. Prepare recruiting materials							
19. Prepare travel claims							
20. Recruit new students							

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	Check √ If Done	Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
— DUTY — ADMINISTERING INSTRUCTIONAL SERVICES						
—TASKS—		1	2	3	4	5
21. Specify teacher qualifications						
22. Supervise other teachers						
OTHER TASKS						

Please rate by TIME SPENT rather than importance of task

12   OCCUPATIONAL EDUCATION TASK INVENTORY

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked. — DUTY — MANAGING EQUIPMENT AND FACILITIES	Check √ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
TASKS			1	2	3	4	5
1. Administer laboratory clean-up							
2. Arrange for equipment storage							
3. Conduct the inventory							
4. Control environment (light, heat, etc.)							
5. Evaluate available facilities							
6. Maintain equipment							
7. Manage a tool room							
8. Order instructional supplies							
9. Order laboratory equipment							
10. Plan long range equipment needs							
11. Prepare equipment budgets							
12. Recommend library purchases							
13. Repair damaged equipment							
14. Review building construction plans							
15. Schedule student laboratory time							
16. Select audio-visual equipment							
17. Select classrooms							
18. Solicit contributions from industry							
19. Select laboratory (shop) space							
20. Write equipment specifications							

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	Check ✓ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (✓) the appropriate column				
— DUTY — MANAGING EQUIPMENT AND FACILITIES							
OTHER TASKS			1	2	3	4	5

Please rate by TIME SPENT rather than importance of task

OCCUPATIONAL EDUCATION TASK INVENTORY

14

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked. — DUTY — PROVIDING STUDENT SERVICES	Check √ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
TASKS			1	2	3	4	5
1. Administer counseling tests							
2. Administer placement tests							
3. Advise students about employment							
4. Advise students about further education							
5. Advise students with personal problems							
6. Advise students with scholastic problems							
7. Assess student academic ability							
8. Assist students in getting financial aids							
9. Conduct counseling sessions							
10. Conduct a graduate follow-up program							
11. Conduct home visits							
12. Contact prospective employers							
13. Evaluate student selection data							
14. Interview prospective students							
15. Place graduates with employers							
16. Provide disciplinary action							
17. Provide placement services							
18. Select students for the program							
19. Set student selection criteria							
20. Write letters of recommendation							

Please rate by TIME SPENT rather than importance of task

OCCUPATIONAL EDUCATION TASK INVENTORY   15

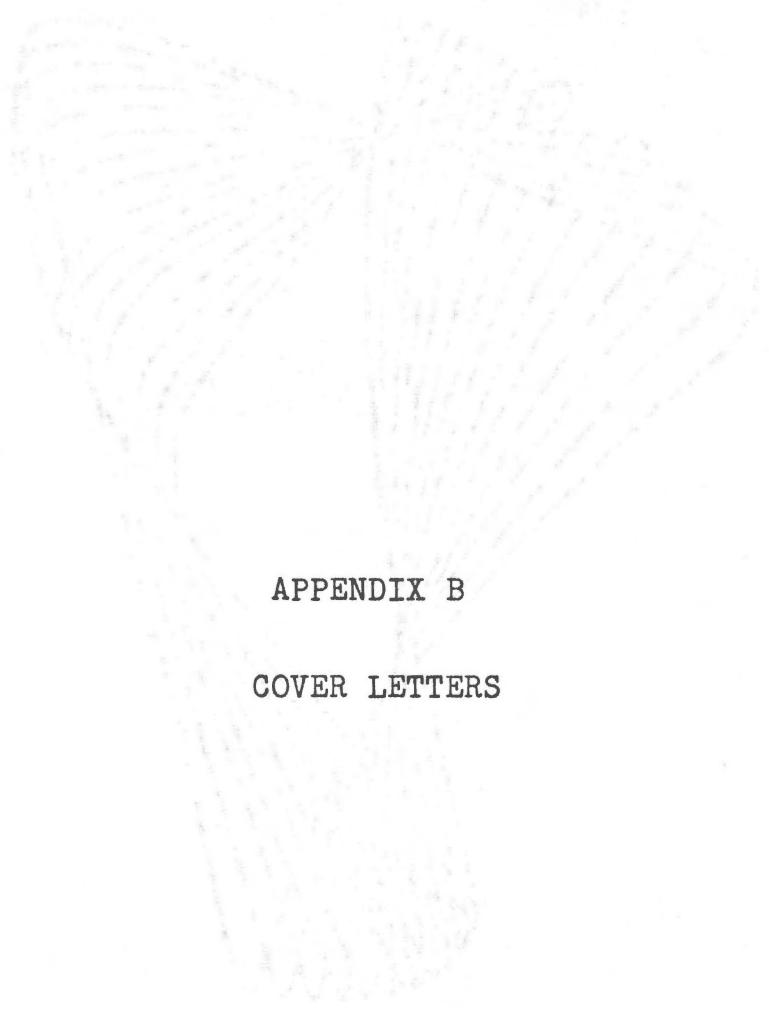| Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	Check ✓		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (✓) the appropriate column				
— DUTY — PROVIDING STUDENT SERVICES	If						
Done							
OTHER TASKS			1	2	3	4	5

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked. — DUTY — PARTICIPATING IN PROFESSIONAL DEVELOPMENT ————TASKS————	Check √ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
			1	2	3	4	5
1. Assist new teachers							
2. Attend professional meetings							
3. Conduct research							
4. Participate in professional organizatins							
5. Participate in research studies							
6. Participate in seminars							
7. Practice new specialty skills							
8. Read professional journals							
9. Read text books							
10. Read technical journals							
11. Serve as an officer of an organization							
12. Take college courses							
13. Take correspondence courses							
14. Take short courses							
15. Visit other schools							
16. Work in industry							
17. Write professional articles							
18. Write technical journal articles							

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	Check ✓		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (✓) the appropriate column				
— DUTY — PARTICIPATING IN PROFESSIONAL DEVELOPMENT	If						
	Done						
OTHER TASKS			1	2	3	4	5

Please rate by TIME SPENT rather than importance of task

18   OCCUPATIONAL EDUCATION TASK INVENTORY

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked. — DUTY — DEVELOPING INSTRUCTIONAL PROGRAMS	Check √ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
—————TASKS————			1	2	3	4	5
1. Adapt occupational surveys to local needs							
2. Analyze occupational clusters							
3. Assess relevancy of program offerings							
4. Conduct occupational needs surveys							
5. Determine staff and faculty requirements							
6. Establish program goals							
7. Examine curricula of other schools							
8. Identify appropriate program content							
9. Identify entry level skills							
10. Make job analyses							
11. Meet with advisory committees							
12. Organize advisory committees							
13. Plan advisory committee meetings							
14. Read curriculum research reports							
15. Read vocational education needs surveys							
16. Select programs to be offered							
17. Sequence courses within the program							
18. Serve on a curriculum committee							
19. Write program objectives							
20. Write proposals for funding							

Please rate by TIME SPENT rather than importance of task

OCCUPATIONAL EDUCATION TASK INVENTORY   19

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	Check √ If Done		Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (√) the appropriate column				
— DUTY — DEVELOPING INSTRUCTIONAL PROGRAMS OTHER TASKS			1	2	3	4	5

Please rate by TIME SPENT rather than importance of task

Listed below is a duty and tasks which it includes, check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked. — DUTY — PARTICIPATING IN NON-INSTRUCTIONAL ACTIVITIES	Check ✓ If Done	Time Spent 1. Very little 2. Below average 3. About average 4. Above average 5. Very much check (✓) the appropriate column

——TASKS——		1	2	3	4	5
1. Assist with institutional maintenance						
2. Attend civic club meetings						
3. Attend school related social functions						
4. Chaperon student activities						
5. Collect money for charities						
6. Collect tickets at school activities						
7. Drive a school bus						
8. Participate in community activities						
9. Prepare news releases						
10. Sell activities tickets						
11. Serve on committees						
12. Sponsor student clubs						
13. Visit with other teachers						
14. Work as a consultant						
OTHER TASKS						

Please rate by TIME SPENT rather than importance of task

APPENDIX B

COVER LETTERS

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Technical Education
Classroom Building 406
(405) 372-6211, Ext. 6287

74074

October 16, 1974

Name
Institution
Address
City, State, Zip Code

Dear (Name):

Enclosed are the task inventory booklets that J. D.
Wilhoit discussed with you a short time ago.

We would sincerely appreciate it if you would distri-
bute them to the appropriate faculty members. As you will
note in the cover letter attached to each booklet, the faculty
members are instructed to return them to you after completion.
To make getting them back to us more convenient we are also
enclosing a stamped return envelope.

We very much appreciate your help in collecting this
data and hope it isn't overly troublesome.

Cordially,

Donald S. Phillips
Head, Technical Education
Oklahoma State University

Enclosures

OKLAHOMA STATE UNIVERSITY · STILLWATER

Department of Technical Education   74074
Classroom Building 406
372-6211, Ext. 6287   October 16, 1974

Professor (Individual's Name)
School of Technology
Oklahoma State University

Dear Professor (Last Name):

We need your help! We are conducting a study that we believe
you will find interesting and helpful to your profession. We are
attempting to assemble and validate a list of jobs and tasks per-
formed by professional occupational teachers.

The information we are seeking will be used in two current
projects being conducted by J. D. Wilhoit and Dick Tinnell. We
will use this information to revise existing teacher education
curricula in order to improve the quality of training programs
being offered for persons in our profession.

What we are asking for is a little of your time, and the re-
sults of your experience on the job; to review the enclosed task
inventory for occupational teachers. Only you can tell us whether
these lists are complete and accurate.

Please fill out the brief professional information page and
follow the directions for checking and rating the tasks on the
list. You will notice that the inventory booklet is numbered. The
number is only for our use in follow-up and in accounting for the
booklets. Your name will be held in the strictest confidence and
will not be associated with the results.

We are depending on you to provide us with the necessary in-
formation for improving our teacher education program. Please com-
plete the inventory TODAY and return it in the enclosed campus en-
velope.

It will take you about one-half hour.

Very sincerely,

Donald S. Phillips
Head, Technical Education
Oklahoma State University

Enclosures

VITA

Richard William Tinnell

Candidate for the Degree of

Doctor of Education

Thesis: A TASK INVENTORY OF TECHNICAL TEACHERS IN OKLAHOMA

Major Field: Higher Education

Biographical:

Personal Data: Born in Lawton, Oklahoma, January 31, 1934, the son of Mr. and Mrs. J.M. Tinnell.

Education: Graduated from high school in Oklahoma City, Oklahoma, in 1953; graduated from the Oklahoma State University, Technical Institute in 1955 with an Associate Degree in Electronics; received a Bachelor of Science from Oklahoma State University in 1963 with a major in Technical Education; completed requirements for the Master of Science degree in Technical Education in August, 1969.

Professional Experience: Electronics Technician for several employers and the U.S. Army 1955-1960, Instructor, Electronics Technology, Oklahoma State University 1960-1963, Assistant Professor, Electroncis Technology, O.S.U. 1963-1965, Technical Specialist, O.S.U. Team in Pakistan 1965-1967. Director of Education and Training, Electronics Industries Association 1967-1968, Assistant Professor, Technical Education, O.S.U. 1968-1971, Chief, O.S.U. Team in Thailand 1971-1973. Presently Assistant Professor, Technical Education O.S.U. Author of several books, manuals, films and articles in the Technical Education field.