PERCEPTIONS OF VOCATIONAL TRADE AND INDUSTRIAL TEACHERS REGARDING THEIR PROFESSIONAL EDUCATION NEEDS

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CHAPTER I

INTRODUCTION

World leaders, government authorities, educators, and parents have searched for ways to educate and enhance the workforce since the beginning of modern civilization. Educators and parents have longed for methods to teach and instruct the world's most valuable treasure, its children, since humans have been on earth. Statespeople, educators, and parents have tried many ways to develop the minds of young people and create a learning system that will produce profitable and productive citizens. This learning system must assist children in developing high self esteem and deeming themselves worthy to society as a whole. Many institutions have had limited success in this endeavor to prepare the minds of our youth.

The United States of America is the first country in the world to attempt to educate its citizenry as a whole by providing each citizen with the opportunity to attain any educational goal deemed worthy by the individual. The development of an educational system in the United States has been successful; however, this success has not occurred without problems. This study addresses one of the major problems of the U.S. educational system: the challenge of reforming teacher education. The overall restructuring of the educational environment is needed to meet the needs of clients (students), the employers of these clients, and the government entities providing educational services to all citizens of the United States.

Since the publication of a report in 1983 titled A Nation at Risk, the American educational system has been subjected to scrutiny and criticism from many groups and coalitions. According to Cetron and Davies (1989), a large portion of these educational

system critics has done little more than "education bashing." A Nation at Risk has become the catalyst for the educational reform movement of the 1980s and 1990s, and will probably continue to be so until the educators of America become true agents of change and leaders of technological transfer. As the educational environment is examined, we must look at pros and cons of past and current issues. Milton states, "There is no learned individual but will confess he hath much profited by reading controversies, his senses awakened, his judgment sharpened, and the truth which he holds more firmly established."

Discussion of schooling is an exercise in futility until the fundamental question of "For what purpose?" is answered. This study will assume that general academics are a prerequisite for an individual to enter vocational education. The second assumption will be that all vocational education instructors in general and all trade and industrial instructors in particular are working toward a degree in education to achieve standard certification by a state educational agency. These assumptions must be made to allow criteria to be set and value-measured according to the users of higher education services.

To reform an organization or service is to improve by alteration, correction of error, or removal of defects. The basis of this study is to improve the educational system that is currently in place by using the vehicle of restructure to meet societal needs.

Much undeserved criticism or blame is placed on the educational system because schools have willingly taken on a multitude of educational and social tasks. One case in point is the national hysteria that happened in 1957 when Sputnik appeared. Schools were blamed that the United States was faltering in educating its citizenry. The president, congress, the department of defense, and engineering training escaped blamelessly for the lack of technological transfer to maintain the superiority of the United States. When the first astronaut stepped on the moon, schools were not given credit nor did they receive any recognition that education was a part of that support system that makes these types of historical events possible. The aforementioned incidents are examples of how education

must use criticism as a catalyst for change, not to become a center for what seems to be a national pasttime to blame schooling of children for all that is wrong in America.

With an excess of one quarter of the working population being directly or indirectly employed in the sphere of our educational system and over 261 billion dollars being spent to educate our citizens, schools should have a prominent place in society and be an integral part of each community as a resource center, not a tax burden. Realization that quality education has a direct effect on our standard of living, political process, economy, and human relationships needs to emerge. This cognition should challenge communities to change our educational system and reform the areas that no longer meet the needs of our society. This focus must convert finger-pointing, blame-placing, and removal of personal responsibility to constructive criticism. More energy must be expended on the solution to problems rather than identification. The media should make an effort to report accurate and complete information about education. A broad scope must be considered when conclusions are harangued about the causes and effects of schooling children.

Historian Henry Steele Commager (1975) states that the United States has pioneered the belief that schools should educate all citizens. Only within the last 50 years has schooling provided the whole of education for Americans. The United States has made available more formal schooling for its young than has any other country. Most countries leave education up to the church, family, guilds or other organizations to help citizens to learn a trade, profession, or other employability skills.

As vocational education developed in the United States of America, many organized labor movements resisted because entry into a craft, trade, or profession was not restricted. Currently, the acceptance of trade and industrial education in America is shown by industry, business, organized labor, and professional organizations' recognition and support of student organizations such as VICA (Vocational and Industrial Clubs of

America). Many corporations and businesses have supported skill olympics at the state and national levels indicating that trade and industrial education has become a valid part of the national economy.

Statement of the Problem

Call for educational reform is plagued with the problem of identifying the needs of the users of the system. Little scientific research has been conducted or data collected to identify the professional needs, perceived needs, and value of the components of a non-standard teacher certification program of study for vocational trade and industrial teachers (Gregson and Piper, 1993). The need for designing a program to educate teachers is of paramount importance if a system is to be developed to serve its clients. Also, citizens of a society that supports public education must feel they are getting value for the taxes paid to support these educational programs. The problem for this study was that the perceptions of vocational trade and industrial teachers was not used in program design and redesign.

Need for the Study

The lack of research to coordinate the effort to reform education of teachers in general and vocational trade and industrial instructors specifically was the reason for this study. Little has been published about the state of teacher education in the field of vocational teacher education (Evans, 1992). Camp and Heath-Camp (1989) opined that nontraditionally certified instructors need more assistance than is frequently provided. They provide evidence that beginning vocational trade and industrial teachers experience an almost unbearable amount of stress without the benefit of student teaching or an education degree. After discussing the lack of material on the needs identified by end users

(teacher practitioners) of higher education and state departments, support for this study was deemed appropriate by my doctoral committee.

Purpose of the Study

The purpose of this study was to determine trade and industrial teachers' perceptions of their teacher education preparation program.

Research Questions

To identify specific needs for a quality teacher preparation program the following questions were asked to inform this researcher of the perceptions of Vocational Trade and Industrial Teachers that were then educators in the field.

1. What are the perceptions of vocational trade and industrial teachers' regarding their teacher education program with respect to (a) overall program, (b) on-site visitation, and (c) supervisors' contribution to the professional growth of each trade and industrial instructor?

2. Are there differences in vocational trade and industrial teachers' perceptions regarding their teacher education program by years of teaching experience, level of educational experience, and years of industrial experience?

Assumptions

The following assumptions were accepted to conduct this study:

1. The collected data were accurate.

2. The members of the American Vocational Association (A.V.A.) Region Four were a true representation of trade and industrial teachers from the region.

3. General academics are a prerequisite for an individual entering vocational education.

4. Vocational trade and industrial instructors were working toward a degree in education and standard certification in states that require vocational educators to be certified.

Limitations

This study was limited to practicing trade and industrial instructors who were then currently teaching secondary students in AVA Region IV: Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.

Definitions of Selected Terms for this Study

The following terms and definitions were used for this study.

Higher Education: Education beyond the secondary level, especially education by a college or university (Knight, 1993).

Reform: To amend or improve by alteration, or by correction of error, or removal of defects (Webster, 1990).

Supervisor: Person who directs or assists a subordinate employee (Knight, 1993).

Teacher: A person teaching students the principles of a technical, trade, or industrial occupation (Knight, 1993).

Teacher Certification: Granted after the minimum academic, professional, and other standards established by the state department of education are met by those who wish to teach full or part time (Knight, 1993).

Teacher- Education: Post-secondary education or educational activities designed to prepare teachers for specific disciplines or programs (Knight, 1993).

Teacher-Educator: A teacher-educator is one trained or educated in a specific discipline(s) whose responsibility is to educate or train a given group of teachers or would-be teachers, in specific pedagogy (Moss, 1992).

Technical Education: Planned instruction that will prepare individuals for a variety of occupations requiring skills of a semi-professional nature. Instruction normally involves technical subjects such as mathematics, the physical and life sciences, and materials and processes related to the specific requirements of the job (Sanders, 1988).

Trade and Industrial Education: To provide preparatory instruction in the development of basic manipulative skills, safety, judgment, technical knowledge, and related industrial information for useful employment in trade and industrial pursuits (Knight, 1993).

Vocational Trade and Industrial Teacher: Person who teaches in secondary or post-secondary programs designed to provide instruction for the development of the basic technical knowledge, employability skills, manipulative skills, and related occupational information for the purpose of equipping persons for useful employment in trade and industrial occupations (Sanders, 1988).

Organization of the Study

Chapter I has introduced the study, and presented the problem, purpose, research questions, hypotheses, assumptions, limitations, and definitions of terms to be used in this study. Chapter II includes a discussion of related literature concerning teacher education reform. Chapter III reports the methodology used in the study. The findings are presented in Chapter IV. Chapter V includes a summary of the study, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is divided into two distinctive areas: a review of reports, and an overview of current research on the education of teachers.

Reports

The call to reform education seems to be cyclical in nature and dies a natural death if something more sensational is brought to the citizen's attention or other crises seem to be paramount. Reports tend toward isolated or sensational topics that make headlines or get viewers' attention. One report that has received national attention is A Nation at Risk (1983), released by the National Commission on Excellence in Education recommending stricter graduation requirements for college bound students. This report seemed to have started a new cycle of reform movements and was based on sensational reporting without a data base. This report stirred a great debate and the only recommendation was an "increase of the same" opines (Sanders, 1988). Hughes (1986) states that A Nation at Risk appears to have motivated state departments of education, local schools, and those responsible for formal education of teachers to consider plans for reform. A Nation Prepared (1984) was released by then secretary of education, Terrel Bell, and was compiled by the National Committee on Excellence.

Other reports such as Boyer's High School (1983), and Goodlad's A Place Called School, both include extensive and intensive data collections. Neither of these reports

were extensively used by politicians, school boards, or the media because they dealt with respective responsibilities for education (Hughes, 1986).

1985

The president of Harvard University, Derek Bok, authored a book entitled Higher Learning (1985), explaining why universities do not make major changes. Bok opines that accreditation organizations do not create change, but rather reinforce the status quo because program evaluation is based on previously acceptable standards. Universities have little hierarchical authority over teaching or research, since the faculty are a large decentralized informal organization that favors innovation by making it easier for large numbers of faculty members to experiment in search of a more meaningful learning experience for students. Bok continues that these very factors that assist experimentation impede successful initiatives from disseminating throughout the faculty of a university. Academic administrators lack the power to insist faculties adapt new techniques, courses, or curricula, causing the most promising innovation to languish without being effective or widely emulated.

Bok states that in most walks of life, competition is frequently the drive mechanism that mobilizes organizations to overcome restrictive inhibitions and strive for improvement. Competition succeeds only when the customer or user can define success in a legitimate way in order to establish a standard for those who may best achieve it. At the university level, the ability to establish the standard is lacking because students or other audiences cannot determine how their educational learning experience compares to learning experiences at other universities. This inefficiency is partially caused by professors', faculty members', or other professionals' inability to agree on exact skills, bodies of knowledge, or methods of thought that are specifically more important for students.

1986

The Carnegie Forum published the report, A Nation Prepared: Teachers for the 21st Century (1986), recommending that schools restructure in order to provide a professional environment for teaching, to enable teachers to determine how to meet state and local educational goals for students and to manage the responsibility of being accountable for these goals. For teacher education, the report recommended new professional curriculum in graduate schools that would result in a Master of Teaching degree, with admission to the school premised with a bachelor's degree in the arts and sciences.

> States should abolish the undergraduate degree in education and make professional teacher education a graduate level enterprise, building on a base of sound undergraduate education in the arts and sciences.
> 1. Master in Teaching Degree program should be developed.
> 2. Admission should be contingent on applicants' mastery of the basic skills and knowledge expected of all college graduates.
> 3. The graduate schools of education should design these new programs to make it possible for students to make up during their graduate education substantive course work missed in college.
> 4. Special financial initiatives should be offered by the states and others to students of exceptional academic ability and to minority groups' members who qualify to attend graduate teacher institutions (p.70).

This report (Carnegie Task Force, 1986) briefs the reader that if a permanent underclass is to be avoided and the American democracy is to thrive, America's schools must graduate students with achievement levels thought possible only for the privileged few who graduated from the finest private schools. The report narrates that if the aforementioned steps are not taken almost immediately, the nation's educational system, which is designed for a mass-production economy, would fail and the economy would falter causing our democracy to shudder and preventable political unrest to occur, without a commitment from our government, citizens, and the private sector (Carnegie Task Force, 1986).

The Holmes Group began as a consortium of the deans of education from seventeen research universities. The group chose the name Holmes Group in honor of Henry W. Holmes, dean of the Harvard Graduate School of Education during the 1920s, whose goal was to raise quality and professional status of teacher education (Hughes, 1986; Sedlak, 1987; Holmes Group, 1986; Sanders, 1988). The Holmes Group nucleus assembled initially in the autumn of 1983 to consider general issues confronting teaching and teacher education. Tomorrow's Teachers, released by the Holmes Group in 1986, was arranged in three sections, focusing on problems with the status, rewards, and work associated with teaching that jeopardizes the recruitment and preparation of qualified teachers.

Five major goals of the Holmes Group (1986) have emerged (Murray, 1986; Hughes, 1986; Miller, 1986; Keppel, 1986; Hawley, 1986; Case, Lanier, & Miskel, 1986; Sanders, 1988):

1. To make the education of teachers intellectually more sound.
2. To recognize differences in teachers knowledge, skill, and commitment, and in their education, certification, work, and career opportunities.
3. To create standard of entry to the profession—examination and educational requirements—that are professionally relevant and intellectually defensible.
4. To connect institutions of higher and professional education with schools.
5. To make schools better places for teachers to work and for students to learn.

The Holmes Group (1986), and The Carnegie Task Force (1986), have received criticism since the first publication of their respective reports. The major criticism has focused on the reports' call for extended schooling (Tom, 1986). Evans (1987) opines the reports have ignored previously tried extended programs, such as the Arkansas Master of Teaching, where private moneys from the Ford Foundation funded the experiment but which failed under the burden of its own weight. Evans (1986), Smith (1986), and Hughes (1986) have criticized the Holmes Group and The Carnegie Task Force for not

relying on data collection or research of any kind in the preparation of their respective reports. Evans (1986), states it is "ironic" the Holmes Group teacher education plan was "selling" to major research universities and lacked "a scrap of research evidence that the proposed program will produce more or better teachers or students."

Both the Holmes Group (1986), and The Carnegie Task Force (1986), have received criticism for not having representatives from all facets of education represented during preparation of the reports. Evans (1986) stated that if the Holmes Group recommendations were accepted, the effects on vocational education would be disastrous. The Southern Regional Education Board [SREB] (1986) agreed with Tom (1986) by stating that until undergraduate curriculum is revitalized and truly represents college level work beginning with the first freshman course for credit, it is premature to give up on the four-year program.

1987

Keith (1987) opines that Horace Mann, Secretary of the Massachusetts Board of Education, 1838, began the call for the reform of teacher education. Mann's position that teachers need special qualifications to elevate the character and increase the efficiency of common schools is the first attempt to make teaching a profession. Keith opines that Mann's major themes are prevalent in recent reform reports. The major theme in linear terms was that poor teacher preparation leads to poor teachers that leads to poor schools that develops poor learning.

1988

In January 1988, the William T. Grant Foundation Commission on Work, Family, and Citizenship published The Forgotten Half: Non-College Youth in America. This report stated that the youth hear advice from parents and teachers to study hard and go to

college. This is a noble goal, but should not be recommended for all citizens of this country. If the future of this country is to be certain, we must train our youth in different ways. The report states that communities should establish concrete school completion goals, youth employment goals, parental involvement goals, and youth community service goals and should be monitored in annual community-school report cards. All services should be provided for all students, not just a particular population. Each person must be able to access the educational system when recurrent education is needed, and not have to overcome barriers to entry level courses, but rather provide pre-enrollment knowledge that will give credit for life experiences, upon satisfactory completion of an exam. In an overview of the commission's report, the following 10 goals must receive sustained attention from parents, educators, labor leaders, churches, employers, community leaders, and local, state, and national government authorities: (1) Help Americans understand the needs of youth in today's society; (2) Offer better paying jobs with responsibility and a clear path of promotion; (3) Make sources of learning more flexible in teaching methods and organizational patterns; (4) Design and install a school-to-work transition program for all youth in the local community; (5) Motivate young people and encourage school success by implementing knowledge of successful programs; (6) Develop opportunities for added-chance sources for the high school dropout and the most disadvantaged youth; (7) Implement a system of lifelong learning that is fair to non-college youth; (8) Offer expanded opportunities for youth to serve their communities; (9) Emphasize the need for supportive adult relationships in the teenage years; and (10) Enlist a balanced participation of all potential sources of public and private funding. The commission quotes President David Hamburg of the Carnegie Corporation of New York: "We'll never know as much as we like, as evaluations are difficult and can direct resources away from the strategies themselves, but we know enough to act and we can't afford not to act." This report offers concrete action to communities, families, educators, and government entities to better serve America's youth and smooth the transition through the final years

of this century, sending it into the next century with confidence, strength to continue as a global power, and a society that learns from the past.

1991

Cetron and Gayle (1991), in their book entitled Educational Renaissance, opine that one source of education reform is via vocational education. They cite several examples. One successful program at Council Bluffs, Iowa, places ninth and tenth graders in short 'exploratory programs' designed to introduce students to possible careers. Eleventh and twelfth grade students continue with preparatory or cooperative course work taken to give in-depth experiences in specific occupations or technologies. Four factors foster progression of the Council Bluff program via the ability of administrators to: (1) remain tightly focused on the real-world job market, (2) emphasize traditional academic skills, (3) maintain a cooperative agreement between vocational-technical school and junior college credit for course work completed, and (4) obtain funding through a cooperative effort between faculty, administration, and staff.

Another program that has achieved phenomenal success is located in Pittsburgh, Pennsylvania. This program strengthens its vocational education program by expanding the use of mentors for as long as three years for students who have chronic truancy problems or come from poor and or minority populations. Pittsburgh decided to combat the economic decline and educational problems with the use of enhanced vocational education. This solution has had apparent success according to several surveys listing Pittsburgh as the nation's "most livable city."

Oklahoma and North Carolina also have outstanding vocational education according to the Educational Renaissance evaluation of the United States' educational system.

1992

Evans (1992) opines the state of industrial teacher education is in decline as a consequence of the reduction in the number of elective courses by educational reform mandates, less time being spent in the field with undergraduate students, and less contact occurring between local education agencies and state departments of education. This problem is compounded when teacher educators are required to spend more time on research, publications, graduate students, and committee meetings in order to gain tenure and recognition within their own university, which causes a dilemma for the support of industrial teacher education. With the lowering of work experience requirements and teacher education qualifications, trade and industrial teachers have 'limped' along. Expectations and results could be increased if teacher educators were to rebuild a conduit between local schools boards, state departments of education, and introduce innovative programs at the local level.

Moss (1992) opines that the research conducted is intended to refine or incrementally improve the current vocational teacher education system. It is not usually designed to reform the system that is currently in place. Research should be on education for work and family as a lifelong process with occupational preparation as a goal to be achieved throughout one's lifetime. This occupational research will improve vocational teacher educators' standing in academia, business, industry, and military communities while expanding the mission of vocational education by requiring that teachers continually advance to skills that are needed to provide a world class workforce.

1993

The Sub-Committee on Government Operations published a report entitled High Skills, Low Wages - Productivity and the False Promise of NAFTA. This report reviews the loss of manufacturing positions, stagnant production of goods in the United States,

and the exploitation of the Mexican worker. The loss of our economic base and high standard of living is caused by several forces and can only be solved by a combination of resources from different sectors of our economy. The only way to retrieve jobs for the American worker is to reform our educational system and develop a school-to-work program to include business and industry, community, taxpayer, and parental resources. This system must be malleable to educate citizens for employment opportunities, deliver a technological transfer, and establish a work ethic that instills pride in producing world class goods and services.

1995

Phi Delta Kappa and the Institute for Educational Leadership co-published a volume in the National Issues series titled National Issues in Education: Goals 2000 and School-to-Work. This National Issues volume presents major national education issues through diverse perspectives of the legislative and political process. John F. (Jack) Jennings edited this volume for Phi Delta Kappa International and the Institute for Educational Leadership, and is the director of the Center on National Education Policy. The report provides a "standards-based reform" or "systematic reform" to change schools. The fundamental idea of this approach is to agree on what students should know and be able to accomplish, then to orient the system to achieve this end, with each school and community possessing the flexibility to choose the best method to help students master occupational skills and academic competencies. The standards-based reform has been somewhat accepted at the national level through the legislation of Goals 2000 and the School-to-Work Opportunities Act. All the major education organizations, the states' governors, the incumbent democratic president, all major business groups, and the former republican president have advocated this concept.

The America 2000 program promoted by then President Bush and Governor Bill Clinton developed the ground work for now President Bill Clinton's Goals 2000. This policy provides a new approach to educational reform by setting teaching and learning standards and changing the entire educational system to center on these standards. Teacher training institutions will modify their curricula to train new teachers in subject matter, and text books will be adapted to reflect new material.

Goals 2000 focuses on educational and occupational ends, not the means. This concept is different from other reform attempts in that goals are voluntary for schools and supported at the national level.

The School-to-Work Opportunity Act indicates that the policy makers of the United States need to find a better way to prepare youth for employment and develop a school-to-work transition system that all industrialized countries must have in order to provide job readiness among high school graduates. This policy won support of the construction trades, the American Vocational Association, and the business community by building on current vocational programs, apprenticeship programs, and addressing the concerns of job readiness. This legislation addressed the needs of all students to insure that each individual receives the needed assistance from the educational services offered in that community.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to determine trade and industrial teachers' perceptions of their teacher education preparation program. Vocational education teachers who were teaching in states that have a process similar to the induction process in the state of Oklahoma were chosen to complete the instrument and provide data of experiences needed to survive in today's classroom environment and broaden the knowledge of teacher educators at institutions of higher education. Each trade and industrial educator selected indicated that they had been through a non-standard certification process.

Population and Sample

The population for this study included vocational trade and industrial teachers in American Vocational Association (AVA) Region IV (N=867). The names and addresses were obtained by requesting a list of all trade and industrial teachers in Region IV from the AVA. The list was approved for this study after AVA was provided with a copy of the cover letter and instrument that would be mailed to each participant in the study. Region IV was selected as the most homogenous to the non-standard certification process that is in place in Oklahoma. Eight hundred sixty-seven names were on the list for this study. Each name was given a corresponding numerical value beginning with 100. The sample

was determined from a list of random numbers (Bartz, 1988). The respondents were chosen by the Oklahoma State University Mailing Service using the Arcliff and Lettershop software to scan the random numbers assigned to each name and address on the AVA list of then certified trade and industrial teachers in good standing.

The Instrument

The study employed a survey instrument similar to the instrument used by Gregson and Piper in "The Ohio Induction Process: Perceptions of Beginning Secondary School Trade and Industrial Teachers" (1993, pp. 30-43). The Gregson and Piper instrument was designed to gather information regarding perception of non-standard certified teachers who had completed the induction workshop, required by the state of Ohio, and has been modeled after a student perception survey of faculty performance developed, tested, and used extensively by the Department of Educational Leadership at The University of Toledo. A Cronbach alpha reliability coefficient of .9024 was computed after a panel of experts consisting of vocational teacher educators, administrators, and state department personnel had reviewed this instrument for content validity. A pilot test was completed to determine suitability and reliability. The current study's instrument was used by permission of both Gregson and Piper (see Appendix A).

The survey instrument (see Appendix B) was divided into four sections. The first section of the instrument requested demographic information from the respondents. Section two of the instrument requested respondents to indicate the value from very high (1) to very low (5) for each component used in their teacher certification program. These components were listed on the survey as summer conference workshops, workshops, on-site visitation, and course work. Perceptions were indicated on a 5-point Likert-type scale (1 equals very high, 2 equals high, 3 equals average, 4 equals low and 5 equals very low).

The second part of the questionnaire also provided an impetus for respondents to rank the importance of each element of their teacher education program and the certification process to become a non-standard certified teacher. The survey used a numerical ranking of 1, having the most value to the respondent's career as a vocational teacher, to 4, having the least value to the respondent's career as a vocational teacher.

The third section of the instrument asks each respondent to evaluate the importance of on-site visitation to their teaching career. The components the instrument used were classroom observation, laboratory observation, one on one conference, support of the respondent's efforts, responsiveness to the respondent's needs, ability to answer the respondent's questions, suggestions for growth, assignments, respect for the respondent as an individual, and value of on-site visitations to the respondents professional development. This section of the survey also employed the 5-point Likert-type scale. This element of section three concluded by asking respondents to rate preference of length of on-site visitation, amount of time of visitation, and other comments by having each respondent check more often, the same, or less often on the instrument.

Section four of the instrument requested a description of professional growth promoted by the trade and industrial teacher's supervisor. The purpose of this section was to discover the perception of effectiveness in a supervisor's visit, and the benefit derived from the visitation on a teacher's capacity to achieve the greatest potential in the classroom. The respondent was then asked to compare teacher educator and supervisor commitment and involvement.

Data Collection

Each individual chosen to participate in this study was a member of the American Vocational Association, Region IV. Eight hundred sixty-seven (867) teachers met the criteria set for this study with a sample size of 217. A cover letter representing the

objectives of this study, directions for completion, and a self addressed envelope with postage prepaid was included with each survey. The cover letter (see Appendix C) explained to each participant that this was a formal avenue to communicate personal perceptions of current teacher education. Each participant was informed that the data would be used for research purposes only in order to improve the new teacher induction process. All methods at the disposal of this researcher were used to make each respondent anonymous.

To enhance the response rate, each packet included an easy to read, double spaced instrument, and a self addressed postage paid envelope. To complete the packet, a cover letter with endorsements from my doctoral dissertation advisor and doctoral committee chair was included. Each respondent was encouraged to make an accurate assessment of each element of the instrument in order to provide data to evaluate the current teacher education program of study, reform current teacher education if needed, and draw conclusions based on current statistical procedures.

Analysis of Data and Statistical Analysis

To present findings for this study from the respondents, several statistical methods were used to develop interpretation of raw data. Frequency counts and percentages were employed when respondents were asked to rank factors or services.

After entering the data received from each respondent on the SPSS/PC (Statistical Program for Social Sciences), the results were calculated by a computer and interpreted by the use of Moore and McCabe (1993) and Bartz (1988) for this study.

The SPSS was utilized to perform a two way analysis of variance (ANOVA), the statistical methodology for comparing two or more factors, each with its own number of levels. The two way ANOVA compares the means of populations that are classified in two ways or the mean responses in two factor experiments. The assumption is made that

the data are approximately normal and that groups may have different means but the same standard deviation. The effects of two factors offer several advantages over one way design reports (Moore & McCabe, 1993):

1. Valuable resources can be spent more efficiently by studying two factors simultaneously rather than separately.
2. The residual variation in a model can be reduced by including a second factor thought to influence the response.
3. Interactions between factors can be investigated.

The two way ANOVA will analyze the effect of a program of study between teachers that have two years or less vocational teaching experience, three to five years of vocational teaching experience, six to eight years of vocational teaching experience and those with over nine years of vocational teaching experience. The aforementioned vocational trade and industrial teachers' perceptions were compared with respect to the indicated importance of each activity on teacher education programs of study. The second part of the two way ANOVA compared each group to other groups of different educational (teaching) experience and determined if a perceived difference existed between groups in the same component of a teacher education program. Each group was evaluated by the means of educational preparation and industrial experience.

The significance of each of the main effects of the interaction was assessed by an F statistic that compares the variation due to the effect of interest within group variation states (Moore & McCabe, 1993).

CHAPTER IV

FINDINGS

Presentation of Findings

The purpose of this study was to determine trade and industrial teachers' perceptions of their teacher education preparation program. This chapter, which contains two sections, presents the findings of the study. The first section presents demographic information of the respondents, while the second section presents data relevant to the research questions.

The analysis of the research questions was conducted to determine if differences existed between the means of summer workshops, seminars, on-site visitations, and coursework with trade and industrial teachers, and varying years of teaching experience, educational preparation, and industrial experience. The value each respondent placed on the different components of their teacher training program of study was compared and ranked. The value of on-site visitation by teacher educators was compared and ranked by respondents. The amount of influence each teacher's immediate supervisor and teacher educator had on their professional development was ranked and compared. This study ascertained trade and industrial teachers' personal value of teacher education and preparation as it is currently offered by institutions of higher education and state departments of education.

Responses

The survey instrument "Vocational Teacher Education Survey" was mailed to 217 trade and industrial teachers randomly selected from a list of 867 trade and industrial teachers that met the criteria of then currently teaching members of the American Vocational Association Region IV, which includes the states of Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. The mailing service of Oklahoma State University, using an enhanced version of "Arcliff and Lettershop" programs imported from an ASCII file, mailed the survey on June 22, 1993, with a requested return date of July 20, 1993. There were 108 instruments returned of the 217 that were mailed providing this research project with a 50% return rate. The data is considered biased because all respondents were members of the American Vocational Association in good standing at that time.

Frequency counts, scores, and percentages were used to analyze demographic responses from the instrument for this study. These responses are reported on table formats synchronized in the order asked on the survey. Questions one, two, and three requested demographic data.

Demographic Findings

Table I shows the demographic characteristics of respondents. The typical teacher described by the returned data is an individual that has over nine years of vocational teaching experience in an occupational area. An educational level of a bachelors' degree was the norm of education for the description of this individual of central tendency.

Twelve respondents indicated on question one they had two years or less of teaching experience (11.12%), twenty indicated between three to five years teaching experience (18.52%), while 18 stated their teaching experience of six to eight years

TABLE I

DEMOGRAPHIC DATA

Teaching Experience	Frequency	Percent
0-2 years	12	11.12
3-5 years	20	18.52
6-8 years	18	16.67
9 + years	58	53.71

N = 108 mean is 6.85 years of teaching experience

Educational Preparation	Frequency	Percent
High School	12	11.12
Some Post Secondary	30	27.75
Associate Degree	13	12.04
Bachelor Degree in Ed.	19	17.06
Other Bachelor Degree	7	6.49
Master Degree in Ed.	11	10.19
Other Master Degree	2	1.86
Master Degree + 15	13	12.04
Ed. D or Ph. D.	1	.93

N= 108 mean is 16 years (bachelor degree) educational preparation

Industrial Experience	Frequency	Percent
0-2	6	5.56
3-5	12	11.11
6-8	14	12.97
9 +	76	70.17

N = 108 mean is 7.74 years of industrial experience

(16.67%), with the mode being nine years or more experience (53.71%), and the mean of vocational teaching experience is 6.85 years.

Educational level (Table I) had the most disparate information with 12 respondents having a high school or equivalent educational preparation (11.12%), some post secondary education was the mode with 30 respondents (27.75%), associate degree level had 13 respondents (12.04%), Bachelors' Degree in Education had 19 respondents (17.06%), other bachelor degrees had seven respondents (6.49%), Masters' Degree in Education had 11respondents (10.19%), other masters' degree had two respondents (1.86%), masters degree plus 15 hours had 13 respondents (12.04%), and the Educational Doctorate (Ed.D.) or Doctor of Philosophy (Ph.D.) with educational preparation had one respondent (.93%). The mean for educational preparation was 16 years of education or the equivalent of a bachelors' degree.

Question three (Table I) requested the number of years of industrial experience. Six respondents indicated they had less than two years industrial experience (5.56%), three to five years experience had 12 responses (11.11%), six to eight years experience had 14 responses for (12.97%), with the mode being nine years or more experience having 76 responses for (70.17%). The mean for industrial experience was 7.74 years in an occupational area.

Research Questions

The following questions will guide the description of the survey results:

1. What are the perceptions of vocational trade and industrial teachers' regarding their teacher education program with respect to (a) overall program, (b) on-site visitation, and (c) supervisors' contribution to the professional growth of each trade and industrial instructor?

2. Are there differences in vocational trade and industrial teachers' perceptions regarding their teacher education program by years of teaching experience, level of educational experience, and years of industrial experience?

The research instrument required each respondent to indicate their perceptions of an overview of the teacher education program of study, on site visitation, and supervisor's contribution to professional growth by vocational teaching experience (Table II). Each component was evaluated by years of teaching experience. Survey questions four, five, six, seven, and eight were analyzed by using a two way ANOVA (Moore & McCabe, 1993). When the data within and between groups were loaded on the SPSS program and analyzed from an overall grouping, there appeared to be no statistically significant difference at the .05 level of significance. Question nine received only a few responses with those being statistically insignificant. The researcher was unable to draw a statistical analysis of data on this question.

The second section of the instrument requested vocational trade and industrial teachers to rate their teacher education program of study overview, on-site visitation, and supervisor's contribution to their professional growth by level of educational preparation (Table III). After each respondent's value by educational experience was loaded into the SPSS program and run with the level of significance at the .05 level according to Bartz (1988), it was not found statistically significant nor did it provide any indication that there was a significant difference by educational level of preparation than by any other group.

Section three of the instrument requested trade and industrial teachers to give their perception of teacher education program of study overview, on-site visitation, and supervisor's contribution to their professional growth by years of industrial experience. Table IV provides the ANOVA by industrial experience with the significance being .877, indicating no significance at the .05 level. Table IV also provides the ANOVA analysis for supervisor's contribution to professional growth by educational level of trade and industrial teachers indicating no significance at the .05 level. Table IV is also the basis for

TABLE II

DIFFERENCES IN VOCATIONAL TRADE AND INDUSTRIAL TEACHERS' PERCEPTIONS REGARDING THEIR TEACHER EDUCATION PROGRAM BY YEARS OF VOCATIONAL TEACHING EXPERIENCE

OVERVIEW

Source	Sum of Squares	Degrees of Freedom
Between	.6250	3
Within	816.9101	93
Total	817.5351	96
F = .0237	Sig. .9950	

ON-SITE VISITATION

Source	Sum of Squares	Degrees of Freedom
Between	6.6297	3
Within	1212.8331	86
Total	1219.4628	89
F = .1567	Sig. .9251	

SUPERVISORS

Source	Sum of Squares	Degrees of Freedom
Between	43.1471	3
Within	5609.7076	89
Total	5652.7547	92
F = .2282	Sig. .8766	

TABLE III

DIFFERENCES IN VOCATIONAL TRADE AND INDUSTRIAL TEACHERS' PERCEPTIONS REGARDING THEIR TEACHER EDUCATION PROGRAM BY LEVEL OF EDUCATIONAL PREPARATION

OVERVIEW

Source	Sum of Squares	Degrees of Freedom
Between	86.7018	7
Within	724.6297	88
Total	811.3315	95
F = 1.5042	Sig. .1763	

ON SITE VISITATION

Source	Sum of Squares	Degrees of Freedom
Between	53.1077	7
Within	1116.6845	82
Total	1169.7922	89
F = .5571	Sig. .7884	

SUPERVISORS

Source	Sum of Squares	Degrees of Freedom
Between	361.5975	8
Within	5291.1554	84
Total	5652.7529	92
F = .7176	Sig. .6754	

TABLE IV

DIFFERENCES IN VOCATIONAL TRADE AND INDUSTRIAL TEACHERS' PERCEPTIONS REGARDING THEIR TEACHER EDUCATION PROGRAMS BY YEARS OF INDUSTRIAL EXPERIENCE

OVERVIEW

Source	Sum of Squares	Degrees of Freedom
Between	44.2927	3
Within	773.2424	93
Total	817.5351	96
F = 1.7757	Sig. .1572	

ON SITE VISITATION

Source	Sum of Squares	Degrees of Freedom
Between	16.1465	3
Within	1205.3568	87
Total	1221.5033	90
F = .3885	Sig. .7616	

SUPERVISORS

Source	Sum of Squares	Degrees of Freedom
Between	122.5442	3
Within	5530.7162	90
Total	5653.2604	93
F = .6647	Sig. .5759	

trade and industrial teachers' perceptions of supervisor's contribution to professional growth by industrial experience level with a significance level of .576 providing this study with no statistically significant contribution of a supervisor to a teachers' professional growth at the .05 level.

Questions' ten, eleven, twelve, and thirteen request respondents to rank the major components of their teacher education program of study. The rankings of major components are illustrated in Table V with coursework rated number one by 43 respondent's (40.57% of the sample population), ranking collegiate coursework as the most important component of teacher education. Workshops were ranked by 39 respondents (36.80%) as the second most important component of teacher education. Seminars were ranked third by 37 respondents (35.24% of the sample population). On-site visitation was the fourth-ranked (least important) component of teacher education by 40 respondents (37.74%).

Question 24 asked respondents to rate on-site visitation to be more often, the same, or less often. Forty-four responded with more often for 43.14%, 46 responded with the same for 45.10%, and 12 responded with less often for 11.77%.

Question 25 requested respondents' preference for and ranking of the time spent on each visit with the choices being longer, the same, or shorter. Thirty respondents (30%) indicated that time spent on each visit should be for a longer amount of time. Fifty-nine responded (59%) that the time for on-site visitation should be the same duration. Eleven individuals responded (11%) that the time spent on each visit should be a shorter duration.

TABLE V

PERCEPTIONS OF VOCATIONAL TRADE AND INDUSTRIAL TEACHERS' OVERVIEW OF TEACHER EDUCATION

Part A

Question Number	Question	Mean	Standard Deviation
4	Introduction to Vocational Education Summer Conference	2.337	1.042
5	Workshops	2.162	1.001
6	Seminars	2.456	1.036
7	On-site Visitation	2.388	1.254
8	Coursework	2.179	1.049

RANK ORDER OF MAJOR COMPONENTS OF TEACHER EDUCATION

Part B

Question number	Question	Most Important			Least Important
		1	2	3	4
10	Workshops	33 (31.14%)	39 (36.80%)	25 (23.59%)	9 (8.49%)
11	Seminars	11 (10.84%)	28 (26.67%)	37 (35.24%)	29 (27.62%)
12	On-site Visitation	19 (17.93%)	27 (25.48%)	20 (18.87%)	40 (37.74%)
13	Coursework	43 (40.57%)	15 (14.15%)	23 (21.70%)	25 (23.59%)

Question 26 asked for other comments, with only 24 respondents answering this question in a personalized manner. These comments are listed in Appendix D. The small number responding to this question would not allow a statistical test nor would it serve a useful purpose for this study. The findings would indicate that the same amount of time spent for on-site visitation should be continued.

Question 37 asked if their immediate supervisor's visitation was more often, the same, or less often than the teacher educator. Fifty-five respondents (54.46%) indicated that their supervisor visited their laboratory or classroom more often than the teacher educator.

Question 38 asked if the supervisor had committed more time, the same amount of time, or less time to the respondent's teacher education than the teacher educator. Thirty-four respondents (33.67%) indicated that their supervisor had committed more time than the teacher educator toward their teacher education.

Question 39 asked with which person the respondent would most likely share classroom or laboratory problems, the supervisor or teacher educator. Sixty-four individuals (65.31%) indicated that they would most likely share problems with the supervisor first. Thirty-four individuals (34.70%) indicated that they would most likely share problems with the teacher educator first.

Question 40 had only 15 responses, most were of a personal nature, and are listed in Appendix D.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine trade and industrial teachers' perceptions of their teacher education preparation program. Toward this objective, this study makes a presentation of the findings in Chapter IV and offers conclusions and some recommendations from the data collected in this chapter.

There were two specific questions asked for this study. The questions were:

1. What are the perceptions of vocational trade and industrial teachers' regarding their teacher education program with respect to (a) overall program, (b) on-site visitation, and (c) supervisors' contribution to the professional growth of each trade and industrial instructor?

2. Are there differences in vocational trade and industrial teachers' perceptions regarding their teacher education program by years of teaching experience, level of educational experience, and years of industrial experience?

The subjects of this study were individuals who were vocational teachers of trade and industrial subjects in AVA Region Four that included Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. One hundred eight (108) of the 217 questionnaires mailed to the randomly selected subjects were completed and returned.

The questionnaire was divided into four sections: a demographic section used to obtain personal data; a section of ten questions related to each part of non-standard certification requesting the four major parts of certification be ranked according to the

order of importance to the respondent; a section three requesting the respondents to rate the components of on-site visitation on a Likert-type scale ranging from one (very high) to five (very low); and a section requesting respondents to rate the contributions of their immediate supervisor to their professional growth on a Likert-type scale.

Summary

The typical teacher described by the returned data is an individual that has over nine years of vocational teaching experience in an occupational area. An educational level of a bachelors' degree was the norm of education for the description of this individual of central tendency. The mean for educational preparation was 16 years of education or the equivalent of a bachelors' degree. The mean for industrial experience was over nine years in an occupational area.

No significant differences existed between the teachers' perceptions of their teacher education preparation program with regard to "overview", "on site visitations", and "supervisor". The rankings of major components of teacher educator programs were: (1) coursework, (2) workshops, (3) on-site visitation, and (4) seminars. Teachers reported that on-site visitations should be the same length of time and should occur with the same frequency as they now exist.

Conclusions

After careful observation of these findings, it appears that teacher educators should offer more coursework for non-standard certified individuals because teachers reported that it was the most important component of their teacher education preparation program.

Teachers reported that on-site visitations should be the same length of time and should occur with the same frequency as they now exist. On-site visitation should be continued at or near the same frequency as it is currently implemented by teacher

educators. Also, on-site visitation should be conducted in a manner that is consistent to the present policy.

The ranking of coursework over other components of the non-standard certification process may suggest to teacher educators that coursework may need to have a broader range of choice and possibly offered in different formats.

Recommendations and Discussion

This study indicates that some changes need to be made in the transfer of skilled craftspersons and professionals as they are brought out of the workplace and transferred to the educational environment. The levels of anxiety and frustration can be avoided at best, and reduced at the least, if educational leaders will become cooperative from agency to agency and retain the reason for existing as assisting teachers in the field to be professional educators and enhancing the technological transfer to students. The citizens of the United States must realize that educating children is a societal task and not just "someone else's job." The parents, teachers, business leaders, government leaders and society as a whole must form a partnership to educate our children and build a strong and viable economic and moral base to continue America as we know it today.

The appearance of a higher ranking shown in new teacher workshops by trade and industrial teachers with less than two years classroom or laboratory experience and less than a bachelor's degree in education may suggest that enhanced new teacher workshops be developed by professors in higher education and the appropriate state education agency as a cost effective way to prepare new teachers to enter the classroom. This removes some of the anxiety that new teachers feel when leaving industry and entering the classroom for the first time (Gregson & Piper, 1993). The suggestion of having on-site visitation as it is currently implemented could be a process for universities and state

agencies to utilize human resources in a more efficient and cost effective manner as education budgets become more and more stressed for any new expenditures.

Question number 26 asked the participants to voice any comments that may be deemed appropriate about on-site visitation. Comments such as "more examples of how-to non-standard certified by other instructors is the biggest need in teacher training" may offer changes that need to be made in a program of study for educators. As Sanders (1988) opined, extended teacher education programs would increase the variety of an intern teaching experience by expanding the opportunity to understand the additional requirements when dealing with special needs students in the classroom and one on one counseling. These improvements in professional education would increase the effectiveness of new teachers, with the trend in education to end pull-out programs of special needs students and to have the least restrictive educational environment for all students.

A suggested model of non-standard teacher certification may be the offering of required coursework for a provisional level certificate in bloc type coursework for interested individuals. This type of course offering could be coordinated with the state department of education's agency responsible for non-standard certification and institutions of higher education offering trade and industrial teacher education programs. This would have an impact on the training of teachers and relieve some stress of new teachers in the classroom without any previous teacher education (Gregson & Piper, 1993).

The aforementioned reforms would make the transition of a current trade and industrial teacher exiting the classroom or laboratory and the introductory instructor entering a trade and industrial program, a professional replacement and provide students an educational experience with continuity. This type of replacement procedure will enhance education professionalism and perception of schools as an organized place to learn. These recommendations are only the beginning of a long process to reform teacher

education. More studies and input from all areas of our society will be needed to make educational reform a reality in our system of government and education. Some studies might include: the determination of the right amount of industry experience required for optimal performance as a trade and industrial educator, alternative models of teacher preparation, and alternative preservice experiences for teacher preparation programs.

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APPENDIXES

APPENDIX A

PERMISSION LETTER REQUESTING USE OF SIMILAR INSTRUMENT AND LETTERS GRANTING PERMISSION

Dr. James Gregson
419 CLB
OSU
Stillwater, OK 74078

Dear Dr. Gregson:

I am requesting permission for the use of the "VOCATIONAL TEACHER EDUCATION SURVEY" instrument. You and Dr. James Piper created this instrument for the "Investigation of Alternatively Certified Vocational Teachers' Induction Experiences." I am in the process of seeking information on alternatively certified teachers in Oklahoma. By using the same instrument, a comparison of the two state certifications can be accomplished. Please return a reply as conveniently as possible. Also would you contact Dr. Piper and request authorization for my use of this quality designed instrument? My sincerest appreciation is offered to you and Dr. Piper for your consideration in this matter.

Sincerely,

Charley L. Davis, Jr.

OSU

Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION
COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74078-0406
CLASSROOM BUILDING 406
(405) 744-6275

January 13, 1993

Mr. Charley L. Davis, Jr.
407 Classroom Building
Oklahoma State University
Stillwater, OK 74078-0406

Dear Mr. Davis:

I appreciate you expressing interest in using the "VOCATIONAL TEACHER EDUCATION SURVEY" instrument. In addition, I commend you for selecting the area of alternative certification for vocational education teachers to research. I believe this a significant topic and will become even more critical in the immediate future. Consequently, I am more than happy to give you permission to use the above instrument. If I may be of any further assistance to you in your research endeavor, please contact me. Finally, I wish you significant results in all of your scholarly investigations.

Collegially,

James A. Gregson
Assistant Professor

The University of Toledo

Toledo, Ohio 43606-3390

College of Education and Allied Professions
Department of Educational Leadership
Programs in Vocational Education
(419) 537-3865

January 13, 1993

James A. Gregson
School of Occupational and Adult Education
406 Classroom Building
Oklahoma State University
Stillwater, Oklahoma 74078-0406

Dear Jim:

Sorry I missed your call Monday. I hope you and Pam enjoyed a pleasant holiday.

In response to your request, you may inform your graduate student that he/she may use the teacher survey. In fact, I would be very interested in reading the study once it is completed.

Since the survey was designed around the Ohio model, modifications may need to be made for use in other states. I do not have a problem with changes that might be necessary.

If you have additional questions concerning the data I still have, please feel free to call at your convenience.

Sincerely,

James Piper

JP/cp

APPENDIX B

INSTRUMENT

VOCATIONAL TEACHER EDUCATION SURVEY

This instrument has been devised as a format means for you to communicate your perception of the teacher education that you received as a new vocational teacher. The value of this instrument depends upon how carefully you respond to the survey items.

The information you provide will be totally confidential and only used by research purposes. As a result, we ask that you not sign this instrument. Thank you, in advance, for providing valuable feedback. Every effort will be made to use the results to improve our teacher education program.

1. Indicate the current level of your vocational teaching experience
   _____0-2 years
   _____3-5 years
   _____6-8 years
   _____over 9 years

2. Indicate your highest level of educational preparation
   _____high school
   _____some post secondary
   _____associate degree
   _____bachelor's degree in education
   _____other bachelor's degree
   _____master's degree in education
   _____other master's degree
   _____master's + 15
   _____Ed.D. Ph.D

3. Indicate your years of industrial experience before you began teaching in vocational education.
   _____0-2 years
   _____3-5 years
   _____6-8 years
   _____over 9 years

SUPERVISORS

Please respond to the following items of how your immediate supervisor has contributed to your professional growth as a vocational teacher. Keep in mind, we are aware of the numerous responsibilities your supervisor has to the total school operation. Our sole purpose here is to establish how much commitment supervisors have been able to make to teacher education activities.

Supervisor		Very High				Very Low
27.	Classroom observations	1	2	3	4	5
28.	Laboratory observations	1	2	3	4	5
29.	One on one conference	1	2	3	4	5
30.	Support of your efforts	1	2	3	4	5
31.	Responsiveness to your needs	1	2	3	4	5
32.	Ability to answer your questions	1	2	3	4	5
33.	Suggestions for growth or improvement	1	2	3	4	5
34.	Assignments	1	2	3	4	5
35.	Respect for you as an individual	1	2	3	4	5
36.	On the whole, how valuable has your supervisor's classroom and laboratory visitation and conferences been to your teaching career?	1	2	3	4	5

37. Were the supervisor's visitation
_____more often than your teacher educator?
_____The same as your teacher educator?
_____Less often than your teacher educator?

38. Has your supervisor committed
_____more time to your teacher education than your teacher educator?
_____the same time to your teacher education as your teacher educator?
_____less time to your teacher education than your teacher educator?

39. Which person would you most likely to share classroom or laboratory problems with?
_____Supervisor
_____Teacher Educator

40. other comments:_____

_____

THANK YOU FOR YOUR ASSISTANCE

ON-SITE VISITATION

On-site visitation by teacher educators was designed to assist the new teacher in a number of ways. Please rate the following components of on-site visitation as to their Value to your teaching career..

		Very High				Very Low
14.	Classroom observation	1	2	3	4	5
15.	Laboratory Observations	1	2	3	4	5
16.	One on one conference	1	2	3	4	5
17.	Support of your efforts	1	2	3	4	5
18.	Responsiveness to your needs	1	2	3	4	5
19.	Ability to answer your questions	1	2	3	4	5
20.	Suggestions for growth or develop	1	2	3	4	5
21.	Assignments	1	2	3	4	5
22.	Respect for you as an individual	1	2	3	4	5
23.	As a whole, how valuable has the on-site visitation and conferences been to your teaching career?	1	2	3	4	5

24. Would you prefer visitation to be
_____more often
_____the same
_____less often

25. Would you prefer the amount of time on each visitation to be
_____longer
_____the same
_____shorter

26. Other comments:

_____

_____

_____

SUPERVISORS

Please respond to the following items of how your immediate supervisor has contributed to your professional growth as a vocational teacher. Keep in mind, we are aware of the numerous responsibilities your supervisor has to the total school operation. Our sole purpose here is to establish how much commitment supervisors have been able to make to teacher education activities.

Supervisor		Very High				Very Low
27.	Classroom observations	1	2	3	4	5
28.	Laboratory observations	1	2	3	4	5
29.	One on one conference	1	2	3	4	5
30.	Support of your efforts	1	2	3	4	5
31.	Responsiveness to your needs	1	2	3	4	5
32.	Ability to answer your questions	1	2	3	4	5
33.	Suggestions for growth or improvement	1	2	3	4	5
34.	Assignments	1	2	3	4	5
35.	Respect for you as an individual	1	2	3	4	5
36.	On the whole, how valuable has your supervisor's classroom and laboratory visitation and conferences been to your teaching career?	1	2	3	4	5

37. Were the supervisor's visitation
_____more often than your teacher educator?
_____The same as your teacher educator?
_____Less often than your teacher educator?

38. Has your supervisor committed
_____more time to your teacher education than your teacher educator?
_____the same time to your teacher education as your teacher educator?
_____less time to your teacher education than your teacher educator?

39. Which person would you most likely to share classroom or laboratory problems with?
_____Supervisor
_____Teacher Educator

40. other comments:_____

_____

THANK YOU FOR YOUR ASSISTANCE

APPENDIX C

INSTRUMENT COVER LETTER

Dear Vo-Tech Teacher,

You are the best source of knowledge available to help evaluate teacher education from a student perspective. Please complete this instrument and return it in the envelope that has been provided for you. Your assistance in this matter will help evaluate the way vocational teachers are educated into the vo-tech system. This instrument will be used to provide information to design a quality system of teacher education. Please complete the instrument with regard to your personal experience as you began a career in education. The ultimate goal is to maximize the learning experience of students when attending a vocational technical education institution.

If you have any questions please contact Charley L. Davis Jr., Dr. Clyde Knight, or Dr. Ray E. Sanders. at (405) 744-6275 or 406 CLB, OSU Stillwater, OK 74078.

THIS INFORMATION WILL BE CONFIDENTIAL, PLEASE DO NOT PUT YOUR NAME ON THIS INSTRUMENT.

Sincerely

Charley L. Davis Jr.

PLEASE RETURN THIS INSTRUMENT NO LATER THAN
JULY 20, 1993 THANK YOU

APPENDIX D

RESPONSES FROM INSTRUMENT

Question number 26 on the instrument requests the participants to voice any comments that they might deem appropriate to an on-site visitation. The following are direct quotes of these comments:

1. "Would appreciate more visits from Teacher Educators in my classroom."

2. "More examples of 'how to' by other instructors are what is needed most in teacher training. We hear lots about what needs to be done. We need more 'how to'."

3. "On-site for new teachers could be very beneficial. First year teacher

4. "On site for new teachers could be very beneficial. First year teachers need some in-class assistance, P. S. call in recent first year teachers and let him/her talk to new teachers.

5. "New teachers and programs need to have time set aside for visitation."

6. "Please let the new teacher know that you are trying to help him not intimidate him."

7. 'I cannot recall anytime a teacher educator came to my classroom except on my invitation-Mr. Charley Davis. There has been no scheduled visits, except for the teachers involved with teaching courses at the campus."

8. "Educator came to my classroom except on my invitation-Mr. Charley Davis. There has been no scheduled visits, except for the teachers involved with teaching courses at the campus."

9. "Persons doing the visitation should know something about your field. and meet when students aren't around."

10. "On-site visitation seems to put unneeded pressure on me as an instructor. Teaching doesn't seem to bother me, but teaching an educator is difficult."

11. "I was not involved in a teacher(fellow) helping me at the time I started- only administration which was only a negative type visit."

12. "I have never been visited in this capacity."

13. "the on-site visits I received were of little value. They were formalities."

14. "Only on-site visit made by Dr. Knight to my class in the five complete years I have taught."

15. "On-site visitation has helped my teaching methods, and has been of benefit to my program."

16. "On-site visitation made me nervous."

17. "During my 12 years of teaching I have not had an on-site visitation."

16. "I started a full time teaching position one semester before completing my B.S. in vocational education. I was a full time student for 3 years so my only teacher education was coursework as an undergraduate student. I worked as a lab assistant and a teaching assistant, My first job was in a 2 teacher program as an internship. The best preparation I received was practical experience working with an experienced teacher."

17. "Give you ideas how experienced teachers handle their course.'

18. "On site visits are a waste of time."

19. "Have not had any on-site visits. I try to teach what industry demands. To keep up with this I attend every work-shop I can."

20. "Some times visitation takes up to much time. I don't like this at the beginning of the year."

21. "Very little visitations over the years to either the labs or classrooms-time is the element."

22. "On-site visitation needs to be meaningful new information; not 5 mins, twice a year, 'pat on the back'. type visit."

Question number 40 on the instrument requested the participants to voice any comments that they might deem appropriate on supervisors. The following section are direct quotes of these comments:

1. "Never had a teacher educator, but many instructors in college type coursework and a very , and a very excellent, experienced co-worker"

2. "I think that if you can meet the state requirements for teaching. All other classes should be to keep up with the ever changing industry."

3. 'I never had any visitation from any of my teacher educators. I never went through a student teacher course."

4. "Supervisors for classroom problems and concerns—Teacher Educators for college related courses, and problems (Certification -Degrees).

5. "My opinion is that the T. E. is more objective, and understands Trade and Industrial education a lot better than the Supervisor."

6. 'Canadian Valley is a very good place to work."

7. "Most of this has very little practical application in my field."

8. "The down draft of Voc. Ed. is the schools here football and basketball coaches who has administrative credentials But do not have any vocational experience what so ever. There should be guidelines from the state level, no school should have this kind of inexperienced person."

9. Supervisors made two site visits and one N.C.A. evaluation."

10. "I have never been visited by a teacher educator in this capacity."

11. "Our administrator is from an academic background and has never been in the trenches where we are. He doesn't seem to care about teachers or students—he focuses on other 'things'."

12. "39 is really equal but supervisor is more accessible."

13. "My supervisor has been really great -but the most valuable help has come from other instructors."

APPENDIX E

LETTERS GRANTING PERMISSION TO USE

TEACHER SURVEY INSTRUMENT

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH

Date: 05-25-93 **IRB#:** ED-93-098

Proposal Title: THE PERCEPTIONS OF VOCATIONAL T&I TEACHERS WITH LESS THAN A BACHELOR OF SCIENCE DEGREE REGARDING THEIR PROFESSIONAL EDUCATION NEEDS

Principal Investigator(s): Ray Sanders, Charley Davis Jr.

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL. ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: Marcia K. Tilley Date: May 27, 1993
Chair of Institutional Review Board

VITA

Charley L. Davis Jr.

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS OF VOCATIONAL TRADE AND INDUSTRIAL TEACHERS REGARDING THEIR PROFESSIONAL EDUCATION NEEDS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born Sallisaw, Oklahoma, June 9, 1952, son of Reverend Charley L. Davis and Annie O. Davis.

Education: Graduated Sallisaw High School, Sallisaw, Oklahoma, June 1970; received Bachelor of Science degree in Business Administration from Oklahoma State University in August 1979; received Master of Science degree in Trade and Industrial Education from Oklahoma State University in July 1988; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1996.

Professional Experience: Teacher Physical Plant Maintenance, Indian Capitol Area Vocational Technical School August 1983 to September 1990; Lecturer, Oklahoma State University, School of Occupational and Adult Education, Trade and Industrial Education, September 1990 to July 1993; Facility Manager, Riverside Indian School, September 1993 to July 1995; presently State Housing Coordinator, Oklahoma Association of Community Action Agencies, Oklahoma City, Oklahoma.

Professional Memberships: Phi Delta Kappa, Iota Lambda Sigma, American Vocational Association, Oklahoma Vocational Association, Oklahoma Federal