

IDENTIFICATION OF RESPONSIBILITIES THAT ARE
COMMON TO PROGRAM DIRECTORS OF
CAREER EDUCATION

By

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CAREER EDUCATION

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CHAPTER I

INTRODUCTION

In recent years there has been an increased thrust in career education, and with federal and state aid, many schools in the nation are expanding their curriculum to encompass this concept.

The Center for Vocational and Technical Education at Ohio State University in Columbus, Ohio, and six educational agencies throughout the United States (1) are implementing the career education program developed in 1971, a hierarchical structure around eight elements which were established as the components of career education. These elements are considered in all courses at every grade level of participating schools. They include career awareness which leads to career identity, self-awareness which leads to self-identity, appreciation and attitude which lead to self and social fulfillment, educational awareness which leads to educational identity, decision-making skills which lead to career decisions, economic awareness which leads to economic understandings, skill awareness and beginning competence which lead to employment skills, and employability skills which lead to career placement.

From these eight elements almost fifteen hundred goal statements have been identified from which 3,000 behavioral objectives have been derived. Career education, as one can see, is a very broad concept--the vastness itself shows how complex it is.

The career education concept according to Risher (2) on page 26 has one central theme: ". . . to assist students to be aware of relevance of in-school courses to out-of-school, on-the-job work." Thus the student will see the basic need for learning a unit of instruction and thus facilitate learning. Before a school system can implement career education, some changes are necessary in the administrative structure. The program director will act as a facilitator of career education concerned with planning, implementing, and administrating the goals and objectives of career education.

Marland (3) has challenged schools by saying we must guarantee a salable skill to all high school graduates and most dropouts along with insuring a sound background in the mathematics, the social sciences, and the English that all of us need to function in any field of employment.

Need of the Study

The main theme of career education and the goal which Marland has stated introduces the need for a program director to facilitate the addition of career education to the curriculum. Osburn (4) states that in order for schools to have the most successful teaching possible they must change to meet the needs of the student. To help initiate this, the program director must give direction to the implementation of career education at all educational levels and in all areas to meet these needs. The findings of this study may be utilized to acquaint the program directors with their responsibilities.

Problem

There has been a vast amount of material researched and written about career education; hence, a program director in this field needs

a source of reference to assist him in identifying his responsibilities.

Purpose

It was the purpose of this study to provide information to identify responsibilities of a program director in a local school system, which would, in turn, help the local school districts set up job descriptions of a program director.

Research Questions to Be Answered

The following research questions were investigated in this study:

1. What are the common leadership responsibilities of a program director?
2. What are the common supportive responsibilities of a program director?
3. What position in the administrative structure does the program director hold?

Limitations

1. Potential variables are that the school districts may have organized their administrative structures in such a way that the responsibilities of program directors may vary from community to community.
2. A variable may be that some respondents did not give voluntary responses, nor possess the capability and the motivation to make an honest and unbiased response to the questionnaire.

Definitions of Terms

The term career education and the purpose of this study are specifically expressed by Hoyt and others (5) on page 1:

. . . Career education is defined as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

The term program director for the purpose of this study refers to a facilitator of career education courses who works in a school with teachers, students, counselors, parents, administrators, and the community.

The term responsibilities for the purpose of this study refers to work assigned or demanded of a program director.

The term leadership for the purpose of this study refers to the methods used in planning, implementing, and managing a career education program.

The term supportive for the purpose of this study refers to methods used in serving the faculties for the promotion of career education.

The term small district refers to the student population 1,000 to 5,000; medium district refers to 10,800 to 27,600; and large district refers to 40,000 to 650,000.

Scope

1. The study is concerned only with the identification of common responsibilities of program directors.

2. The study will not deal with the formal training in education needed to perform the responsibilities.

3. The research will be confined to the middle section of the United States (Texas, Arkansas, Oklahoma, New Mexico, Louisiana, Michigan, Wisconsin, Minnesota, Ohio, Indiana, and Illinois) using only exemplary and, in some cases, states funded programs.

4. The data was collected from 55 local school program directors from 11 states within the DHEW Regions V and VI.

CHAPTER II

REVIEW OF LITERATURE

It has been pointed out by Budke (1) and other authors that the main problems in career education are planning, implementation, and the administration of the programs. The concern is about the problems of administration, but the need to shed some light on planning and implementation is necessary to put administration in its proper perspective. Using this rationale it would seem appropriate to use planning and implementation in one section and administration in another section to be investigated in this review of literature which would point out areas of responsibility.

Part I

The planning and implementing of career education is more than adding a course to the existing curriculum. This is aptly expressed by Reinhart (6) on page 22:

Perhaps no curricular innovation has ever been dependent upon a systems technology than the emerging careers curriculum. The assembly of the Comprehensive Career Education Model could never be accomplished without it. Nor can any school district install a careers curriculum without installing a system to develop and manage it.

A summarization by Doherty (7), Venn (8), and Reinhart (6) points out the following elements which are essential to a good career education program:

1. Gain knowledge in the philosophy, function, and operation of the career education program with emphasis upon the ability of these programs to meet the needs of the student and of the community.
2. Form an advisory council to develop objectives and concern itself with the over-all career program. The group should represent parents, employers, organized labor, students, social agencies, and civic leadership.
3. Evaluate the existing curriculum and design logical career education model alternatives suitable for local adoption. This is assuming that there is the existence of gaps between the current status data and career education goals.
4. For most efficiency, report comprehensive career education materials through a predetermined distributive system.
5. Select a career education model extending from kindergarten to junior college.
6. Give attention to the special needs of the disadvantaged and handicapped students and other target populations.
7. Design a staff organization to carry out the career education program in the school district. The appointment of a program director is crucial. If there is a person in charge of vocational education, retraining or reassignment may be needed. It takes a different style, drive, and ambition than either the old time vocational person or the academic administrator usually has.
8. Promote in-service education designed to help entire staff (teachers, administrators, etc.) perceive career education.

Also, according to Kaskow (9) the operation of a job placement office serves as a focal point where major guidance and counseling and goal-orientation can be accomplished along with being a most important public relations tool.

The objective in using this planning and implementation model is to obtain the intensity of faculty and community involvement. This is vital to making career education compatible with faculty and community.

Reinhart (6) on page 25 summed it up in the following manner:

. . . The systems approach to a careers curriculum must encompass more than the curriculum per se. The installation of the careers curriculum requires broad and comprehensive planning. It will eventually involve the school administration, school facilities, faculty, school finances, community resources, and community influences, as well as curriculum and instructional methods. It is bigger than a project, broader than a program, and more encompassing than educational reform. It requires the development of long-range goals and objectives, as well as the proposed utilization of human resources to accomplish such goals.

Any school system that attempts to install the careers curriculum will discover its wide scope. Yet, it does not duplicate the efforts of other disciplines in education, such as, research, evaluation, and the collection, processing, and analysis of statistical data; it merely draws from all of these resources.

Furthermore, the installation of a career curriculum is a continuous, long-range activity which will involve the conscious selection of goals; the analysis of these goals from the standpoint of the desires, needs, and resources of the community with respect to their order of priority and their implications and probable consequence; and the selection of the most efficient and acceptable means for attaining them.

The serious adoption of a careers curriculum is a task of great magnitude. It is an innovative effort of greater complexity than most school districts have ever attempted. No school system should attempt it without first considering the scope of the task, their available resources, and their system's capability to manage it.

Part II

The administrative needs and problems in the installation of career programs must be viewed initially in the human context: the who--not the what. The program director, by the nature of his responsibility, is the key administrator. He must be a person who can deal with the emerging problems of career education, deal with the dilemmas of action, not evade issues, and not deal in excuses. Moore (10) on page 1 had this to say about administrators:

Administrators are what they do. Good ones are risk-takers; they become leaders. Those who do not take risks are just average; and remain not only average but also traditional. There is little unique description and no distinction in being commonplace. And it requires no creativity to be traditional. Administrators who are just average and have decision-making jobs often flounder in indecision. In pursuit of consensus, when real judgments are required of them, they seek majority vote, a referendum to avoid the trauma, burden, and agony of decision. Yet it has become increasingly clear that a vote of confidence will not provide them with the competence needed under stress.

Given these images of administrators, the need for competent ones, especially in the field of a program director in career education, is indeed highlighted.

The responsibilities of a program director can be divided into two main areas: leadership and supportive. Accumulation of these responsibilities as reported by Anthony, Bagwell, and Chidders (11), Peterson (12), and Gleazer (13) are as follows:

Leadership Responsibilities

The leadership responsibilities are to facilitate all aspects of the district career education program. The program director must be concerned with selecting an advisory committee to give the proper

concepts and objectives upon which teachers can build their own specific programs. The director also must survey the direct attitudes, services, facilities, and resources to determine the district's readiness for a career education program. The responsibilities cannot be overlooked to give the district the proper leadership.

Supportive Responsibilities

The supportive responsibilities are of the type of activities that directly assist the teacher. A program director must be concerned with cooperating with teachers in an effort to provide worthwhile career-centered activities by providing resource material and sources for ordering materials, along with organizing tours and guest speakers for classes and inservice training. The director also must act as a liason between the schools, guidance counselor, parents, and the community for interpretation of the career education program.

Summary

The main problems in career education are planning, implementation, and the administration of the program. The assembly of the comprehensive career education model could never be accomplished without installing a system to develop and manage it.

The goals that are critical to the development of a good career education program are as follow: selection of a director, knowledge in the philosophy of career education, an advisory council to develop objectives, the designing of a career education program suitable for the student's needs, the operation of a job placement office, and the promotion of in-service education.

The serious adoption of a career education curriculum is a task of great magnitude. It is an innovative effort of greater complexity than most school districts have ever attempted. No school system should attempt it without first considering the scope of the task, their available resources, and their system's capability to manage it.

Administrators are what they do. Good ones are risk-takers; they become leaders. Those who do not take risks are just average, and remain not only average but also traditional. The administrator who would attempt the position of a career education director must be willing to use new and innovative ideas and cope with the dilemma of change.

CHAPTER III

PROCEDURE AND ANALYSIS OF DATA

Introduction

The primary purpose of this study was to investigate the following research questions:

1. What are the common leadership responsibilities of a program director?
2. What are the common supportive responsibilities of a program director?
3. What position in the administrative structure does the program director hold?

This chapter is involved with (1) description of the procedures used to investigate the above questions and (2) analysis of relevant information.

Procedures

The first step in this investigation was to establish a list of responsibilities that a program director might be called upon to perform in his everyday activities. These responsibilities were identified through a review of literature using final reports on research programs in career education.

The second step in the investigation was to present the defined responsibilities to six selected career educators for their comments and

suggestions. This was done while the researcher attended the 1973 American Vocational Association Convention in Atlanta, Georgia. Various lectures were attended and after listening to the speakers the researcher asked these noted career educators if they would participate in evaluating and giving suggestions for the proposed questionnaire. Six men were contacted and four returned the questionnaire with their comments. This group constitutes a national panel for instrument development.

The third step was to design an instrument that could be used to collect information on the most critical and most often performed responsibilities defined. This was done by analyzing the suggestions and comments by the national panelists and incorporating these findings into the questionnaire.

The fourth step was to locate participants within the Health, Education and Welfare Regions V and VI. The two regional directors were telephoned to find the state director, who in turn gave the researcher the names and addresses of all program directors within their states whose programs were federally or state funded. The participants chosen from these lists worked only for local school districts. Directors connected with colleges, universities, or a state department were excluded. With the total sample of 55 directors, there was an even distribution of contacted directors for each state.

The fifth step was the distribution of the questionnaire to the participants. This was done by sending a two-page instrument, printed on front and back, and a self-addressed, stamped envelope. All returned questionnaires were sent back within a month of the first sending. A second sending was unnecessary since 46 participants (84 percent) were returned within one month.

The sixth and final step was to define the most common responsibilities of a program director. The method used to find these responsibilities is explained in the analysis of data in this chapter.

Participants of the Study

The population of program directors who provided the information used in this investigation consisted of men and women in 11 states. Region V consists of Texas, Arkansas, Oklahoma, New Mexico, and Louisiana; and Region VI consists of Wisconsin, Minnesota, Indiana, Ohio, and Illinois. Only exemplary and, in some cases, state funded programs in career education were used; and they consisted of 55 program directors. Figure 1 shows the source of funding for career education of those schools that were reported in this study.

Analysis of Data

The analysis of data was accomplished in the following manner. The participants were asked to rate the responsibilities twice: number one for importance and number two for frequency. The scale for the importance and frequency of responsibilities is as follows:

<u>Importance</u>		<u>Frequency</u>	
Highly Important	= 1	Almost Always	= 1
Important	= 2	Frequently	= 2
Moderately Important	= 3	Occasionally	= 3
Slightly Important	= 4	Rarely	= 4
Unimportant	= 5	Almost Never	= 5

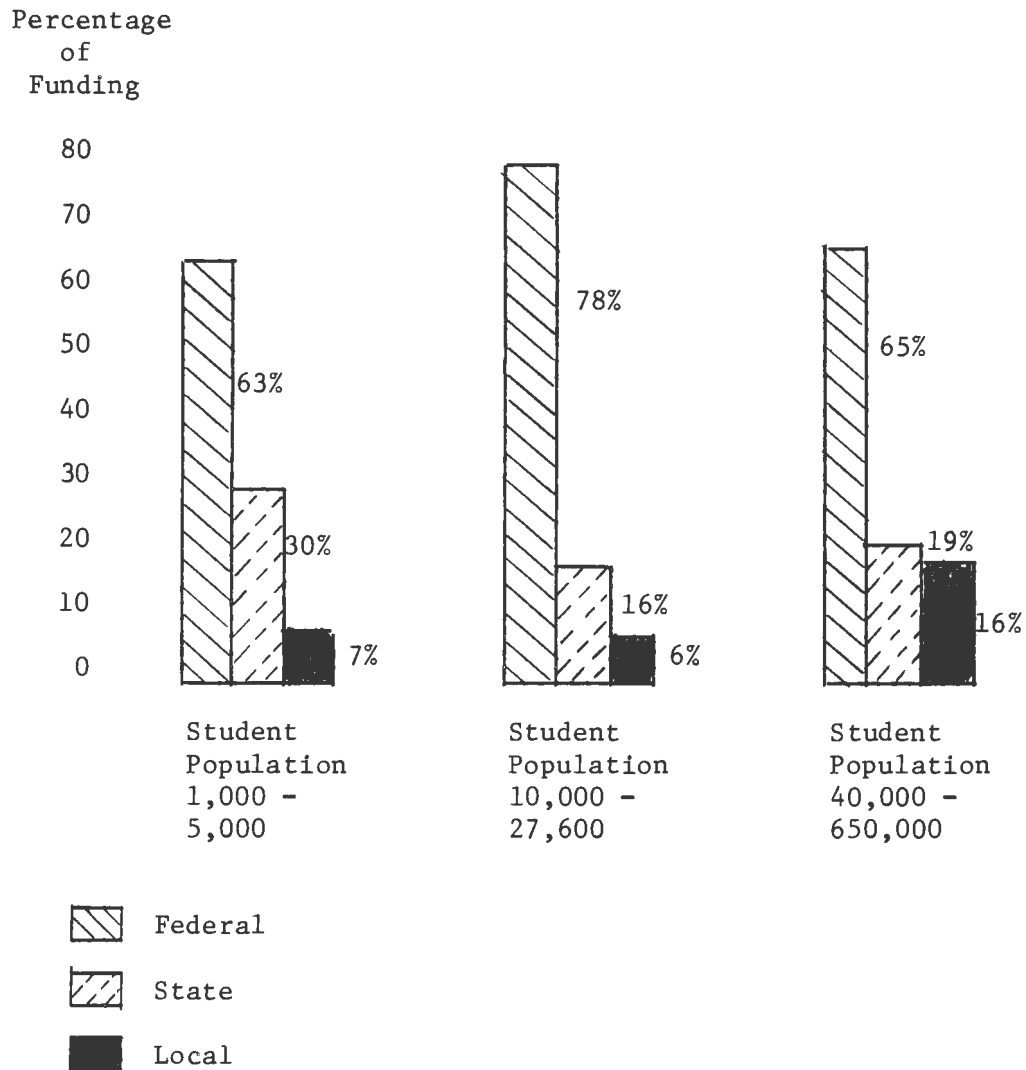


Figure 1. Source of Funding of Career Education on the Federal, State, and Local Levels

Raw data obtained from the returned questionnaires were recorded in tabular form for convenience of handling in subsequent collation and analysis. Data collected through the questionnaires was tabulated as to the response made to each of the criteria by the participants in the study. The mean response was determined by multiplying the number of responses within each category by the point value of each category and

then dividing by the total number of responses to obtain the overall mean response. If both the mean response of importance and frequency was higher than 3, it was considered not a common responsibility of a program director.

Since it was felt that the size of the school districts would be an intervening variable affecting administrative structure in such a way that the responsibilities of a program director may vary, the participants were divided into three school district groups by students population: 1,000 to 5,000 being considered the small district; 10,800 to 27,600 being the medium; and 40,000 to 650,000 being the large. In the large group, there were five participants with more than one school district.

Disposition of Research Questions

Questionnaires were returned by 46 participants which gives a total of 84 percent. The participants' responses for the responsibilities are shown in Table I.

Research Question 1

What are the common leadership responsibilities of a program director?

An analysis of the mean scores indicates that all leadership responsibilities in the questionnaire (Appendix C) were common to all directors of career education, but the districts did not agree on the rank order of the importance of leadership responsibilities. The small district indicates that integrating the career education concept into other disciplines in the school is most important, while the medium and

TABLE I

RESPONSES OF PARTICIPANTS IN SCHOOL DISTRICTS OF STUDENT POPULATION 1,000-5,000, 10,800-27,600 AND 40,000-650,000 AS TO RESPONSIBILITIES THAT ARE COMMON TO PROGRAM DIRECTORS IN CAREER EDUCATION

Item # ¹	Gr. ²	Student Population 1,000 - 5,000										Student Population 10,800 - 27,600										Student Population 40,000 - 650,000																						
		Leadership Respon.					WTD. Mean Resp. ⁴	Supportive Respon.					WTD. Mean Resp.	Leadership Respon.					WTD. Mean Resp.	Supportive Respon.					WTD. Mean Resp.	Leadership Respon.					WTD. Mean Resp.	Supportive Respon.					WTD. Mean Resp.							
		N/Response Cat. ³						N/Response Cat.						N/Response Cat.						N/Response Cat.						N/Response Cat.																		
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3
1	I	5	3	3	0	0	1.82	4	3	0	1	3	2.64	4	5	1	0	5	2.80	9	3	1	0	3	2.06	7	5	2	1	1	2.00	10	1	0	2	1	1.44							
	F	5	1	3	0	2	2.36	4	0	2	1	4	3.09	1	4	5	0	5	3.27	6	6	0	1	3	2.31	3	0	5	2	6	4.00	5	1	2	1	2	3.45							
2	I	7	1	2	1	0	1.73	9	1	0	0	0	1.10	8	3	2	0	1	1.78	14	1	0	0	0	1.07	8	6	0	0	2	1.88	12	3	0	0	1	1.44							
	F	4	1	2	2	1	2.50	7	1	2	0	0	1.50	7	3	2	0	1	1.85	13	2	0	0	0	1.13	9	3	0	2	2	2.06	9	4	2	1	0	1.69							
3	I	3	5	2	0	1	2.18	10	2	0	0	0	1.17	10	4	0	0	1	1.53	8	6	0	1	0	1.60	10	4	0	1	1	1.69	12	3	0	0	1	1.44							
	F	3	3	3	0	2	1.73	8	3	1	0	0	1.42	6	5	4	0	1	3.81	9	5	0	1	0	1.53	7	4	3	1	1	2.06	10	2	2	1	1	1.81							
4	I	5	3	1	1	1	2.09	5	5	0	0	1	1.82	6	8	0	0	1	1.80	11	3	0	1	0	1.31	9	5	1	0	1	1.69	11	3	0	0	0	1.47							
	F	2	3	1	1	4	3.18	6	1	3	0	1	2.00	1	10	1	2	1	2.27	13	2	0	1	0	1.31	3	5	5	0	2	2.53	9	5	0	0	1	1.60							
5	I	4	4	1	0	2	2.27	9	1	1	0	0	2.09	6	4	4	0	1	2.07	12	3	0	0	0	1.20	8	4	2	0	2	2.00	10	3	1	0	1	1.60							
	F	2	2	2	1	4	3.27	8	3	0	0	0	1.27	3	4	6	1	1	2.53	9	5	0	0	0	1.36	4	4	5	0	3	2.63	8	3	3	1	0	1.80							
6	I	5	3	1	0	1	1.73	5	2	3	0	0	1.80	5	6	2	0	1	2.00	8	3	2	0	2	1.88	7	6	0	1	1	1.87	7	4	2	1	0	1.79							
	F	3	3	0	1	4	3.00	5	1	3	0	1	2.10	3	5	5	1	1	2.47	5	1	6	1	2	2.60	3	7	3	0	2	2.40	3	4	2	4	1	2.29							
7	I	6	2	3	0	0	1.73	6	6	0	0	0	1.50	6	7	2	0	0	2.00	10	5	0	0	1	1.56	9	5	0	1	1	1.75	10	2	1	1	1	1.73							
	F	5	2	4	0	0	1.91	5	3	4	0	0	1.92	5	7	2	0	0	1.79	10	5	0	0	1	1.56	5	2	5	2	2	2.08	8	2	2	2	0	1.86							
8	I	8	2	0	0	0	1.20	6	3	2	0	0	1.64	11	4	0	0	0	1.35	9	4	1	0	0	1.43	12	2	0	1	1	1.56	9	3	1	0	1	1.18							
	F	5	5	0	0	0	1.50	5	3	3	0	0	1.82	10	5	0	0	0	1.33	9	5	0	0	0	1.36	9	5	0	1	1	2.13	9	3	1	0	1	1.67							
9	I	10	1	0	0	0	1.09	9	2	0	0	0	1.18	11	10	0	0	0	1.31	10	4	1	0	0	1.40	13	1	0	1	3	1.89	10	3	1	0	1	1.60							
	F	9	2	0	0	0	1.18	8	3	0	0	0	1.27	10	5	0	0	0	1.33	10	2	2	0	1	1.60	9	3	0	1	1	1.71	10	2	2	0	1	1.67							
10	I	7	3	1	0	0	1.45	8	2	1	0	0	1.36	6	7	0	0	1	1.79	12	3	0	0	0	1.20	8	5	0	1	2	2.00	12	2	1	0	1	1.50							
	F	6	2	3	0	0	1.73	7	3	1	0	0	1.47	5	6	1	0	1	1.79	12	3	0	0	0	1.20	6	4	2	1	2	2.13	11	3	1	0	1	1.38							
11	I							6	3	2	0	0	1.64							7	5	3	0	0	1.73							9	5	0	0	1	1.60							
	F							3	3	5	0	0	2.18							6	6	3	0	0	2.20							9	2	2	1	1	1.87							
12	I							7	2	1	1	0	1.64							8	5	1	0	1	1.73							9	3	1	0	1	1.64							
	F							7	1	3	0	0	1.64							7	2	4	0	2	2.20							8	1	2	1	2	2.14							

¹Item number.
²Group I means Importance and Group F means Frequency.
³Number Response Category for Importance ratings: (1) highly important, (2) important, (3) moderately important, (4) slightly important, (5) unimportant; and Frequency ratings: (1) almost always, (2) frequently, (3) occasionally, (4) rarely, (5) almost never.
⁴Weighted Mean Response. See procedures for methodology used in computing weighted mean responses.

large districts indicate that these responsibilities rank fourth in the medium districts and seventh in the large districts.

The medium districts indicate that in selecting an advisory committee is most important, while the small and large districts indicate these responsibilities rank fifth for the small districts and sixth for the large districts.

The large districts indicate that providing tentative concepts and objectives upon which the teachers may build their own specific programs is most important, while the small and medium districts indicate that these responsibilities rank second for the small districts and fifth for the large districts.

Tables II, III, and IV indicate the rank order of importance of leadership responsibilities.

An analysis of the mean scores indicates that all groups of districts were more in agreement in the rank order of the frequency of leadership responsibilities than they were in the importance of leadership responsibilities. The small districts indicate that the integrating of the career education concept into other disciplines in the school is the most frequent responsibility.

The small and medium districts indicate that providing tentative concepts and objectives upon which the teachers may build their own specific programs is second most in frequency, while in the large districts it ranks fifth.

The small and medium districts are also in agreement in rank order of the responsibilities of facilitating all aspects of the school career program and of the coordinating of career education activities of the school to prevent duplication.

TABLE II

RANK ORDER OF PERCEPTIONS OF IMPORTANCE OF LEADERSHIP
RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
DISTRICTS WITH STUDENT POPULATION 1,000 - 5,000

Item Number	Mean Response	Leadership Statements
9	1.09	Integrate the career education concept into other disciplines in the school.
8	1.20	Provide tentative concepts and objectives upon which the teachers may build their own specific programs.
10	1.45	Facilitate all aspects of the school career program.
7	1.73	Coordinate career education activities of the school to prevent duplication.
2	1.73	Assist in selecting an advisory committee.
6	1.73	Survey the school's resources to determine the school's readiness for a career education program.
1	1.82	Discuss budgetary requirements of the career education program with the board of education.
4	2.09	Survey the school's services to determine the school's readiness for a career education program.
3	2.18	Survey the school's attitudes to determine the school's readiness for a career education program.
5	2.27	Survey the school's facilities to determine the school's readiness for a career education program.

TABLE III
 RANK ORDER OF PERCEPTIONS OF IMPORTANCE OF LEADERSHIP
 RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
 DISTRICTS WITH STUDENT POPULATION
 10,800 - 27,600

Item Number	Mean Response	Leadership Statements
2	1.07	Assist in selecting an advisory committee.
5	1.20	Survey the school's facilities to determine the school's readiness for a career education program.
4	1.31	Survey the school's services to determine the school's readiness for a career education program.
9	1.31	Integrate the career education concept into other disciplines in the school.
8	1.35	Provide tentative concepts and objectives upon which the teachers may build their own specific programs.
3	1.60	Survey the school's attitudes to determine the school's readiness for a career education program.
10	1.79	Facilitate all aspects of the school career program.
7	2.00	Coordinate career education activities of the school to prevent duplication.
6	2.00	Survey the school's resources to determine the school's readiness for a career education program.
1	2.80	Discuss budgetary requirements of the career education program with the board of education.

TABLE IV
 RANK ORDER OF PERCEPTIONS OF IMPORTANCE OF LEADERSHIP
 RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
 DISTRICTS WITH STUDENT POPULATION
 40,000 - 650,000

Item Number	Mean Response	Leadership Statements
8	1.56	Provide tentative concepts and objectives upon which the teachers may build their own specific programs.
3	1.69	Survey the school's attitudes to determine the school's readiness for a career education program.
4	1.69	Survey the school's services to determine the school's readiness for a career education program.
7	1.75	Coordinate career education activities of the school to prevent duplication.
6	1.87	Survey the school's resources to determine the school's readiness for a career education program.
2	1.88	Assist in selecting an advisory committee.
9	1.89	Integrate the career education concept into other disciplines in the school.
10	2.00	Facilitate all aspects of the school career program.
5	2.00	Survey the school's facilities to determine the schools' readiness for a career education program.
1	2.00	Discuss budgetary requirements of the career education program with the board of education.

The medium and large districts were in agreement in rank order of surveying the school's resources to determine the school's readiness for a career education program.

Tables V, VI, and VII indicate the rank order of frequency of leadership responsibilities.

All districts indicate that they are more in agreement in the leadership responsibilities than in the supportive responsibilities of a career education director.

Research Question 2

What are the common supportive responsibilities of a program director?

An analysis of the mean scores indicates that all supportive responsibilities in the questionnaires (Appendix C) were common to all directors of career education, but the districts did not agree on the rank order of the importance of supportive responsibilities. The small and medium districts indicate that conducting career education in-service training is the most important, while the large districts rank this second.

The districts were not in agreement on the remaining important supportive responsibilities, making these responsibilities the highest in disagreement of all other important and frequency groups.

Tables VIII, IX, and X indicate the rank order of importance of supportive responsibilities.

An analysis of the mean scores indicates that the encouragement of members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes ranks first

TABLE V

RANK ORDER OF PERCEPTIONS OF FREQUENCY OF LEADERSHIP
RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
DISTRICTS WITH STUDENT POPULATION 1,000 - 5,000

Item Number	Mean Response	Leadership Statements
9	1.18	Integrate the career education concept into other disciplines in the school.
8	1.50	Provide tentative concepts and objectives upon which the teachers may build their own specific programs.
10	1.73	Facilitate all aspects of the school career program.
3	1.73	Survey the school's attitudes to determine the school's readiness for a career education program.
7	1.91	Coordinate career education activities of the school to prevent duplication.
1	2.36	Discuss budgetary requirements of the career education program with the board of education.
2	2.50	Assist in selecting an advisory committee.
6	3.00	Survey the school's resources to determine the school's readiness for a career education program.
4	3.18	Survey the school's services to determine the school's readiness for a career education program.
5	3.27	Survey the school's facilities to determine the school's readiness for a career education program.

TABLE VI
 RANK ORDER OF PERCEPTIONS OF FREQUENCY OF LEADERSHIP
 RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
 DISTRICTS WITH STUDENT POPULATION
 10,800 - 27,600

Item Number	Mean Response	Leadership Statements
9	1.33	Integrate the career education concept into other disciplines in the school.
8	1.35	Provide tentative concepts and objectives upon which the teachers may build their own specific programs.
10	1.79	Facilitate all aspects of the school career program.
2	1.85	Assist in selecting an advisory committee.
7	2.00	Coordinate career education activities of the school to prevent duplication.
4	2.27	Survey the school's services to determine the school's readiness for a career education program.
6	2.47	Survey the school's resources to determine the school's readiness for a career education program.
5	2.53	Survey the school's facilities to determine the school's readiness for a career education program.
1	3.27	Discuss budgetary requirements of the career education program with the board of education.
3	3.81	Survey the school's attitudes to determine the school's readiness for a career education program.

TABLE VII

RANK ORDER OF PERCEPTIONS OF FREQUENCY OF LEADERSHIP
 RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
 DISTRICTS WITH STUDENT POPULATION
 40,000 - 650,000

Item Number	Mean Response	Leadership Statements
9	1.71	Integrate the career education concept into other disciplines in the school.
3	2.06	Survey the school's attitudes to determine the school's readiness for a career education program.
2	2.06	Assist in selecting an advisory committee.
7	2.08	Coordinate career education activities of the school to prevent duplication.
8	2.13	Provide tentative concepts and objectives upon which the teachers may build their own specific programs.
10	2.13	Facilitate all aspects of the school career program.
6	2.40	Survey the school's resources to determine the school's readiness for a career education program.
4	2.53	Survey the school's services to determine the school's readiness for a career education program.
5	2.63	Survey the school's facilities to determine the school's readiness for a career education program.
1	4.00	Discuss budgetary requirements of the career education program with the board of education.

TABLE VIII

RANK ORDER OF PERCEPTIONS OF IMPORTANCE OF SUPPORTIVE
RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
DISTRICTS WITH STUDENT POPULATION 1,000 - 5,000

Item Number	Mean Response	Supportive Statements
2	1.10	Conduct career education inservice training.
3	1.17	Cooperate with teachers in an effort to provide worthwhile career-centered activities.
9	1.18	Encourage constant evaluation of the program and support changes that seem to be necessary as a result of such evaluation.
10	1.36	Encourage members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.
7	1.50	Keep records of career-related instruction being used in the classroom.
12	1.64	Assist teachers in career education by organizing tours and speakers.
8	1.64	Make sources available for ordering materials.
11	1.64	Continuously interpret the career education program to the community.
6	1.80	Work with the guidance counselor in administering tests for the purpose of self-analysis of the student.
4	1.82	Act as a consultant upon whom the teachers may call for suggested activities.
5	2.09	Provide resource material.
1	2.64	Serve as liason between the Director of Vocational and Technical Education, his staff, and the principals of the schools involved.

TABLE IX

RANK ORDER OF PERCEPTIONS OF IMPORTANCE OF SUPPORTIVE
RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
DISTRICTS WITH STUDENT POPULATION
10,800 - 27,600

Item Number	Mean Response	Supportive Statements
2	1.07	Conduct career education inservice training.
10	1.20	Encourage members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.
5	1.20	Provide the resource material.
4	1.31	Act as a consultant upon whom the teachers may call for suggested activities.
8	1.36	Make sources available for ordering materials.
9	1.40	Encourage constant evaluation of the program and support changes that seem to be necessary as a result of such evaluation.
3	1.53	Cooperate with teachers in an effort to provide worthwhile career-centered activities.
7	1.56	Keep records of career-related instruction being used in the classroom.
12	1.73	Assist teachers in career education by organizing tours and speakers.
11	1.73	Continuously interpret the career education program to the community.
1	2.06	Serve as liason between the Director of Vocational and Technical Education, his staff, and the principals of the schools involved.
6	2.60	Work with the guidance counselor in administering tests for the purpose of self-analysis of the students.

TABLE X
 RANK ORDER OF PERCEPTIONS OF IMPORTANCE OF SUPPORTIVE
 RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
 DISTRICTS WITH STUDENT POPULATION
 40,000 - 650,000

Item Number	Mean Response	Supportive Statements
8	1.18	Make sources available for ordering materials.
2	1.44	Conduct career education inservice training.
3	1.44	Cooperate with teachers in an effort to provide worthwhile career-centered activities.
1	1.44	Serve as liason between the Director of Vocational and Technical Education, his staff, and the principals of the schools involved.
4	1.47	Act as a consultant upon whom the teachers may call for suggested activities.
10	1.50	Encourage members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.
9	1.60	Encourage constant evaluation of the program and support changes that seem to be necessary as a result of such evaluation.
5	1.60	Provide the resource material.
11	1.60	Continuously interpret the career education program to the community.
12	1.64	Assist teachers in career education by organizing tours and speakers.
6	1.79	Work with the guidance counselor in administering tests for the purpose of self-analysis of the students.
7	1.86	Keep records of career-related instruction being used in the classroom.

in the large districts, while in the medium districts it ranks second and in the small districts it ranks fourth.

The encouragement of constant evaluation of the program and to support change that seems to be necessary as a result of such an evaluation ranks first in the small districts, while in the medium districts it ranks eighth and in the large districts it ranks fourth.

Conducting career education inservice training ranks first in the medium districts, while it ranks fifth in both the small and large districts.

Tables XI, XII, and XIII indicate the rank order of frequency of supportive responsibilities.

Research Question 3

What position in the administrative structure does the program director hold?

An analysis of the percentages indicates that only in the small districts does the program director hold a position equal to the assistant superintendent or the superintendent. The percentage of these directors is only 9 percent, whereas the majority of small district program directors (54 percent) hold a position that is equal to the principal or between the principal and the assistant superintendent.

In the medium school districts, the analysis shows that 100 percent of all the program directors hold a position equal to the principal or between the principal and the assistant superintendent. The remaining 18 percent work at the assistant principal level.

In the large districts, the analysis shows that 82 percent of all the program directors hold a position equal to the principal or between the principal and the assistant superintendent.

TABLE XI

RANK ORDER OF PERCEPTIONS OF FREQUENCY OF SUPPORTIVE
RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
DISTRICTS WITH STUDENT POPULATION 1,000 - 5,000

Item Number	Mean Response	Supportive Statements
9	1.27	Encourage constant evaluation of the program and support changes that seem to be necessary as a result of such evaluation.
5	1.27	Provide resource material.
3	1.42	Cooperate with teachers in an effort to provide worthwhile career-centered activities.
10	1.47	Encourage members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.
2	1.50	Conduct career education inservice training.
12	1.64	Assist teachers in career education by organizing tours and speakers.
8	1.82	Make sources available for ordering materials.
7	1.92	Keep records of career-related instruction being used in the classroom.
4	2.00	Act as a consultant upon whom the teachers may call for suggested activities.
6	2.10	Work with the guidance counselor in administering tests for the purpose of self-analysis of the student.
11	2.18	Continuously interpret the career education program to the community.
1	3.09	Serve as liason between the Director of Vocational and Technical Education, his staff, and the principals of the schools involved.

TABLE XII
 RANK ORDER OF PERCEPTIONS OF FREQUENCY OF SUPPORTIVE
 RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
 DISTRICTS WITH STUDENT POPULATION
 10,800 - 27,600

Item Number	Mean Response	Supportive Statements
2	1.13	Conduct career education inservice training.
10	1.20	Encourage members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.
4	1.31	Act as a consultant upon whom the teachers may call for suggested activities.
5	1.36	Provide the resource material.
8	1.36	Make sources available for ordering materials.
3	1.53	Cooperate with teachers in an effort to provide worthwhile career-centered activities.
7	1.56	Keep records of career-related instruction being used in the classroom.
9	1.60	Encourage constant evaluation of the program and support changes that seem to be necessary as a result of such evaluation.
11	2.20	Continuously interpret the career education program to the community.
12	2.20	Assist teachers in career education by organizing tours and speakers.
1	2.31	Serve as liason between the Director of Vocational and Technical Education, his staff, and the principals of the schools involved.
6	2.66	Work with the guidance counselor in administering tests for the purpose of self-analysis of the students.

TABLE XIII
 RANK ORDER OF PERCEPTIONS OF FREQUENCY OF SUPPORTIVE
 RESPONSIBILITIES OF CAREER EDUCATION DIRECTORS IN
 DISTRICTS WITH STUDENT POPULATION
 40,000 - 650,000

Item Number	Mean Response	Supportive Statements
10	1.38	Encourage members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.
4	1.60	Act as a consultant upon whom the teachers may call for suggested activities.
8	1.67	Make sources available for ordering materials.
9	1.67	Encourage constant evaluation of the program and support changes that seem to be necessary as a result of such evaluation.
2	1.69	Conduct career education inservice training.
5	1.80	Provide the resource material.
3	1.81	Cooperate with teachers in an effort to provide worthwhile career-centered activities.
7	1.86	Keep records of career-related instruction being used in the classroom.
11	1.87	Continuously interpret the career education program to the community.
12	2.14	Assist teachers in career education by organizing tours and speakers.
6	2.29	Work with the guidance counselor in administering tests for the purpose of self-analysis of the students.
1	3.49	Serve as liason between the Director of Vocational and Technical Education, his staff, and the principals of the schools involved.

The lowest position to be found for a program director is in the small districts where 9 percent hold a position below the assistant principal. And both the small and large districts have program directors holding positions equal to the assistant principal.

Figures 2, 3, and 4 illustrate the position and the percentage of the program directors of career education.

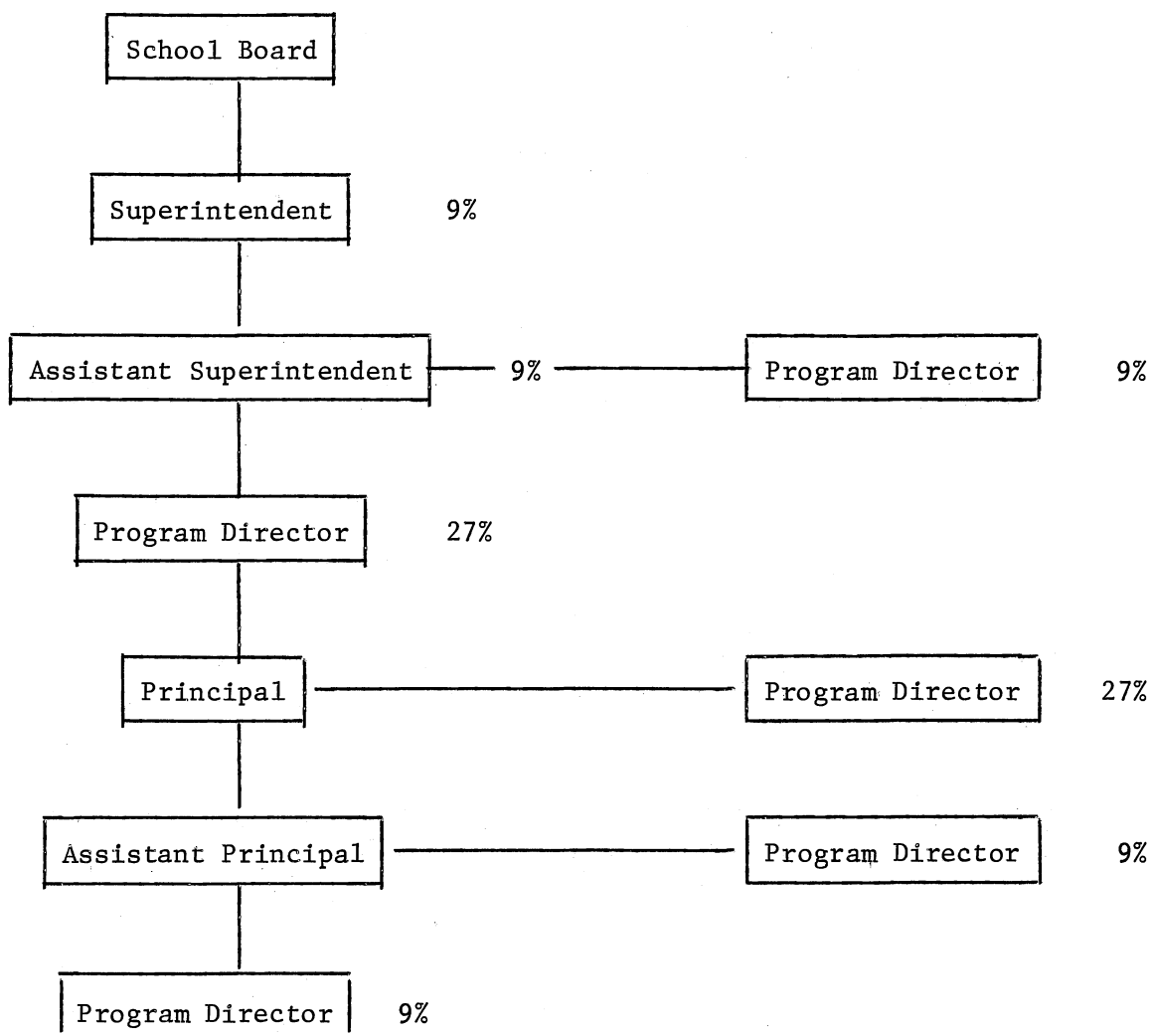


Figure 2. Responses of Participants on the Position and the Percentage of the Program Director of Career Education in the District With Student Population 1,000 to 5,000 (Small)

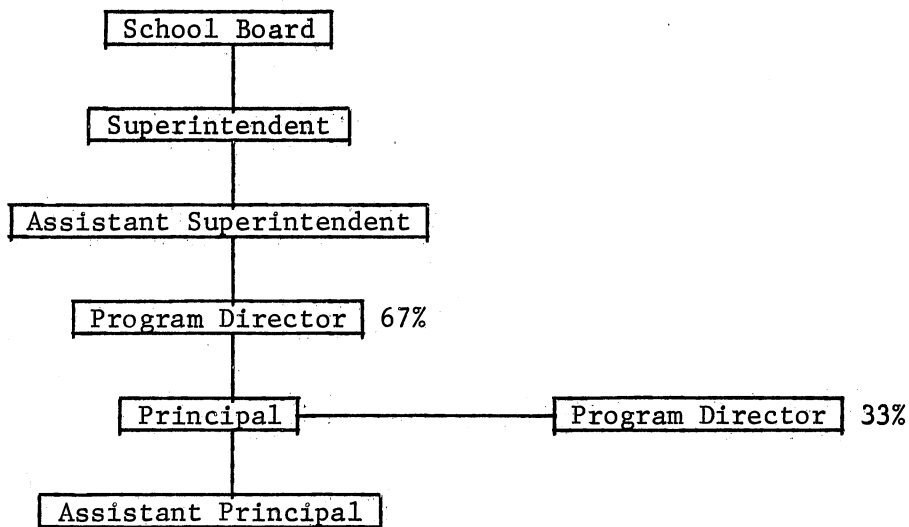


Figure 3. Responses of Participants on the Position and the Percentage of the Program Director of Career Education in the District With Student Population 10,800 to 27,600 (Medium)

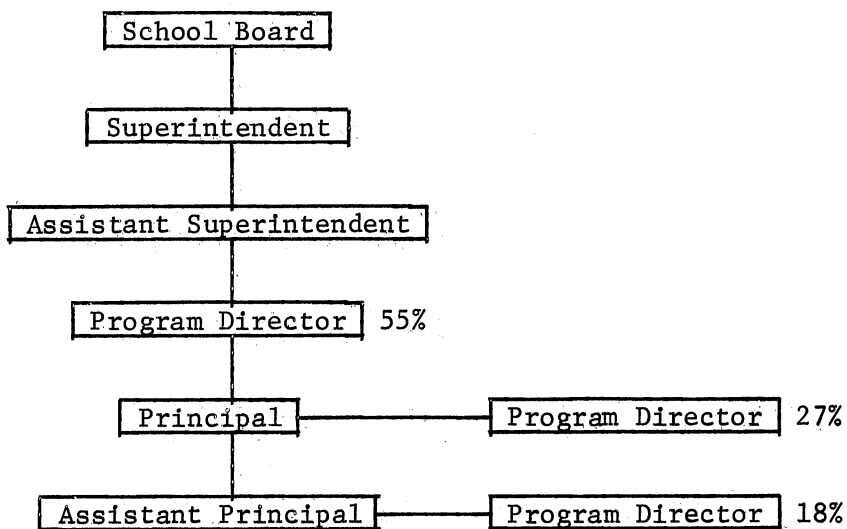


Figure 4. Responses of Participants on the Position and the Percentage of the Program Director of Career Education in the District With Student Population 40,000 to 650,000 (Large)

In all school districts--small, medium, and large--the analysis indicates that the majority of program directors will not have any other duties other than for those responsibilities for a program director of career education. This analysis is illustrated in Figure 5.

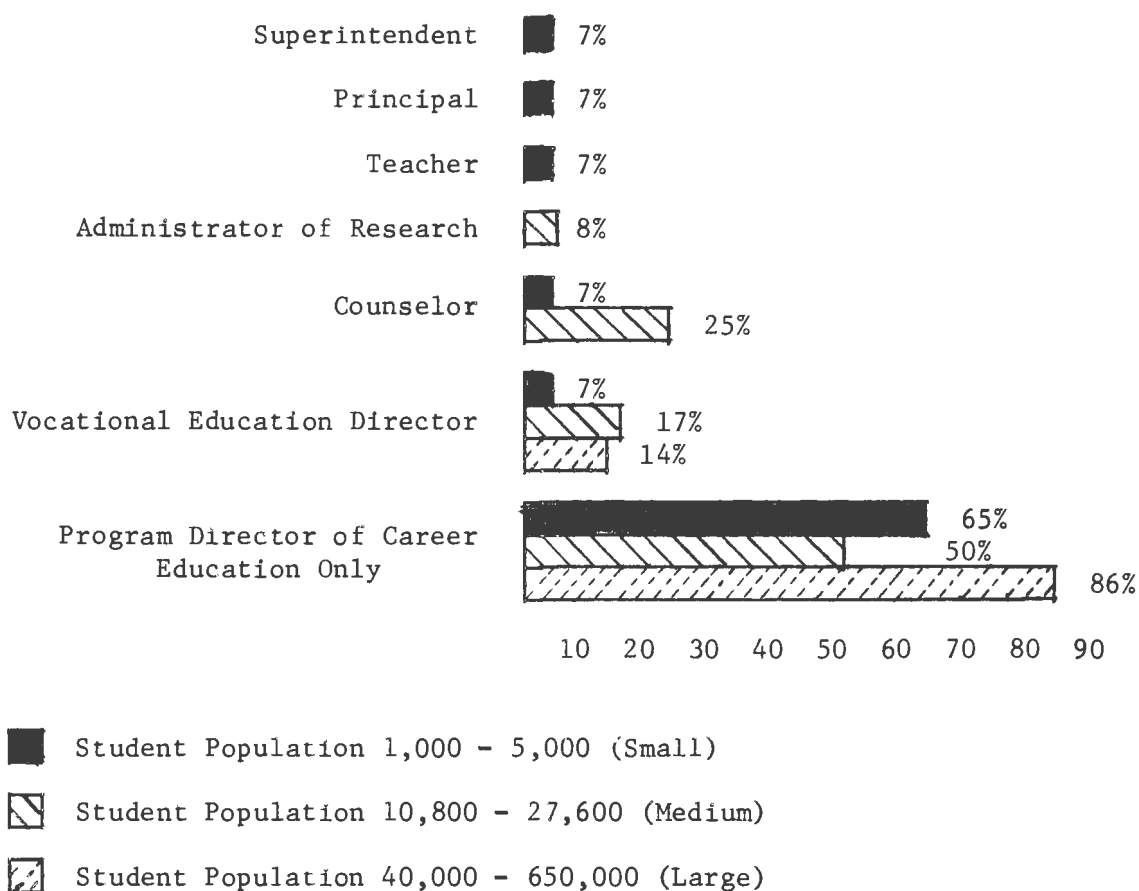


Figure 5. Responses of Participants on the Percentage of Program Directors in Career Education Who Perform Other Duties Besides Program Director

In an analysis of the relationship of the program director to the vocational education director, Figure 6 shows that in a small school

district the percentage of the vocational education directors, being higher, lower, or the same, is equal. In the middle-sized school districts the percentage indicates that the vocational education director is of an equal or higher position to the program director and there is less chance of his being the same person. In the largest districts, the percentage indicates that both directors are on the same level.

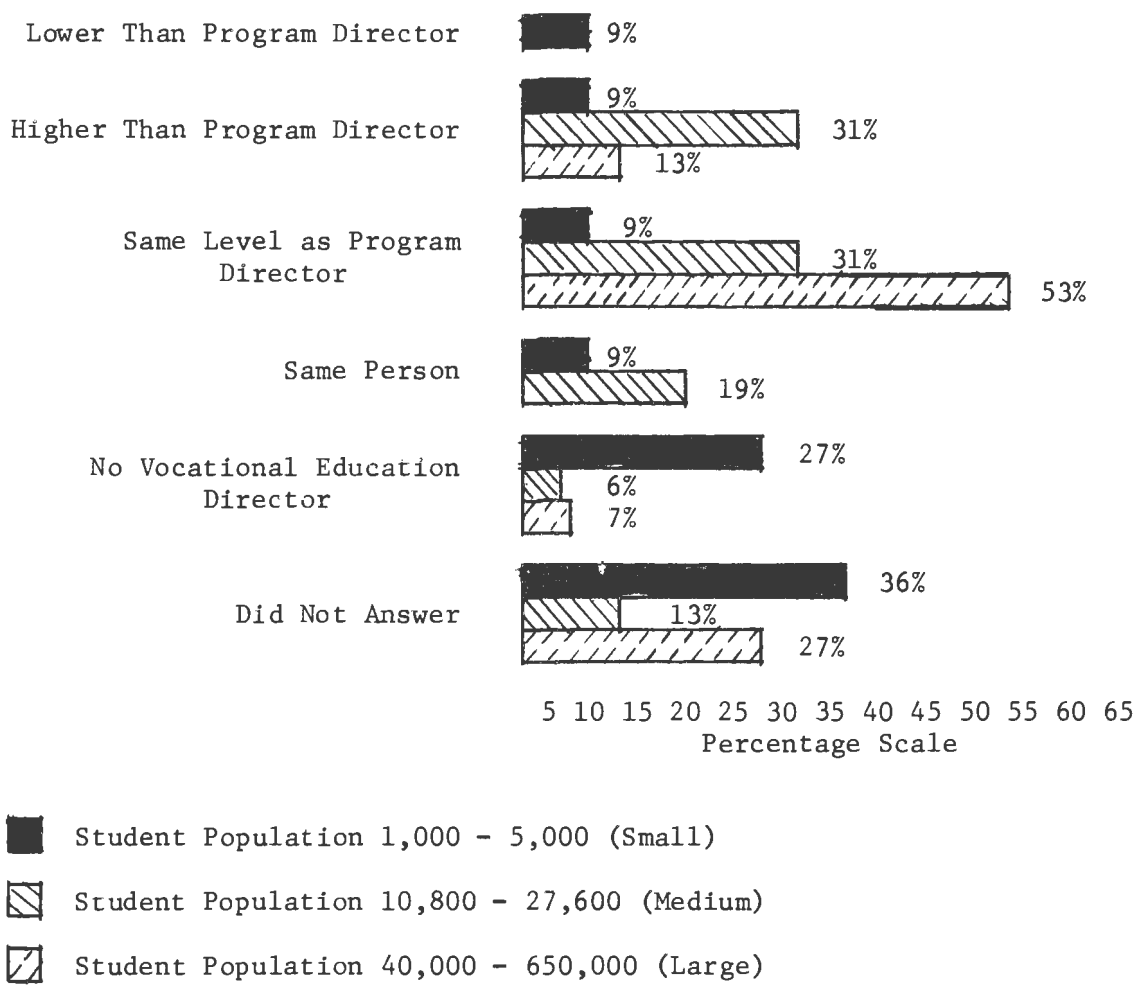
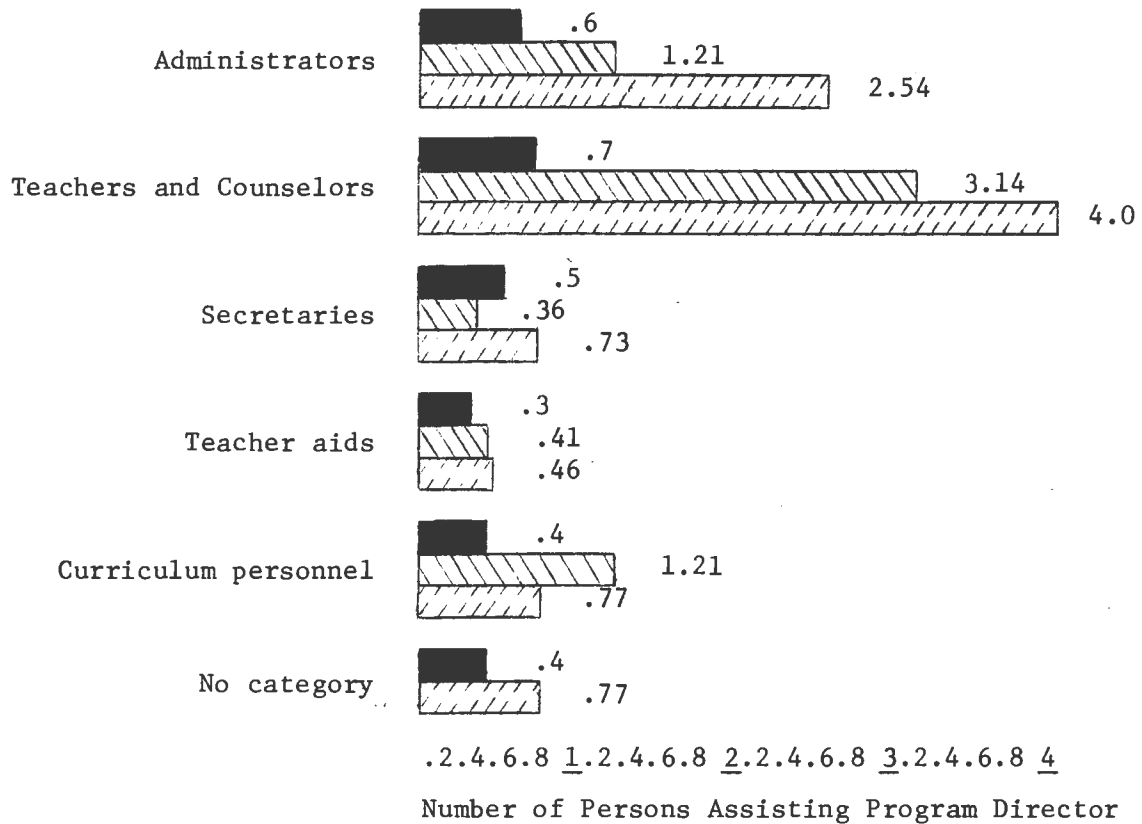


Figure 6. Responses of Participants on Where the Program Director Is in Relation to the Vocational Education Director of Career Education

An analysis of data indicates the number of personnel directly assisting the program director increases proportionately with the size of the district. This is illustrated in Figure 7.



- Student Population 1,000 - 5,000
- ▨ Student Population 10,800 - 27,600
- ▩ Student Population 40,000 - 650,000

Figure 7. Responses of Participants on the Number of Personnel Directly Assisting the Program Director in Career Education

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The primary purpose of this study was to investigate the following research questions:

1. What are the common leadership responsibilities of a program director?
2. What are the common supportive responsibilities of a program director?
3. What position in the administrative structure does the program director hold?

This chapter is concerned with summarizing the findings presented in Chapter III, drawing conclusions from these findings and the methods used to collect, analyze, and define concepts, and making recommendations based on these conclusions.

Summary

The following is a brief summary of the findings presented in Chapter III.

1. All of the selected leadership and supportive responsibilities of a program director were considered common to program directors in the three groups of school districts.

2. In all school districts, the majority of program directors will not have any duties other than those responsibilities for a program director of career education.
3. The position in the administrative structure will vary widely for the program director in the smaller school districts and will converge to two central positions around the principalship level in the medium and large districts.
4. A comparison of the career director to that of the vocational director shows that in a small school district both directors, being higher, lower, or the same, is equal; whereas in the middle-size districts the vocational education director is of an equal or higher position to the program director with less chance of being the same person. In the largest districts, the percentage indicates that both directors are on the same level.

Conclusions

The following conclusions are relative to the findings and the method used to reach these findings is as follows.

Realizing that this study is an attempt to establish a base point from which to work toward the establishment of well defined responsibilities, it appears that the most important and frequent responsibilities which have been identified indicate broad areas of concern for this job position. Based on the mean scores it appears that various responsibilities are more important than others as perceived by the three groups of school districts.

The four items in both importance and frequency responsibilities all ranked high by all three district groups.

Rank Order of Importance of Responsibilities of
Program Director

1. Provide tentative concepts and objectives upon which the teachers may build their own programs.
2. Conduct career education inservice training.
3. Coordinate career education activities of the school to prevent duplication.
4. Survey the school's services to determine the school's readiness for a career education program.

Providing tentative concepts and objectives upon which the teachers may build their own specific programs is first in importance because it gives guidance to the teacher which is critical to the implementing of career education, and the setting up of these objectives across the many discipline lines is a major task.

Conducting career education inservice training is of great value because it explains the basic concepts of career education, it changes teachers' attitudes, and it is a major tool of implementation.

Coordinating career education activities of the school to prevent duplication is important because there is no need to waste time and resources.

Surveying the school's services to determine the school's readiness for a career education program is ranked high because of this basic question: Should the school provide the service of changing attitudes to target minorities in the first place? This question is very

important, in itself, to the whole concept of career education.

Rank Order of Frequency of Responsibilities of
Program Directors

1. Integrate the career education concept into other disciplines in the school.
2. Provide tentative concepts and objectives upon which the teachers may build their own specific programs.
3. Encourage members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.
4. Facilitate all aspects of the school career program.

The integrating of career education concepts into other disciplines in the schools comes under the heading of implementing career education, which is critical to the program because of the problems of trying to change the attitudes of the teacher and infringing upon the teacher's academic freedom.

Encouraging members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes and facilitating all aspects of the school career program are of value because it keeps the teacher aware of career education. It also intensifies the importance of career education to the teacher, which stimulates the use of career education objectives in the classroom.

In retrospect, implementing seems to be the major concern of career education, with planning the goals second and administration last. This is indicated by the responses of the participants on the responsibilities discussed.

Recommendations

The researcher recommends that a study to more specifically define responsibilities of a program director in career education be made. In working out this study, the investigator suggests that responsibilities be written in objective form to give tentative goals to the directors of career education. Broadening the population of the study and including school districts that are not federally funded is also suggested. The broad general areas identified as important and frequent in this study may serve as the base from which to increase specificity.

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APPENDIXES

APPENDIX A

NATIONAL PANELISTS

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APPENDIX B

THE INSTRUMENT THAT WAS SUBMITTED TO THE NATIONAL
PANELISTS FOR THEIR COMMENTS AND SUGGESTIONS

Sample Instrument

Please read each statement carefully and circle the number which you believe most adequately represents your opinion. Respond twice to each statement--once for importance and once for the times performed.

Importance Scale

1 = highly important 3 = moderately important
2 = important 4 = slightly important
5 = unimportant

Frequency Scale

1 = almost always 3 = occasionally
2 = frequently 4 = rarely
5 = almost never

- | | |
|---|--------------------------------|
| 1. Do you sponsor a preliminary survey of existing school services, facilities, and resources to determine the school's readiness for a career education program? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 2. Do you discuss budgetary requirements of the career education program with the board of education? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 3. Do you cultivate the financial assistance, community support, and public acceptance for the relatively larger costs of operating occupational programs? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 4. Do you select an advisory committee which is acceptable to the faculty and community? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 5. Do you cooperate with this committee in determining a plan of action? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 6. Do you provide sufficient time so that the plan of action can be carried out? | I = 1 2 3 4 5
F = 1 2 3 4 5 |

- | | | |
|-----|--|--------------------------------|
| 7. | Do you select staff members who are interested, capable, and qualified? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 8. | Do you coordinate the activities of the school in the field of career orientation to prevent duplication? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 9. | Do you develop a time schedule in cooperation with each teacher whereby a planning session can be held on some regular basis? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 10. | Do you provide tentative concepts and objectives upon which the teachers may build their own specific programs? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 11. | Do you survey local career opportunities and arrange for utilizing these experiences in the classroom? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 12. | Do you develop with participating staff, occupational training areas from the 15 occupational clusters (U.S. Office of Education)? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 13. | Do you integrate the vocational, technical, industrial programs with all of the other disciplines found in the school program? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 14. | Do you facilitate all aspects of the school vocational program during the year? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 15. | Do you serve as liason between the Director of Vocational, Technical and Industrial Education, his staff, and the principals of the schools involved? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 16. | Do you conduct a summer development program for the vocational, technical, and industrial education teachers and academic department chairmen? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 17. | Do you cooperate with teachers in an effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 18. | Do you act as a consultant upon whom the teachers may call for suggested activities? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 19. | Do you provide a prolific source of career information through a well-organized resource media? | I = 1 2 3 4 5
F = 1 2 3 4 5 |

20. Do you act as a source of referral for teachers who determine a definite area of career interest which needs to be explored by any one student or a group of students? I = 1 2 3 4 5
F = 1 2 3 4 5
21. Do you maintain a personal file on all career-centered curriculum students? I = 1 2 3 4 5
F = 1 2 3 4 5
22. Do you work closely with the guidance counselor in administering tests for the purpose of self-analysis? I = 1 2 3 4 5
F = 1 2 3 4 5
23. Do you keep records of career-related instructional procedures being used in the classroom? I = 1 2 3 4 5
F = 1 2 3 4 5
24. Do you assist in conducting career education in-service training? I = 1 2 3 4 5
F = 1 2 3 4 5
25. Do you make sources available for ordering materials? I = 1 2 3 4 5
F = 1 2 3 4 5
26. Do you encourage constant evaluation of the program and support changes that seem to be necessary as a result of such evaluation? I = 1 2 3 4 5
F = 1 2 3 4 5
27. Do you encourage members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes? I = 1 2 3 4 5
F = 1 2 3 4 5
28. Do you continuously interpret the career education program to the community? I = 1 2 3 4 5
F = 1 2 3 4 5

APPENDIX C

THE INSTRUMENT AND LETTER OF TRANSMITTAL
 USED FOR THE COLLECTION OF DATA

The Instrument

Kenneth J. Cassell
 822 Hightower
 Stillwater, Oklahoma 74074

Dear

In reviewing the list of career education exemplary programs, and in some cases, state funded programs, I noticed that you were included as being a career education director. I am working on an advanced degree and am researching the areas of responsibilities that are associated with a position such as the one you occupy. I would like to ask you to complete the attached questionnaire and to return it to me in the enclosed self-addressed stamped envelope as soon as possible. Your cooperation in this matter is greatly appreciated.

Sincerely yours,

Ken Cassell

Please answer the following questions or check the appropriate blank.

1. What is the title of the position you hold? a. program manager
 b. program director c. facilitator d. other _____

2. How long have you served in the capacity of a program director of career education? a. less than one year b. one year
 c. two or more years
3. How many students are in your school district? _____
4. Are your responsibilities for career education district-wide?
 Yes or No
5. If you answered "No" to number 4, what schools are you responsible for? a. elementary b. junior high c. senior high

6. Is there any other administrator directly responsible for career education in your district other than yourself? Yes _____ or No _____
7. What is the percentage of career education funding derived from the following? a. federal _____% b. state _____%
c. local _____%
8. Are you free to select your staff members that work under you? Yes _____ or No _____
9. Please list other duties you are responsible for other than career education: _____
-

Please read each statement carefully and circle the number which you believe most adequately represents your opinion. Respond twice to each statement--once for importance and once for the times performed.

Importance Scale

- 1 = highly important 3 = moderately important
2 = important 4 = slightly important
5 = unimportant

Frequency Scale

- 1 = almost always 3 = occasionally
2 = frequently 4 = rarely
5 = almost never

Leadership Responsibilities

- | | |
|--|--------------------------------|
| 1. Do you discuss budgetary requirements of the career education program with the board of education? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 2. Do you assist in selecting an advisory committee? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 3. Do you survey the school's attitudes to determine the school's readiness for a career education program? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 4. Do you survey the school's services to determine the school's readiness for a career education program? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 5. Do you survey the school's facilities to determine the school's readiness for a career education program? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 6. Do you survey the school's resources to determine the school's readiness for a career education program? | I = 1 2 3 4 5
F = 1 2 3 4 5 |

- | | | |
|-----|---|--------------------------------|
| 7. | Do you coordinate career education activities of the school to prevent duplication? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 8. | Do you provide tentative concepts and objectives upon which the teachers may build their own specific programs? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 9. | Do you integrate the career education concept into other disciplines in the school? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 10. | Do you facilitate all aspects of the school career program? | I = 1 2 3 4 5
F = 1 2 3 4 5 |

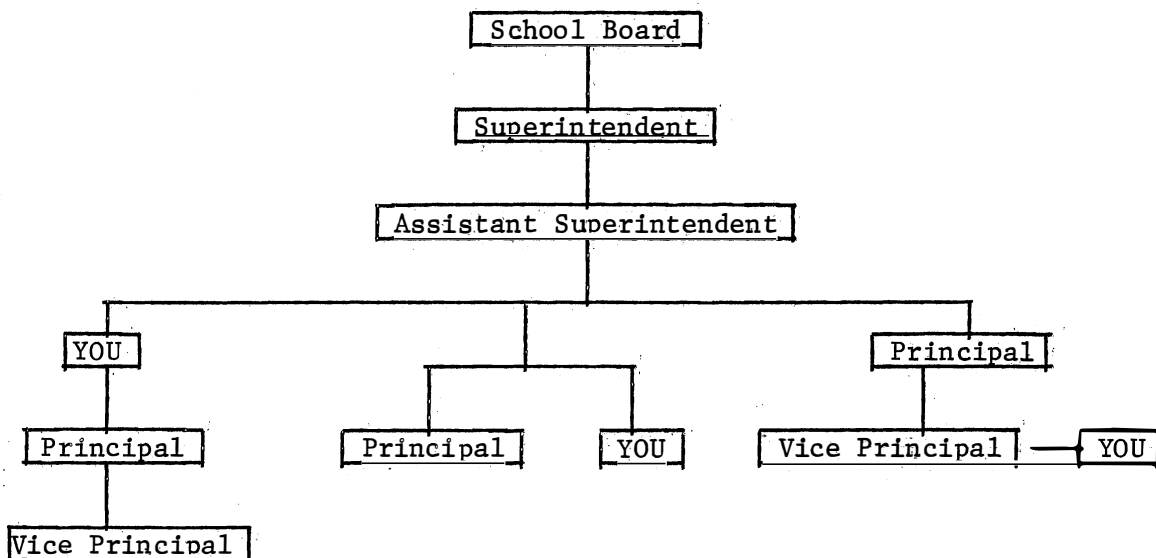
Supportive Responsibilities

- | | | |
|-----|--|--------------------------------|
| 1. | Do you serve as liason between the Director of Vocational and Technical Education, his staff, and the principals of the schools involved? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 2. | Do you conduct career education inservice training? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 3. | Do you cooperate with teachers in an effort to provide worthwhile career-centered activities? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 4. | Do you act as a consultant upon whom the teachers may call for suggested activities? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 5. | Do you provide the resource material? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 6. | Do you work with the guidance counselor in administering tests for the purpose of self-analysis of the student? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 7. | Do you keep records of career-related instruction being used in the classroom? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 8. | Do you make sources available for ordering materials? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 9. | Do you encourage constant evaluation of the program and support changes that seem to be necessary as a result of such evaluation? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 10. | Do you encourage members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes? | I = 1 2 3 4 5
F = 1 2 3 4 5 |
| 11. | Do you continuously interpret the career education program to the community? | I = 1 2 3 4 5
F = 1 2 3 4 5 |

12. Do you assist teachers in career education by organizing tours and speakers? I = 1 2 3 4 5
F = 1 2 3 4 5

1. How many people directly assist you in career education and what are their titles? _____

2. Please indicate, by circling the appropriate box, where you fit in the chain of command. If a box is not provided for you where it is needed, please add one.



3. Please add the position of Vocational Director to the chain of command in his appropriate position. If there is no Vocational Director in your district, please check here. _____

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VITA

Kenneth John E. Cassell

Candidate for the Degree of

Master of Science

Thesis: IDENTIFICATION OF RESPONSIBILITIES THAT ARE COMMON TO PROGRAM DIRECTORS OF CAREER EDUCATION

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Portsmouth, New Hampshire, December 26, 1940, the son of Max and Ida Cassell.

Education: Graduated from Miami High School, Miami, Oklahoma, in May, 1959; received the Associate of Arts degree from Northeastern Oklahoma A & M College, Miami, Oklahoma, 1966; received the Bachelor of Science degree from Northeastern State College, Tahlequah, Oklahoma, 1969; attended University of California at Long Beach, Long Beach, California, 1971; attended Kansas State of Pittsburg, Pittsburg, Kansas, 1973; completed requirements for the Master of Science degree in Vocational-Technical and Career Education at Oklahoma State University in May, 1974.

Professional Experience: Teacher of ninth grade general metals and basic electricity at West Junior High, Leavenworth, Kansas, 1970; teacher of drafting, native arts, vocational auto mechanics, general woodworking, night class in auto mechanics for women, and eighth grade general shop at Juneau Douglas High School and Marie Drake Junior High School, Juneau, Alaska, 1971 to 1973; currently on leave of absence from the City and Borough of Juneau School District with an Alaska awarded Education Professions Development Act "552" grant to pursue a Master's degree at Oklahoma State University in May, 1974.

Professional Organizations: Life time member of National Education Association, former member of American Institute of Drafting and Design, Kansas Teacher Association, Leavenworth Teacher

Association, Alaska Teacher Association, Greater Juneau
Education Association, American Industrial Arts Association,
Kansas Industrial Arts Association, and the American
Vocational Association.