

INSTRUCTIONAL MANAGEMENT NEEDS OF NEW AND
EXPERIENCED CAREER TECH SKILLS CENTERS
INSTRUCTORS TRANSITIONING TO TECHNICAL
EDUCATION CLASSROOMS IN A
CORRECTIONAL SETTING

By

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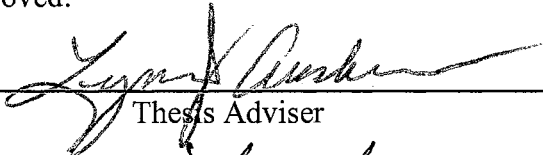
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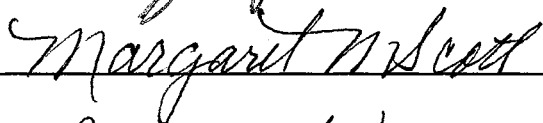
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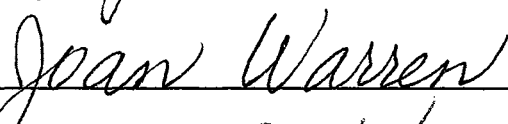
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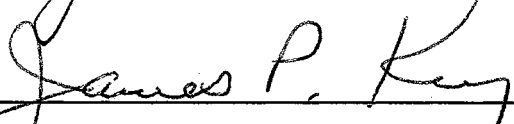
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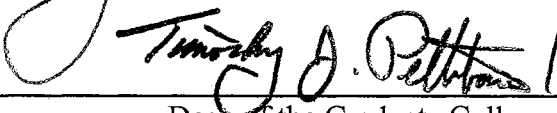


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CHAPTER I

INTRODUCTION TO THE STUDY

Background of the Problem

The Career Tech Skills Centers began operations in February, 1971, as an inmate training division of the Oklahoma Department of Vocational and Technical Education. The system has evolved from a few inmate-training programs to a statewide system consisting of 69 programs that served 1,786 students in fiscal year 2001. The primary mission of the Career Tech Skills Centers is to prepare students for success in the work place and their community (Career Tech Skills Centers Division Student Handbook, 2000).

Educational programs have been an important component of correctional programming since Zebulon R. Brockway proposed his theory of rehabilitation at the first Conference of the American Prison Association (Reagan & Stoughton, 1976). Teachers working in correctional settings must perform at least three quite different roles: teacher, counselor and security agent. Students represent educationally deprived populations who, for the most part, have failed in their prior school experiences (Jurich, Casper, & Hull, 2001). The diverse backgrounds of the incarcerated require teachers to be skilled in addressing a range of issues in preparing students for a successful transition from incarceration to the work place and community.

Since the Smith-Hughes act of 1917, trade and industrial education (T&I) teachers have primarily been credentialed to teach based on work experience rather than through formalized and degree-orientated teacher preparation programs (Frantz, Friedenber, Gregson, & Walter, 1996). The National Assessment of Vocational Education Report (U.S. Department of Education, 1994) reported 45 percent of T&I teachers have less than a bachelor's degree, while in other vocational fields, instructors have more formal education. Trade and industrial teachers entering a correctional setting face additional challenges. Correctional educators must receive multidisciplinary training to be prepared for the demands of their job. Unfortunately, this has been sporadic with little focus (Eggleston, 1991).

A growing research base indicates new teachers entering the technical trades have diverse professional development and instructional management needs. The U.S. Department of Education (1999) reported that fewer than 30% of new teachers felt they were adequately prepared to enter the classroom in the role of teacher. Providing innovative professional development activities can be the primary vehicle by which career and technical teachers keep current with instruction and become motivated to improve programs. Professional development has the potential to be one of the transforming forces in teacher preparation, as it has been linked to positive attitudes of instructors and higher levels of student learning (Sparks & Hirsh, 2000). Because traditional pre-service models have developed a population of teachers socialized into narrowly focused educational delivery behavior, rather than developing innovative teaching strategies and meeting community needs (Goodland, 1990), professional development opportunities are critical in helping teachers reach their full potential.

Little literature is available that deals with career and technical education teachers entering a correctional education environment. This is particularly true for beginning Skills Centers teachers. Most career technical education teachers enter the profession with certification based on occupational experience rather than on traditional teacher education degree programs (Camp & Heath, 1988). This is also true for a number of teachers with degrees in related technical areas, yet without formal career and technical teacher education training.

Each student served by a Career Tech Skills Center (CTSC) program is an inmate and can be easily viewed as a representation of all of society's problems. These students present legal, social, behavioral, emotional, psychological and instructional challenges (Ashcroft, Price, & Sweeney, 1998). In juvenile systems, workers are trained to recognize manipulation and testing the limits, while in adult prisons, workers must be aware of inmate setup and intimidation (Mathews, 2000). Teachers must learn how to enforce the rules constantly and avoid being made ineffective because of fearing manipulative behavior. Each day is a challenge instructing a very unique and diverse student population. New CTSC teachers must quickly adapt to this environment, and understand the consequences to become an effective teacher.

Students entering CTSC career/technical training programs have varied educational experiences. Many of these offenders have had very limited classroom success, and traditional instructional practices replicated within a correctional environment are unlikely to yield maximum benefit (McKee & Clements, 2000). CTSC utilizes individualized instruction to facilitate learning in many of its programs. Individualized instruction, particularly to remediate basic academic deficiencies, has been

widely recognized by correctional educators and researchers as a successful method of instructional delivery (McKee, 1971). CTSC utilizes the open entry and controlled exit concept in many of its programs. Students work at their individual pace to master competencies before moving to the next level of training. New teachers struggle with students not being at the same place at the same time and with instruction and classroom/lab management issues (Goodin, 2002). Teachers without formal pedagogical training can struggle with individualized training concepts because they want to teach as they were taught, with everyone doing the same thing at the same time.

Career Tech Skills Centers' educational programs are competency based rather than clock hours or seat time. Instructors are challenged to determine current knowledge base and to build upon that base to add value to their students' education and employability potential (Garrison, 2002). In addition, teaching adult learners requires an understanding of how adults learn. Andragogy, often described as adult learning, can play a significant role in designing instructional delivery for adult students within a correctional setting. Andragogy is based on at least four critical assumptions about adult learners (Knowles, 1970). Knowles states:

These assumptions are that as a person matures, (1) his self-concept moves from one of being a dependent personality toward one of being a self-directing human being; (2) he accumulates a growing reservoir of experience that becomes an increasing resource for learning; (3) his readiness to learn becomes oriented by increasing the developmental tasks of his social roles; and (4) his time perspective changes from one of a postponed application of knowledge to immediacy of application, and his

orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness. (p. 39)

Teachers working with adult students must identify the current knowledge base and deliver instruction based on student needs. Many of the students attending CTSC programs have specific goals and educational needs, and the instructor must be prepared to individualize and customize instruction to meet specific training needs of twelve students working in the same classroom/lab simultaneously.

Many of the instructors enter the classroom as very skilled trades people with good communication skills. They have trained co-workers on an individual basis with success. Entering a correctional facility with limited training facilities and few job-site learning opportunities for students forces teachers to become creative. Traditional teacher education programs emphasize content knowledge, but do very little to prepare educators for the reality of teaching in corrections (Jurich, Casper, & Hull, 2001). This creates little likelihood that correctional career/technical teachers will receive the training they need to be successful from traditional teacher preparation sources.

Lack of appropriate formal teacher training and a complex instructional environment can converge to create instructional programs in correctional institutions that are less than effective. The lack of research to coordinate the effort of assisting new Career Tech Skills Centers teachers to transition from a business/industry environment to a technical education position in a correctional setting was the impetus for this study. Skills Centers' financial and staff resources are utilized on the state level to assimilate these teachers into the system, but often with mixed results. For a Skills Centers director, one of the biggest challenges in the day-to-day implementation of effective teaching

practices and program improvement is teachers who come directly from business/industry with no pedagogical basis upon which to function. The goal of this research was to promote a deeper understanding of the instructional management challenges facing new Career Tech Skills Centers teachers entering training programs and how to position them more effectively in an appropriate educational training program within a correctional environment.

Researcher's Personal Experience with Oklahoma Career Tech Skills Centers

The researcher has been employed as Director of Instruction for seven years with CTSC. Job duties involve working with new teachers and experienced teachers on a variety of instructional issues. Positive professional relationships and bonding has taken place with many new instructors. The researcher spends a great deal of one-on-one time with CTSC instructional staff. While conducting the study, the researcher contacted teachers and received positive feedback regarding participation in the research project. The personal and professional relationships developed with CTSC instructional staff resulted in one hundred percent participation of teachers.

Statement of the Problem

The Career Tech Skills Centers (CTSC) employ new instructors with business/industry experience and varied educational backgrounds. Few have formal training in instructional skills. In addition, the Skills Centers present a unique and complex environment. Instructional management, which is the facilitation of learning

activities in a functional instructional environment, is a struggle for new Skills Centers instructors. Many new instructors do not have classroom experience, have not completed instructional management course work, and have not worked in a correctional environment. New instructors transitioning from business/industry have instructional management needs that must be identified and addressed. The Skills Center instructor has the responsibility of providing a quality training program to prepare inmate students for entry into the workforce. In order to meet this goal, instructional management needs of these instructors must be identified and prioritized. Yet at this time, this data has not been collected, and little is known about the instructional management skill needs of new career technical instructors in Oklahoma Skills Centers, their perceived rankings of these skills, or how they differ from the skill needs of more experienced Skills Centers teachers. This situation makes the development of appropriate and effective training programs problematic. Identification of instructor skill training needs could guide development of sound training programs to help Career Tech Skills Centers' new instructors from a business/industry background transition to the technical education correctional environment more effectively.

Purpose of the Study

The purpose of this study was to describe instructional management skill needs as perceived by Oklahoma CTSC teachers with less than three years of experience and compare them with instructors with three or more years of experience. The researcher focused on the perceived needs of less experienced instructors and looked for shifts in perception based on experience.

Specifically, this study sought to:

1. Identify, rate, and rank in importance the instructional management skills perceived by new CTSC instructors as necessary in being effective in the technical correctional classroom.
2. Identify, rate, and rank in importance the instructional management skills perceived by experienced CTSC instructors as necessary in being effective in the technical correctional classroom.
3. Compare the findings to discover what differences may exist between the perceptions held by the two groups.

Research Questions

This study was guided by two research questions:

1. What are the perceptions of new and experienced Oklahoma Career Tech Skills Centers teachers regarding instructional management skills needed for teachers to be successful in the CTSC system?
2. Are there differences in the perceptions of new and experienced Oklahoma Skills Centers teachers regarding the instructional management skills needed by instructors to be effective in the technical education correctional environment?

Both questions were addressed through a survey focusing on instructional management needs as perceived by the Skills Centers instructors. Use of both structured and open-ended questions permitted use of both quantitative and qualitative analysis

techniques. Quantitative data was analyzed using a Likert rating scale and ranking procedures based on calculation of Σ RankPoint. Qualitative analysis of open-ended question data was addressed with content analysis, categorical coding, and frequency counts.

Definitions of Selected Terms for the Study

The following terms and definitions were used in this study:

Career Tech Skills Centers (CTSC): A division of the Oklahoma Department of Career and Technology Education responsible for providing technical training to

Experienced CTSC Instructor: An instructor with three or more years of experience teaching students within the Skills Centers School System.

Learning Activity Packets (LAPs): A package of material on a specific topic telling a student what, when and how learning will take place. The package may contain curriculum and other educational tools.

Life Skills Programs: Programs designed to address skill deficiencies that might hinder offenders to function successfully in everyday life (Cecil, Drapkin, Mackenzie, & Hickman, 2000).

New CTSC Instructor: An instructor with less than three years of experience teaching students within the Skills Centers School System.

Teacher Induction Programs: The aggregate of teacher experiences from the time they sign a contract until they are comfortably established as a professional teacher (Camp & Heath, 1988).

Scope and Limitations of the Study

The following assumptions and limitations were accepted in conducting this study:

1. The scope was limited to practicing Career Tech Skills Centers teachers teaching incarcerated students in the Oklahoma correctional system.
2. The researcher assumed respondents answered as accurately and honestly as possible.
3. Possibility of misinterpretation of questions or statements existed because the researcher was not present at each Skills Center site during the completion of the research instrument.
4. All survey participants worked for the Skills Centers School System in Oklahoma, thus results may not be representative of, or generalizable to, other states.
5. The Career Tech Skills Centers is a division of the Oklahoma Department of Career and Technology Education. It is the only system in the nation serving incarcerated adults that is directly supervised by a state agency whose primary focus is career/technical education.
6. Other states' career/technical education services are under the supervision of the State Department of Education or Department of Corrections. This may limit the generalizability of the findings of this study to other states.

Significance of the Study

This study addresses the issue of Career Tech Skills Centers' transition of new teachers from a business/industry environment to a career technology education classroom located within a correctional environment. Specifically, it identifies the instructional management skills perceived as important by new CTSC teachers and compares them with the needs identified by more experienced CTSC teachers. Outcomes of the study will guide new teacher training and mentoring programs for the Career Tech Skills Centers by identifying content and instructional management tools needed to be successful. Based on such targeted training, new instructors may be able to transition in a shorter period of time and better serve students receiving training within the Oklahoma Skills Center system.

Organization of the Study

This study is organized in the following manner: Chapter I provides an introduction, background, and context for the study. Chapter II presents a review of literature relevant to the study. Chapter III details the study's procedures, while Chapter IV presents the findings. Chapter V provides discussion and conclusions and makes recommendations relevant to the study's findings.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Preparing career technical education (CTE) teachers to work in a correctional environment is a combination of traditional new teacher preparation and specialized training to meet the unique challenges of working in a correctional institution. This literature review presents research relating to the issues which affect new CTE teachers in their transition from the business/industry environment to that of a classroom serving incarcerated students. It also reviews research related to instructional management needs of new instructors and research methods relevant to this study.

Instructional Issues Facing New Career Technical

Education Instructors

Pre-Service Preparation and Professional Development

The typical beginning new teacher in the United States has completed a teacher preparation program in a four-year higher education institution. Within the teacher preparation program lies the opportunity to observe teaching in real classroom settings and experience hands-on teaching internships to develop skills and increase confidence

levels. Graduates of these programs have a pedagogical background to assist them in the transition from college student to classroom instructor.

The preparation of trade and industrial (T&I) education teachers deviates considerably from that of other vocational education teachers. The primary reason is the vast majority of T&I teachers lack baccalaureate degrees at the time they enter the classroom. The secondary reason is content and teaching methodology of T&I vary compared to other vocational programs (Duenk, 1989).

Since the Smith-Hughes act of 1917, T&I teachers have primarily been credentialed to teach based on work experience rather than through formalized and degree-orientated teacher preparation programs (Frantz, Friedenber, Gregson, & Walter, 1996). The National Assessment of Vocational Education Report (U.S. Department of Education, 1994) reported 45 percent of T&I teachers have less than a bachelor's degree, while in other vocational fields, instructors have more formal education. Trade and industrial teachers entering a correctional setting face additional challenges. Correctional educators must receive multidisciplinary training to be prepared for the demands of their job. Unfortunately, this has been sporadic with little focus (Eggleston, 1991).

A growing research base indicates new teachers entering the technical trades have diverse professional development and instructional management needs. The U.S. Department of Education (1999) reported that fewer than 30% of new teachers felt they were adequately prepared to enter the classroom in the role of teacher. Providing innovative professional development activities can be the primary vehicle by which career and technical teachers keep current with instruction and become motivated to improve programs. Professional development has the potential to be one of the transforming

forces in teacher preparation, as it has been linked to positive attitudes of instructors and higher levels of student learning (Sparks & Hirsh, 2000). Because traditional pre-service models have developed a population of teachers socialized into narrowly focused educational delivery behavior, rather than developing innovative teaching strategies and meeting community needs (Goodland, 1990), professional development opportunities are critical in helping teachers reach their full potential.

Trade and industrial education has a history of using non-traditional approaches to prepare its workforce. T&I teachers are not required to follow the same certification rules as do other teachers (Crawford, 2000). These teachers are employed because of technical experience and expertise in a profession or industry. Requirements for certification vary from state to state. The term “vocational teacher education” is not always used as a descriptor of such programs; it is difficult to determine which colleges and universities offer vocational and career technology teacher education (Lynch, 1996).

In Oklahoma, new Career Tech Skills Centers (CTSC) educators may be employed on the basis of occupational competence if they meet the specific qualifications of having three years verifiable industrial experience within the past five years, and being a high school graduate or possessing a GED. The strategy is to bring current and competent trade experience to the CTSC training programs. Oklahoma is consistent with many states that do not test vocational and career technology education teachers for pedagogical skills (Olsen, 1993). Newly hired CTSC teachers are required to possess a recognized trade professional license (contractors or journeyman), or pass the recognized trade competency exam (National Occupational Competency Institute, Automobile Service Excellence, or other tests nationally accepted) within one year of employment. A

new teacher could be Provisionally Certified Level I during the first year of employment. Six hours of pre-determined college course work is required to renew the certificate each year.

Beginning vocational teachers who enter the profession with certification based on occupational experience rather than through teacher education degree programs present unique challenges in terms of teacher induction (Camp & Heath, 1988). Without the benefits of methodology and pedagogical training and lacking a student teaching experience, nontraditionally certified teachers are placed in the classroom. Camp and Heath (1988) concluded that nontraditionally certified vocational education teachers need more assistance than is normally provided and that this adds to the challenges facing these beginning teachers.

Personal and Professional Identity

One of the challenges facing beginning teachers coming from business and industry is a struggle with a sense of personal identity (Crawford, 2000). In the business and industry environment, unlike teaching, professional identity is easy to describe and maintain. Teaching has become an alternative career choice for many of these individuals, and in some cases, is not perceived as a profession. According to Lynch (1997), there are two goals every profession should have: (a) the professionals have recognized requirements for training and entry, and (b) specific measures for accountability are established. Provisional certification for beginning T&I teachers does not require instructional methodology training or practice teaching experience prior to entering the classroom as an instructor. New career technology teachers begin with on-

the-job training, which is not a characteristic of a profession (Roth, 1994) and can lead to a struggle for professional identity.

Induction into Teaching

Induction efforts by school districts and state agencies to bring new teachers up-to-speed have fallen short of the intended goals, bringing frustration to both new teachers and administrators (Osgood, 1999). A complete orientation to the state career technology agency goals and mission provides general direction. Understanding the school's culture, vision and mission are essential to beginning teachers as they begin a new career. It must be more than giving teachers the keys to the building and a procedures manual (Halford, 1998).

One of the strategies for improving and developing quality beginning teacher in-service has been the implementation of induction programs. Many teacher induction programs focus on the instructional, professional, and personal needs of the beginning teachers once they have been hired for their first position. These programs are believed to benefit beginning teachers, students, and employees in a number of ways. Beginning teachers who receive ongoing support, performance evaluation, and professional development stay in the profession longer and have a more positive attitude towards teaching (Odell & Ferraro, 1992). These positive attitudes continue to increase as beginning teachers develop their teaching effectiveness (Darling-Hammond, 2000a).

Both traditionally certified and alternatively certified beginning career/technology education (CTE) teachers have many induction needs. In 1996 the Oklahoma Department of Career and Technology Education (ODCTE) formed a Teacher Development System

Committee. The goal of this group was to develop an effective induction system that would integrate and align teacher education, the state agency (ODCTE) and the local institution (career-tech centers and programs) in providing high performance, professional development systems for all teachers, especially those just entering the system. Its goal was to provide services to insure continuous professional and organizational improvement in support of teachers in the career-tech system (Warner, 1997).

After this program was implemented, positive and negative perceptions of the participants, mentors and administrators were sought. The most frequently reported positive perception was that the new teachers did not feel alone and perceived there was a whole team supporting their success. Participants indicated having a mentor provided them with both technical and moral support. Teachers serving in the mentoring role indicated the system allows new teachers the ability to link with numerous resources and provides a solid support team. Administrators were negative about the cost, but agreed the personal attention new teachers received was the strength of the system (Osgood & Self, 2003).

Pre-service education, teaching experience, and ongoing professional development of teachers are some of the major prerequisites for improved student achievement (Darling-Hammond, 2000b). Darling-Hammond concluded that studies over the last 30 years strongly suggest that fully prepared and certified teachers are more successful with students than teachers without preparation. According to Darling-Hammond:

In fields ranging from mathematics and science to vocational education, reading, elementary education, and early childhood education, researchers

have found that teachers who have a greater knowledge of teaching and learning are more highly rated and are more effective with students, especially at tasks requiring higher order thinking and problem solving. (p. 167)

For new career technical teachers who typically lack pre-service teacher education, a strong induction program is especially critical. Teacher induction programs offer beginning teachers who lack adequate pre-service preparation the necessary opportunities to develop and master the instructional skills needed to be successful. Many of these programs consist of a series of activities, which promote instructional assessment, and support activities to become effective teachers (Camp, Heath-Camp, & Adams, 1992). Well-designed and implemented induction practices can help overcome lack of pre-service training in new T&I teachers and hasten their successful acculturation into the career technical education classrooms.

Instructional Issues Within a Correctional Environment

Career technical education (CTE) instructors within a correctional setting are expected to provide a quality learning experience in an environment where security issues are the top priority. Instructors face a diverse group of problems not faced in traditional educational settings. Security and daily routines often clash; students are moved in and out of classes based on security needs, not educational (Paup, 1995). Correctional staff often exerts institutional authority, which limits educational contact time with the inmate population. In most cases, instructors do at least have the freedom within the classroom to determine curriculum content and training direction.

Several issues surround teaching in a correctional environment. Beginning teachers are new to the classroom and to prison culture. Instructors are not trained for the reality of a prison classroom or for dealing with inmate manipulation. Security issues in relation to tools, caustics, instructional materials and mobility of students create a great deal of stress for individuals working in a correctional environment. Often instructors are unsure about their attitudes toward class instruction and students. Instructors are encouraged to be authoritarian, and to distance themselves from the students. Many instructors are not responsive to the needs of inmate learners (Paup, 1995).

Incarcerated students generally come from educationally deprived populations, which for the most part have failed in prior school experiences. The 1992 National Literacy survey found that 49 percent of inmates did not have a high school diploma or GED and that 70 percent performed at the lowest levels on the proficiency scales (Haigler, Harlow, O'Connor, & Campbell, 1996). Many of these students bring a history of emotional instability, behavioral disorders, and histories of abuse and neglect (Montröss & Montröss, 1997). Educators are expected to bring learning and inquiry to places designed for custody and control. Educators are challenged to encourage exploration of knowledge, in a place that promotes conformity and hinders inquisitive thinking (Davidson, 1995).

Traditional education programs are expected to prepare students for productive lives in society (Jurich, Casper, & Hull, 2001). The same expectation is held for correctional career technical education programs. As Jones (1977) elaborated:

A rationale which appears logical and valid for vocational education in corrections . . . goes something like this: the offender desires to work more

than s(he) desires to commit a crime and will therefore not offend if job skills and legitimate employment are within his/her grasp. In order to acquire the job skills necessary for legitimate, satisfying employment, the offender needs training in up-to-date, marketable skills and exposure to the best teachers and teaching methods. Vocational education for the offender, then, is considered the mechanism by which the offender becomes first rehabilitated and then reintegrated into society with no economic incentive to return to crime. (p. 9)

The challenge facing CTE instructors is that their students will re-enter a society and workforce that has rejected them in many ways. In many cases the students themselves have little positive self-esteem and confidence when looking to the future in a free society. Furthermore, within correctional systems, instruction often takes place in areas which offer little intellectual stimuli (Kerka, 1995).

In an open letter published in 1996, Clare suggested the following training courses for correctional educators in preparation for the correctional classroom, besides content-based information: psychology, guidance, counseling, sociology (focusing on criminal behaviors), substance abuse, multicultural sensitivity, and learning styles (Clare, McGregory, Bishop, & Kelso, 1996). The diversity of the student population, constantly changing security environment, and educational expectations create a challenging task for beginning teachers. The simple fact is, most inmates will finish their sentences and return to society one day. Career technical education aims to assist this population in taking a place in the workforce.

Preparing and Facilitating Instruction

Today's employment market indicates there is a strong correlation between high wages and high skills. As the U.S. shifted away from a manufacturing to a service-information economy, the correlation between skills and higher wages has increased. Consequently, career technical education programs face the challenge of preparing students for a technical workplace that is constantly under change and development. To make this transition, teachers must insure programs are configured to ensure graduates possess the general thinking, communication, mathematical, scientific, and technical skills necessary to solve problems and make informed decisions (Frantz, Friedenber, Gregson, & Walter, 1996). By insuring these skills are taught within the conceptual framework of their courses, teachers can help students develop a knowledge base that will transfer to other occupations and aid adjustment to rapid changes in technology. Many American business leaders fear that if the workforce is not skilled in these areas, productivity will decline and U.S. industry will be at a disadvantage in a global economy (Carnevale, Gainer, & Meltzer, 1988).

Career technical education (CTE) teachers generally have considerable technical expertise and bring current business/industrial experience with them to the classroom. However, they may lack experience and skills in facilitating learning. There is growing evidence that would suggest teacher education programs should put more emphasis on the teacher as facilitator rather than teacher as expert (Goodland, 1990). Facilitating learning experiences, as opposed to depositing knowledge into students' heads, promotes active

learning, encourages critical thinking, and develops problem solving skills (Frantz, Friedenber, Gregson, & Walter, 1996).

Hull and Grevelle (1998) stated that the measure of teaching success is often material covered rather than the ability of students to demonstrate a level of competence. The implication is grades are a comparison between students rather than a measurement of how each student can perform based on objective benchmarks. To meet this objective, teachers must move away from teacher-centered lectures that make them the sole source of information, to a student-centered classroom where both the teacher and the student are active participants in the learning process. Teachers must develop facilitative techniques that allow students to explore new skills and technology with the teacher serving as a guide, rather than as the sole source of information.

Elias and Merriam, (1995) defined the role of a teacher as facilitator:

The teacher does not simply provide information; it is the teacher's role to create the conditions in which learning can take place. In order to be a facilitator one must trust students to assume responsibility for their learning. This is the most difficult stance for the traditional teacher for it necessitates abdicating the authority generally ascribed to the teacher role.

(p. 125)

Facilitation of learning involves using cooperative learning, problem solving, role-playing and experimentation as tools to get all students actively involved in the learning process. Facilitated learning experiences promote critical thinking, problem solving, and decision-making not seen in the typical deposit of knowledge classroom (Kincheloe, 1995; Shor, 1988). In developing facilitative skills, teacher educators need to focus on

the key issues of “how, what and why” in teaching students (Gregson, 1993). These questions can help teachers become more responsive in developing new strategies of instructional delivery that include experimentation and learner involvement.

Facilitation and Adult Learning

Facilitating instruction includes understanding how adults learn and developing strategies that enhance appropriate learning opportunities. Andragogy is a set of assumptions based on how adults learn. According to Knowles (1980), the goal of educating adults should be self-actualization; thus, the learning process should involve the whole emotional, psychological, and intellectual being. The focus of adult educators is to assist adults to develop their full potential, and andragogy is the teaching methodology to achieve this purpose. Knowles perceives the teacher as a facilitator of instruction who aids students to become self-directed learners (Darkenwald & Merriam, 1982).

Knowles bases his andragogical theory on the characteristics of the adult learner. His theory is made up of four primary assumptions based on the characteristics of the adult learner. His assumptions are that as individuals mature (a) their self-concept moves from a dependent personality toward one of self-directedness, (b) they accumulate a growing reserve of life experiences which become a resource for learning and a base for which they can relate new learning, (c) readiness to learn becomes more oriented to the development of tasks of their social roles and not the product of biological development and academic pressure, and (d) their perception of time moves from one of future application of knowledge or skills to immediate application, giving them a problem-

centered rather than subject-centered base to learning (Darkenwald & Merriam, 1982; Davenport, 1987).

Knowles (1973) compared his andragogical model of human resource development with the pedagogical model used by most traditional educators. He stated that the pedagogical model is a content model concerned with the transmitting of information and skills predetermined by the teacher. The teacher has arranged the information into logical units and selects the mode for transmitting the content through lectures, films or demonstration. By contrast, Knowles claimed his andragogical model is a process for providing learners with procedures and resources to acquire new information and skills. In this model the teacher serves as a facilitator, change-agent and consultant. This includes allowing the learner to be an active partner in determining the learning path.

The adult learner's need to know is an important concept for instructors to understand. Adults are used to understanding what they do in life. They want to know the reason they need to learn and how they can apply that knowledge to benefit themselves. Knowles, Holton, and Swanson (1998) stated, "Adults resent and resist situations in which they feel others are imposing their wills on them" (p. 65). The role of the adult educator is facilitative in nature, helping adult learners to move away from old habits and into new learning patterns where they become self-directed, take responsibility for their own learning, and the direction it takes. Adult educators must make new learning applicable to adult learners and the world in which they live.

Adult Learning and Mass Customization

Andragogy, as Knowles perceives it, makes the classroom student centered rather than instructor focused. Knowles (1973) envisioned the andragogical model as a process concerned with providing procedures and resources for helping learners acquire information and skills. Because adult learners want information specific to their own needs, mass customization of education may play a role in this delivery. Mass customization has been described as the process of personalizing products and services to meet the specific needs of individual customers without sacrificing efficiency of time or cost (Ausburn, 2002b). Stuart (1994) cited consultant Stan Davis as describing mass customization as serving “a massive number of markets of one”. Mass customization applied in the education setting involves designing instruction to meet individual needs, rather than class needs. In some cases, mass customization of learning is not possible because of administrative structures or lack of flexibility with instruction. However, the designing of individual learning programs is frequently possible and is becoming the norm in customer-centered schools. Auburn (2002a) stated:

The instructional vehicle for this customization is frequently some variation of the learning module system. Whether implemented in an open-entry/open-exit environment or in a more traditional instructional schedule, at-distance or in place-based instruction, the learning module system focuses on the division of course content into small units that can be studied by the individual learners in a variety of combinations, sequences, media, and time/place configurations. Learner choice, self-

direction, and individualization of learning time and strategies are hallmarks of the module system. (p. 226)

Instruction based on mass customizing strategies supports the student-centered concept of educational delivery. It allows adult learners to receive customized educational delivery of information to better meet their perceived needs as advocated by Knowles and other proponents of adult education models.

At the heart of customized learning is the ability of learners to select materials to meet their own learning needs. Masie (1996) described a process of delivering instruction as “on-the-fly content.” In Masie’s model, customized learning would be technology delivered and would not be authored, but rather assembled from large reservoirs of content, with the assembler being the learner rather than the teacher or trainer. This kind of mass customization promotes a paradigm shift away from instruction developed as textbooks and training manuals to learning objects, best described as learning components. Learning objects represent small pieces of instructional content that can be reused, revised, and reshuffled as needed to become a part of larger learning modules. In this approach to instructional development, instructional items are designed by topic rather than course, thus individual learners can locate materials of interest to them (Ausburn, 2002b).

Downes (2001) defined learning objects as small pieces of learning material that meet a learning objective. Ausburn (2002b) pointed out that by defining learning objects very narrowly, a high degree of flexibility and precision in retrieving, recombining and rearranging to meet specific learner needs can be achieved. She stated that the general

principle is that the smaller the learning object, the greater the flexibility and precision in learning customization will be.

Technology for Instruction and Learner Facilitation

Technology plays a key role in the delivery and facilitation of instruction. The days of classrooms with chalkboards and written texts are numbered. New digital technology makes possible the mass customization of instructional delivery (Ausburn, 2002b). The computer revolution, Internet, simulation software, virtual reality, and electronic communication systems create new opportunities for students to have access to information previously unavailable. Utilization of the many technology tools available is vital in the preparation of teachers entering training programs today. Technology, if properly employed, can change a teacher from a “chalker and talker” to a facilitator of instruction (Bell & Elmquist, 1992). Teachers must receive training on how to use new technology for instructional purposes and learning facilitation and how to apply the technology to work site experiences.

By the very nature of career technical education, teachers must learn how to expose students to the technology of the workplace. Historically, this has been accomplished by simulating the tasks being trained for using the tools and machinery of the trade. Rising costs of new technology, rapid technical changes, and unavailable local resources are forcing many schools to seek alternative training programs. Purchasing high-cost equipment that may become quickly outdated does little to improve instruction. Teachers must learn to evaluate, select, design, and utilize a wide range of technical and

educational technologies to better serve student training needs (Frantz, Friedenber, Gregson, & Walter, 1996).

Facilitation and Workplace Preparation

The specific skills needed to be successful in the workplace have changed dramatically during the past two decades. Technical skills remain important, but they must be modified and incorporated in the employees' ability to think in understanding all aspects of the industry in which they work. Integrating work-site with school-site learning is one approach to integrating academic and career/technical education and continues to show possibilities within most career/technical programs. Bottoms (1993) challenged traditional teaching strategies by concluding:

Vocational teachers and leaders must shed old assumptions about vocational instruction. As quality and variety become the main attributes of productive workplaces, the emphasis shifts away from the simple, repetitive tasks. Yet many high school teachers continue to teach by lecturing, offering a highly repetitive curriculum, holding students to very low standards, and assigning students to repetitive drill work on simple tasks. Too often, the vocational curriculum focuses on mastering skills without helping students understand the broader context. (p. 2)

Success in the work place now requires knowing how to learn, interpersonal skills, competence in applying general education to the workplace, and effective listening and oral communication skills. Adaptability, flexibility and problem solving skills are considered key traits of the technical worker industry seeks. These traits were once

reserved for management level positions; today all levels of employment consider them necessary (Alpern, 1997; Clagett, 1997). Facilitated learning environments are helpful in developing employees with these capabilities.

Managing the Correctional Learning Environment

Competency-Based Environment

The teaching environment of career technical education (CTE) instructors within a prison system has its own unique challenges. The Career Tech Skills Centers (CTSC) have a variety of training programs based on competency-based education delivered through academies, apprenticeship, and traditional career training programs. In most cases, students are trained to discharge. This allows instruction to reflect current industry and employment market needs (Garrison, 2002). In addition, the students are prepared for entry into the workforce upon completion of the training program. This creates the open-entry, controlled exit design of most CTSC programs. At any given time, students within a specific competency-based program will vary in the LAPs (Learning Activity Package) they are completing and the skills being mastered. Students are measured by competency attainment, rather than by grades (Goodin, 2002). Thus, teachers in competency-based systems must focus on skill mastery, rather than on units completed and seat time.

Teaching requires good management, organization, and efficient use of time. This is particularly true for the competency-based environment of the Career Tech Skills Centers. Instructional routines are established for the movement and management of

students; distribution and collection of materials; and students' understanding of what is expected of them. Danielson (1996) claimed that in a well-managed classroom, procedures and transitions are seamless; students assume responsibility for the classroom's operation. She stated, "Teaching is a purposeful activity – it is goal directed, designed to achieve certain well defined purposes. These purposes should be clear" (Danielson, 1996, p. 68).

Integrating Vocational and Academic Skills

One of the challenges CTE teachers face in the Skills Centers is to become skilled in several teaching methods, and to learn how to use different methods for a variety of materials, students, and situations (Edmunds & Smith, 1996) and for blending academic and vocational skills. Integration of academic and vocational learning focuses on blending the traditional content of career technical education with methods of academic disciplines such as mathematics and English (Smith & Edmunds, 1995). Smith and Edmunds stated:

The goal of combining academic and vocational content is to better prepare students for both work and lifelong learning. Research in the cognitive sciences indicates that hands-on learning characteristics of most vocational programs can help students better acquire academic skills and transfer them to various situations. If the purpose for learning a specific skill is obvious, learning has more meaning and students are more motivated to learn. (p. 20)

Successful integration of vocational and academic skills learning suggests that teachers must take information from a variety of sources and develop a methodology of delivery that supports the integration concept.

Learning Activity Packages (LAP's) is a strategy utilized by many CTE instructors to organize instruction. LAP's are organized into small units of instruction with clear objectives. Utilizing these packages students know how, when and what to do. Students have a clear picture of how they will be evaluated and the measurement criteria. LAP's are competency based allowing students to progress and master skills at an individual learning pace. As curriculum is developed, LAP's are developed and organized to support very specific learning objectives.

Curriculum Planning and Development

Curriculum development is a process that new CTE teachers often have difficulty comprehending (Hansen, Fliesser, Froelich, & McClain, 1992). New instructors consider curriculum development as something undertaken by professional curriculum developers and not traditional classroom instructors. The expectation of new teachers is often that they will learn how to teach and therefore become effective in transmitting knowledge, skills and attitudes associated with specific subjects or programs (Hansen, 1995). By contrast, experienced teachers with years of professional experience know that successful classroom practice is linked to curriculum development and the daily decisions made about what and how to teach.

Kramer (1990) indicated the object of curriculum planning is not to make an obstacle course; rather it should focus on four rules of engagement:

1. A successful program would feature or be characterized as having a hard working student body;
2. Students participating in a successful program talk a lot;
3. A successful curriculum is one in which students and instructors are genuinely engaged; and
4. The context in which performance is usually assessed should reach beyond the school or institution. (p. 54)

Meaningful learning experiences in a classroom or laboratory can be designed, presented and demonstrated through planning (Hansen, 1995).

Instructional Technology

New technologies, especially the use of computers, have given teachers and students the opportunity to discover new ways to learn. Without formal pre-service training, new CTE teachers can find using new instructional technology challenging. Curriculum development has become more technical because of the variety of programs and information available for teachers to utilize. The Internet allows use of the Information Superhighway making thousands of sources of information available to the teacher and student without leaving the computer terminal (Edmunds & Smith, 1996). Many schools have installed software packages to make curriculum and instructional planning easier. Edmunds and Smith stated, “These programs identify teaching resources – such as charts, tables and supplemental textbooks – appropriate for various standardized vocational technical courses” (p. 58). New digital technology is rapidly becoming a driving force in classroom management and curriculum design. Ausburn (2002b)

reviewed several of these technologies and emphasized their significance in education and training.

Advocates of e-learning have made strong predictions for a meteoric rise of Internet technology, and its dominance of the training industry has been evident in literature since 1996, the year the Net surged into prominence (Gunn, 1998). More recent predictions continue to support the argument that Internet and Intranet systems will dominate technology based learning in the next decade (Rossenberg, 1999). Between 1994 and 1999, the corporate sector spent over \$600,000,000 on online training (Barron & Rickelman, 1999). Recent research documents several critical trends in the exploding demand for technical training, shortage of trained technology workers, the desire of workers for more training, and worker desire to learn on the job (Horton, 2000). These trends suggest that instructors must be able to assist students to learn how to use technology to access training and learning opportunities, many of which will be available electronically.

Instructional Management Needs

Consider being placed in a career technology education program with little or no formal training, as a classroom instructor who must deal with a diverse student population. Managing the facilitation of learning, preparing lesson plans, purchasing supplies that must be requisitioned, and staying current with the employment needs of industry challenge many teachers. Such is the case for CTE education instructors, who often have little or no post-secondary education, and are only provisionally certified to teach. This situation can lead to frustration and feeling of inadequacy. For example, in

identifying the needs of beginning agriculture education teachers, Mundt (1991) found new teachers focused on the conditions of the physical facility; classroom management issues; organizational issues; help from principal or supervisor; and determining curriculum scope, sequence and pace. Many of these teachers were quiet, frustrated, isolated, afraid, angry, confused and lacking confidence (Mundt, 1991). New teachers entering technology education classrooms in Georgia indicated they did not feel adequately prepared in counseling students and classroom management skills (Hill & Wicklein, 2000).

Subject matter knowledge and subject-specific instructional skills play a key role in effective teaching. A teacher who has a weak content base tends to have teaching problems, often misrepresenting content and confusing the learners (Gillette, 1990). Subject matter knowledge must be combined with subject-specific pedagogical knowledge (Shulman, 1987). In describing subject-specific pedagogical knowledge, Wilson (1989) offered the following explanation:

Pedagogical content knowledge consists of understandings and beliefs about a range of alternatives for teaching a particular piece of subject matter to particular students in particular schools, as well as knowledge and beliefs about the ways in which students learn the content in question. The knowledge enables teachers to generate instructional representations that are justifiable on the basis of the discipline itself, on theories of teaching and learning, on knowledge of the interests and prior knowledge of the students, and on educational goals objectives. (p. 22)

The National Board for Professional Teaching Standards (NBPTS, 2002) supported the importance of appropriate pedagogical skills when it stated, “Knowledge of subject matter is not synonymous with knowledge of how to reveal content to students so they might build it into their system of thinking” (p. 1).

The NBPTS also identified fundamental proficient teaching requirements. This includes knowledge of (a) subject to be taught, (b) skills to be taught, (c) curricular arrangements and materials that organize content, (d) general and subject-specific methods for teaching and evaluating materials, and (e) teaching students from different social, economic and cultural backgrounds. Career technical education instructors must be prepared to analyze the classroom/laboratory environment and develop a plan to maximize the effectiveness of the instructional program as well as safeguard the health and safety of all students (NBPTS, 2001).

Another important instructional management skill is creating a learning environment in which students increase their involvement in learning and take responsibility for the learning process (Seeler, Turnwald, & Bull, 1994). An important instructional management skill is engaging individual students in the learning process. Most classes are not designed for all students to learn (Ebeling, 2000). Many times whole classes are taught rather than individuals, regardless of learner variations, and thus someone does not learn. Ebeling (2000) suggested four steps teachers can take to reach all students:

1. Plan your lesson for the whole class: Identify goals, objectives, and expectations for the whole class.

2. Think of your plan in terms of specific learners: Teachers must know students' capabilities, strengths, and weakness in the subject area, in order for the lesson to be adjusted accordingly.
3. Analyze your lesson and one or more specific learners from nine different standpoints: size, time, complexity, participation, environment, input, output, support and goals. All points will not be utilized each time, but should be reviewed each time.
4. Observe how the adaptation works when you teach: Reviewing changes will indicate if students benefitted. (pp. 247-248)

Review of Content Analysis Research

Descriptive statistics were a basic tool used in this research study. Descriptive statistics provide a picture of what happened in the study. Shavelson (1996) defined descriptive statistics as "A set of concepts and methods used in organizing, summarizing, tabulating, depicting, and describing collections of data" (p. 8). The data can be scores, ratings, ranks, or indications of group memberships. The goal of descriptive statistics is to provide a representation of the data it describes, in a tabular, graphical, or numerical form, indicating the results of a research project. Results of the research should be interpretable by readers reviewing the study (Shavelson, 1996).

Both qualitative and quantitative research methods were utilized in this study. Wiersma (2000) cited Krathwohl's definitions of qualitative and quantitative research, defining qualitative research as "research that describes phenomena in words instead of numbers or measures"(p.11) and quantitative research as "research that describes

phenomena in numbers and words” (p. 11). Qualitative and quantitative studies represent two very distinct approaches to understanding the phenomena being researched. Qualitative research has a basis in descriptive analysis, and is essentially an inductive process, reasoning from a specific situation to a general conclusion. Quantitative research is more closely associated with deduction, reasoning from general principles to specific situations. Each form of research has its strengths and weaknesses (Wiersma, 2000). This study incorporated both approaches in an effort to capitalize on the strengths each one has to offer.

Integrity is an important issue for all research. For any research project to have integrity, the researcher must be sure that the data-gathering instrument used will measure what it is suppose to measure and do it in a consistent manner. Research is only as valid as the methods used and the process followed. To insure a quality research project, the methods used to establish validity and reliability must be reviewed.

In general terms, validity is defined as the degree to which a test or instrument measures what it is supposed to measure. Wiersma (2000) described content validation as the process of establishing the representativeness of the items with respect to skills, tasks, knowledge, etc. of what is being measured. The researcher must analyze instrument content and determine if the correct data is being collected.

Lincoln and Guba (1985) discussed the issue of trustworthiness of research by asking the question, “How can an inquirer persuade his or her audiences (including self) that the finding of an inquiry is worth paying attention to, worth taking account of?” (p. 290). To achieve this, four concerns must be addressed. Table I is adapted from Key’s representation.

They are identified as truth value, applicability, consistency, and neutrality. Key (1997) referenced Lincoln and Guba with a table comparing these concepts in qualitative and quantitative research. These are shown in Table I.

TABLE I
KEY RESEARCH CRITERIA COMPARED FOR QUALITATIVE
AND QUANTITATIVE APPROACHES

Criterion	Qualitative Approach	Quantitative Approach
Truth value	Creditability	Internal Validity
Applicability	Transferability	External Validity
Consistency	Dependability	Reliability
Neutrality	Conformability	Objectivity

Wiersma (2000) also discussed the truth-value of research. He defined internal validity as the extent to which the results of a research study can be interpreted accurately and with confidence. The researcher must be conscious of the questions asked, how they are analyzed, and the results interpreted.

Reliability refers to the consistency of the research and the extent to which the study can be replicated and is typically a precondition for validity. Lincoln and Guba (1985) stated, "A study that is unreliable cannot possess validity" (p. 292). Reliability refers to a given study's consistency, predictability, dependability, and accuracy. The establishment of reliability for a specific study typically depends on replication, assuming that every repetition of the same or like instruments to the same population will produce similar measurements. Within quantitative research, uses of descriptive statistical

programs make this easier to define and document. Qualitative analysis, specifically the open-ended questions, provides more of a challenge. The reality is, if another researcher duplicates this research with the same population, would they find the same results?

(Lincoln & Guba, 1985)

Lincoln and Guba (1985) stated that qualitative studies ultimately aim to “describe and explain a pattern of relationships, which can be done only with a set of conceptionally specified analytic categories” (p. 431). This creates a challenge for the researcher in terms of validating reliability. Bogdan and Biklen (1998) described reliability for qualitative studies as a fit between what researchers record as data and what actually occurs in the setting under study. They pointed out that qualitative researchers do not focus on consistency across different observations. This philosophy places more emphasis on observations and the accuracy of the recorded data.

Wiersma (2000) stated, “Data analysis in qualitative research is a process of categorization, description and synthesis” (p. 204). Because qualitative research often produces a large quantity of descriptive information, the information needs to be organized, thus response category identification and coding is necessary.

The matter of trustworthiness in a qualitative study is constantly under criticism, likely because the research process for qualitative investigations is misunderstood. Gerdes and Conn (2001) described data analysis as “constant comparison” (p. 7). The analytical process involves an interactive, creative, and intuitive examination of the data, all in the search for patterns, emerging themes, and insight to the issues probed. The research process unfolds and is founded in the data. To verify the analytical process is legitimate and rigorous, collected data are disassembled and reassembled to validate a

pattern in principle or process. By coding the data, so it can be traced back to the respondent in term of relevant demographic variables, a conformability audit could take place to verify the process and research methods utilized (Gerdes & Conn, 2001).

Qualitative researchers have a special responsibility to their subjects and those individuals reading the study. Qualitative studies, unlike quantitative studies, have no statistical tests for significance. The researcher doing the study has the burden of discovering and interpreting the importance of what is observed or reported, establishing the plausible connection, and accurately reporting it. Regardless of the format in which research results are reported, sufficient evidence must be presented to convince skeptical readers that the data support the conclusions to be drawn. Lincoln and Guba (1985) discuss the issue of trustworthiness of research by asking the question, "How can an inquire persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of?" (p. 290).

In qualitative research, evidence consists primarily of segments of text that must be kept in context. The context of statements should be as the participants intended, and an accountability process should be utilized. The author must be clear about which portions of the study are data and which portions are interpretation. The reader must also assume some responsibility for interpretation. Bogdan and Biklen (1998) indicated while there is no specific format for validating a qualitative study, the reader must determine if the study follows a logical process, convinces the reader of content, and makes a contribution to the research base. The reader should be able to understand the process used to conduct the study. A clear picture of how observations were made, analysis techniques utilized, and interpreting the conclusions with confidence is essential for a successful study.

Summary

The transition from the business/industry environment into a career technical classroom within a correctional environment involves a variety of training and preparatory issues. New career technical educators and correctional educators have unique needs combining the two entities to create additional challenges for the teacher, supervisor and the systems they represent. De Miranda and Folkestad (2000) describe classrooms as “communities of learning where knowledge and information are shared openly in an environment that values participation and interaction between students, teachers and external sources of knowledge outside the classroom” (p. 7). Traditional education and correctional education should strive to meet this goal, yet correctional education by the very nature of its student population faces unique challenges.

New career technical education instructors working in a correctional environment not only must teach trade skills, they must offer employability and life skills training to better prepare the offender for life after incarceration (Garrison, 2002). Teachers are expected to encourage and assist students in developing personal qualities that help guide students through life issues. Public school teachers are being asked to assume roles traditionally reserved for families, communities and churches (Lickona, 1991). Teachers in a correctional environment share these responsibilities with their counterparts in other instructional settings.

Many new career technical education teachers come directly from business/industry with a high competence in specific trade skills, yet lack any formal pedagogical training for entry into the classroom. As educational systems move into the 21st century,

the diversity of students and training needs will continue to grow. Teachers will be required to be skilled in addressing a range of learning styles and meeting the special needs of students making a successful transition from school to the workplace (Frantz, Friedenber, Gregson, & Walter, 1996). This is a challenge made more difficult by lack of formal teacher training.

Career technical education teachers face additional challenges because of their teaching environment. These teachers must manage laboratories with hundreds of pieces of tools, materials, and equipment, accommodate disadvantaged students, and keep up with an ever-changing technical curriculum (Hill & Wicken, 2000). Career technical education teachers are often responsible for student follow-ups, pre-tests, post-tests, coordinating on-the-job training, and making referrals of students to potential employers (Osgood, 1999). These tasks are in addition to the routine classroom expectations academic teachers perform.

In this review of literature, challenges facing new career technical educators, and correctional educators have been discussed and varying opinions presented. Presentation, facilitation, managing the learning environment, and instructional management issues facing new teachers were presented.

Also presented were reviews of comparisons of quantitative and qualitative research. The quantitative/qualitative combination provided the basis for this in-depth study of new Career Tech Skills Centers teachers transitioning from a business/industry environment to a career technical education classroom in a correctional setting. A combination of these two methodologies was used in this study by combining quantitative descriptive data with qualitative content analysis through thematic coding process.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to describe and compare the perceived instructional management needs of new and experienced Oklahoma Career Tech Skills Centers Teachers. New teachers were operationally defined as those having less than three years experience, while experienced teachers were operationally defined as having three or more years of experience. Teachers participating in the study came from a variety of instructional experience, trade experience, and certification levels.

The Career Tech Skills Centers system had 58 career technical teachers located at 23 different locations within Oklahoma in January of 2003. Each instructor was given the opportunity to complete an instrument to provide information about their perceptions of skills needed to be successful in today's technical classroom within a correctional facility and better prepare teachers for transition from business/industry to the correctional classroom setting. All 58 CTSC teachers participated in this study.

Design of Study

Descriptive Research

This study utilized what is commonly referred to as descriptive research. Descriptive research is primarily concerned with identifying and clarifying functional relationships among variables (Van Dalen, 1979). A descriptive study involves collecting data in order to report the way things are (Gay, 1996). Descriptive research is based on designs that require survey and descriptive activity to establish the status of a selected situation to assess the characteristics of a population (Long, 1980). Shavelson (1996) defined descriptive statistics as, “A set of concepts and methods used in organizing, summarizing, tabulating, depicting, and describing collections of data” (p. 8). The data can be scores, ratings, ranks, or indications of group memberships. The goal of descriptive statistics is to provide a representation of the data it describes, in a tabular, graphical, or numerical form, indicating the results of a research project. Issac and Michael (1981) contended, “Research authorities are not in agreement on what constitutes ‘descriptive research’ and often broaden the term to include all forms of research except historical and experimental” (p. 46). They suggested that survey studies are often used in this broad context of descriptive research. The purpose of this study was to describe instructional management skill needs as perceived by CTSC teachers with less than three years of experience and compare them with instructors with three or more years of experience, based on information supplied by the CTSC teachers.

Both quantitative and qualitative techniques were applied in this descriptive study. In order to make use of the best features of both approaches, quantitative descriptive

statistics were applied to numerical data, while qualitative content analysis through thematic categorization and coding was used to interpret open-ended data.

Internal Validity

There is sound reason to believe in the “truth value” of this study. The researcher had a strong professional relationship with the teaching staff and they trusted that their answers and opinions would be kept anonymous. The teachers wanted input into the process of identifying issues related to instructional management facing struggling staff members. They were very willing to share their ideas and perspectives. Thus, the researcher believes “truthful information” was provided by the participants to assist in developing better teacher preparation programs for themselves and their colleagues.

Objectivity or confirmability in research is concerned with insuring that interpretations, data and outcomes of inquiries are based on actual context of participants and not a figure of the evaluator’s imagination (Lincoln & Guba, 1985). This means data can be validated and tracked to its sources. The common way to do this is with a confirmability audit. This process involves tracing statements to the original sources. The written responses in this study have anonymity of the participants, but aggregate information regarding years of experience in the system and industry experience of the participants and the accuracy of actual comments as reported on the survey can be confirmed and documented. This provides a confirmability audit for the study.

Creditability and internal consistency of this study was maintained through several procedures. All teachers involved in the study actually work in a correctional environment teaching a career/technical class and therefore are believable sources of data

for this study. All teachers received the same instructions, given by the researcher, and were allowed to ask questions to clarify the instructions. The researcher was the sole person responding to those questions. This ensured that all participants clearly understood how to respond to the survey instrument. To cross judge the reliability of the data analysis process, a colleague was used to check the work of the researcher. This process is described in the Data Analysis Section.

Population

The population for this study was the career technical education teachers employed by the Career Tech Skills Centers located in correctional facilities within Oklahoma in January of 2003. The names and addresses were obtained from the Oklahoma Department of Career and Technology Education, Skills Centers Division. The Skills Centers superintendent approved the list and cover letter that were delivered to each participant in the study. Fifty-eight names were on the list for this study. All 58 teachers employed by the Oklahoma Career Tech Skills Centers were given the opportunity to participate in the study. One hundred percent of the teachers participated in the study, thus the entire Oklahoma CTSC teacher population participated in the study.

Instrumentation

For any research project to have integrity, the researcher must be sure that the data-gathering instrument used will measure what it is suppose to measure and do it in a consistent manner. Research is only as valid as its methods and instruments. To insure a

quality research project, the methods used to establish instrument validity and reliability must be reviewed.

In general terms, validity is defined as the degree to which a test measures what it is supposed to measure. Wiersma (2000) described content validation as the process of establishing the representativeness of the items with respect to skills, tasks, knowledge, etc. of what is being measured. The survey instrument used in the study is based on the Oklahoma Department of Career and Technology Education (ODCTE) new teacher needs assessment, adapted for the CTSC teachers. A committee of administrators, master teachers and new teachers developed and validated the original (ODCTE) survey instrument in a lengthy and comprehensive statewide process. The committee identified criticality of instructional tasks as related to the job performance. It then related the identified tasks to effective teaching criteria. Karen Warner of the Instructional Services Division of ODCTE coordinated the statewide validation efforts. While specific validity and reliability statistics for the new teacher skill survey have not been published, it has become accepted by ODCTE as valid and reliable and is in common use by the agency.

For this study, adjustments to the ODCTE instrument were made to reflect a correctional technical education environment. Starting with the previously validated new teacher assessment and validating its alteration with a review of content experts, instructional leaders and CTSC administration established content validity of the derived instrument for this study. Currently the Skills Centers have three directors and five instructional leaders (principals) working directly with teachers. Those having a Skills Center teaching background (one director and five instructional leaders) were asked to complete the draft instrument. Upon completion of the draft survey, a review of

questions was conducted. All questions were deemed by the expert panel to be valuable in measuring instructional management needs as perceived by teachers. The reviewed instrument was deemed relevant to the instructional processes utilized within the Skills Centers system, and thus valid for this study.

Reliability of research refers to its consistency and the extent to which the study can be replicated. It is typically a precondition for validity. Lincoln and Guba (1985) stated, "A study that is unreliable cannot possess validity" (p. 292). Reliability refers to a given study's consistency, predictability, dependability, and accuracy. The establishment of reliability for a specific study typically depends on replication, assuming that every repetition of the same or like instruments with the same population will produce similar measurements. Within quantitative research, uses of descriptive statistical programs make this easier to define and document. Qualitative analysis, specifically the open-ended questions, provides more of a challenge. The reality is, if another researcher duplicates this research with the same population, would they find the same results? A research study can only be reliable if its instrumentation is reliable. While specific test-retest reliability data has not been published for the ODCTE new teacher survey, it has become accepted as reliable on a statewide basis. To the extent that the ODCTE instrument is reliable, the derived instrument used in this study was assumed to be also reliable.

The instrument for this study was organized to use both quantitative and qualitative methods to measure Skills Centers teacher perceptions of instructional management needs to be successful in the classroom. The instrument was divided into three sections. The first section of the instrument requested demographic information

from the respondents. This included years of teaching experience, level of certification, level of educational preparation and business/industry experience. Section two of the survey requested respondents to rate on a five-point Likert scale the value from very low (1) to very high (5) for each of 25 instructional management skills. These skills were grouped and listed under the headings of preparing instruction; facilitating instruction; managing the learning environment; managing tools, equipment, supplies and materials; developing course curriculum; and developing business/industry partnerships. Ratings were indicated on the following five-point Likert-type scale: 1 equals very low, 2 equals low, 3 equals average, 4 equals high, and 5 equals very high. Constructing a rating inventory using the Likert scale items required identifying traits and skills needed to be successful in a career/technical classroom within a correctional environment and generating statements teachers could respond to. A copy of the survey instrument is presented in Appendix A.

In the second section, the instrument also asked the teachers to select and rank in importance, the top five instructional management skills needed to be successful in career/technical training programs within a correctional environment. Items ranked were selected from the 25 instructional management skills identified on the Likert rating questions. This is explained in detail in the data analysis section.

To gain more insight, five open-ended questions were included in the third section of the instrument. These questions focused on challenges facing new teachers, preparation to work in a correctional environment, transitioning teachers from business/industry more effectively, delivering additional training to new teachers, and changes perceived as needed to better serve new teachers entering the system. The

researcher's goal was to identify the true perceptions teachers have about instructional management issues within the Skills Centers. Guba and Lincoln (1989) stated, "Conventional methodology does not contemplate the need to identify stakeholders and to solicit claims, concerns, and issues from them" (p. 58). Each instructor is a "stakeholder" within the Skills Centers, and determining their true perceptions will allow the system to make changes that can add professional value to all teachers.

Procedures

Data Collection

Data were collected on a Skills Center site basis. The researcher explained to the staff at each site the goals of the research, explained the instrument, and provided the appropriate consent forms along with the research instrument. The instructional leaders at the various CTSC sites assisted with distribution of the materials to their assigned teachers and secured the completed questionnaires in a sealed envelope to assist in keeping the participants' identities anonymous. All teachers participating in the study were given time to analyze and complete each question to their satisfaction. This procedure allowed the teachers participating in the study to complete the instrument, remain anonymous, and give thoughtful and valid replies.

The researcher has maintained a positive relationship with the CTSC teaching staff, developed by working with the instructors over the course of several years. Building these types of relationships are important in a qualitative study. The importance

of the study was explained to each group of teachers. The researcher is confident teachers responded truthfully.

Data Analysis

Quantitative Data -- To present findings for this study, several statistical methods were used to develop interpretation of raw data. Because the entire population of interest participated in the study, only descriptive parameters were necessary for the quantitative data. SPSS was utilized to calculate means of the Likert rating scales so comparison could be made between teachers with less than three years experience and those with three or more years of experience. The standard deviation was also calculated and examined within each group of respondents for each question.

The CTSC teachers participating in the study were asked to review the instructional management skills listed in items 5 to 30 of the survey instrument they had rated in value using the Likert scale. The teachers were asked to select the top five instructional management skills CTSC instructors need to be successful in the training program and rank their selections in importance with the top item receiving a rank of one. To record the rankings of the teachers, all of the 26 instructional management skills were placed on a chart and the teacher responses to the ranking question were charted by assigning 1 for a rank of 1, 2 for a rank of 2, 3 for a rank of 3, 4 for a rank of 4 and 5 for a rank of 5.

Once the rankings were recorded, the process of converting rankings to rank points and calculating the sum of ranking points for each skill (Σ RankPoint) was undertaken. Each ranking of 1 was assigned a point value of 5, ranking of 2 was assigned a

point value of 4, ranking of 3 was assigned a point value of 3, ranking of 4 was assigned a point value of 2 and ranking of 5 was assigned a point value of 1. Each of the individual rankings was thus converted to rank points, and then the sum of rank points (Σ RankPoint) score was calculated for each instructional management skill. The 25 instructional management skills were then rank ordered based on their Σ RankPoint scores, with the skill with the highest Σ RankPoint receiving a rank of 1 and the three skills with the lowest Σ RankPoint receiving a tied rank of 25. This process was completed on data collected from teachers with less than three years experience and those with three or more years of experience. Results were calculated for each group and the 25 instructional management issues were rank ordered for each group. Those rankings were then compared to determine if a difference in priorities existed between the groups.

Qualitative Data – To add scope and depth to the study, a qualitative component was deemed necessary. Five open-ended questions were asked on the survey instrument. Use of open-ended questions gave the respondents more latitude to express feelings and opinions that otherwise may have been missed. These questions were analyzed using content analysis procedures. Lincoln and Guba (1985) described qualitative studies as ultimately aiming to “describe and explain a pattern of relationships, which can be done only with a set of conceptionally specified analytic categories” (p. 431). This creates a challenge for the researcher in terms of verifying category reliability.

Qualitative research questions utilized in this study provided much more than pure numbers and statistical information. They allow the researcher and reader to examine the much deeper meanings in the perceptions of the teachers surveyed. The standard for

qualitative research is the standard for all research: presenting a problem that has theoretical and/or practical significance in a believable and meaningful way (Miller & Dingwall, 1997). The Instructional Services Division of the Oklahoma Department of Career and Technology Education reviewed the qualitative questions for accuracy and focus of the problem statement. Responses were categorized and compared to analyze the differences in perceptions of new teachers that have less than three years career technical education teaching experience and those having three or more years of career technical education teaching experience.

The process of data collection through open-ended questions involves interaction between the researcher and the respondents. Because of past interactions and conversations, the researcher was able to convey the purpose of the study and the need for “honest responses” to the questions. When analyzed, this allowed statements and opinions to be described within the intended context of the participant. The study participants shared a common work environment, all worked within a correctional system. Familiarity of the work environment assisted the researcher in the synthesis of information. The techniques used to establish the credibility of the research and maintain academic rigor were collectively assimilated to establish trustworthiness, so that the findings represent the “truth” as it occurred to the participants and in their context.

Open-ended questions were analyzed by placing the answers provided to each question on index cards to begin the process of categorization. There are many ways qualitative research data can be organized. The process of deciding on one or more category systems and organizing the data is called coding. In some studies, coding categories take place prior to data review. The researcher considered the use of *a priori*

decision-making for this study, which is to predetermine the categories predicted to come from the survey. The use of *a priori* decisions is based on categorical frameworks. However, use of *a priori* categorization was not utilized for the concern it would limit results. Appropriate categorization was instead allowed to emerge from the data obtained. This allowed the teachers to identify what was important to them, and allowed the researcher to draw conclusions directly from the participants' input. Categorizing was incorporated to bring together provisional categories; those are responses that seem to relate to the same content. Emergent themes and ideographic descriptions were the result of this process. This process makes the reliability issue harder to defend, so the researcher must be methodical in the process used. The goal is to let the data lead to the appropriate conclusions.

In this study, specific response categories were allowed to emerge from the data. In this process, as patterns appear in thinking behaviors, words or phrases, coding categories arise to properly identify such groupings. One would anticipate the codes reflect the subjects' perceptions of the open-ended questions. In this study, teachers had different views of the instructional management issues questioned. Those differences were captured by the data and coded to reflect participants' perceptions. Wiersma (2000) stated, "Data analysis in qualitative research is a process of categorization, description and synthesis" (p. 204). Because qualitative research often produces a large quantity of descriptive information, the information needs to be organized, thus response category identification and coding takes place.

To begin the categorization and coding process in the study, comments of the participants were recorded on index cards exactly as stated on survey instruments. The

process utilized in this study followed the “constant comparison” model described by Gerdes and Conn (2000). This involved reviewing the first card and looking for key words, subject areas, or phrases. As the researcher moved through the stack, the challenge was to align and group the subsequent cards by the same criteria, putting those cards with commonalities in related groupings. Once all of the cards were reviewed, they were reanalyzed by card groupings and on an individual card basis to be sure they “looked alike” or “felt alike” and were essentially similar. These categories remained unnamed until all cards were either grouped or placed in a miscellaneous grouping. Those cards in the miscellaneous grouping were re-examined to determine if additional grouping was required or if the information was relevant to any of the grouping sets. Cards from critically sized categories were reviewed to put into a prepositional statement or concern. Each stack was reviewed and the process repeated. Each card in the stack was reviewed a second time to determine if it fit the category being identified. Those not meeting criteria were compared to other emerging categories. Miscellaneous cards were evaluated to determine if they fit into any of the forming categories.

Once categories were defined, they were compared for overlapping and relationships among the categories. Once again, cards continued to be reviewed to insure proper categorization. The goal of this process was to create descriptive, multi-dimensional categories, which formed a preliminary framework for analysis. Reliability of the process was maintained by having a colleague duplicate the process independently of the primary researcher, using the same cards. By comparison, the card groupings and category identifications were deemed appropriate.

Interpretation of Qualitative Data – The matter of trustworthiness in a qualitative study seems to constantly come under criticism, likely because the research process for qualitative investigations is misunderstood. Gerdes and Conn (2001) described data analysis as “constant comparison” (p. 7). Merriam described constant comparative analysis as follows:

The researcher begins with a particular incident from an interview, field notes, or document and compares it with another incident in the same set of data or in another set. These comparisons lead to the tentative categories that are then compared to each other and to other instances.

Comparisons are constantly made until a theory can be formulated.

(Merriam, 1988, p. 159)

The analytical process involves an interactive, creative, and intuitive examination of the data, all in the search for patterns, emerging themes, and insight to the issues probed. The research process unfolds and is founded in the data. To further verify the analytical process is legitimate and rigorous, collected data are disassembled and reassembled to validate a pattern in principle or process (Gerdes & Conn, 2001). This study applied the constant comparison method in its approach to categorization of qualitative data.

Qualitative researchers have a special responsibility to their subjects and those individuals reading the study. Qualitative studies, unlike quantitative studies, have no statistical tests for significance. The researcher doing the study has the burden of discovering and interpreting the importance of what is observed or reported, establishing the plausible connection, and accurately reporting it. Regardless of the format in which

research results are reported, sufficient evidence must be presented to convince skeptical readers that the data support the conclusions to be drawn. In qualitative research, evidence consists primarily of segments of text that must be kept in context (Gerdes & Conn, 2001). In this study, participants recorded their own answers, thus no misrepresentation of data content should take place. The context of statements should be as the participants intended. The reader should be able to understand the process used to conduct the study. A clear picture of how observations were made, analysis techniques utilized, and interpreting the conclusions with confidence is essential for a successful study (Gerdes & Conn, 2001). Effort was made in this study to provide such clarity of process.

Another criterion for evaluating qualitative results is whether it is possible to determine where the raw data end and the interpretation begins. In some research projects, complete separation can be difficult to achieve, given the need to keep findings in context. The author must be clear about which portions of the study are data and which portions are interpretation. Attempt was made in this study to maintain clear separation of data and interpretation.

The reader must also assume some responsibility for interpretation. Bogdan and Biklen (1998) indicated that while there is no specific format for validating a qualitative study, the reader must determine if the study follows a logical process, convinces the reader of content, and make a contribution to the research base. It is hoped that the reader of this study is aided in this responsibility by the clarity of the study's procedures and writing.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The purpose of this study was to describe instructional management skill needs as perceived by Oklahoma Career Tech Skills Centers (CTSC) teachers with less than three years of experience and compare them with instructors with three or more years of experience. The research instrument asked both new and experienced CTSC teachers to identify, rate, and rank in importance the instructional management skills they perceived as necessary in being effective in the technical correctional classroom. It also asked the respondents five open-ended questions focusing on instructional management skills and perceptions of how to better assist new teachers transition into the Skills Centers instructional environment.

This chapter reports the analysis of the data collected from the population of 58 teachers. All teachers working for CTSC in January of 2003 participated in the study for a one hundred percent participation rate. All participants work with incarcerated adult or juvenile students in a correctional environment. Participants have varying degrees of formal education, including high school education, some post-secondary education, associate degree, baccalaureate degree and masters degree. Teacher certification of

research participants include Provisional I certification, Provisional II certification and Standard certification.

This chapter presents the findings of the research. The first section presents descriptive demographic information pertaining to the respondents' education and work backgrounds. The second section presents rating data relevant to the perceptions of CTSC teachers on the relative importance of instructional management issues and skills. The third section reports Σ RankPoint scores to compare rank order importance of instructional management issues between new and experienced CTSC teachers. The fourth section presents data relevant to open-ended questions and perceptions of participants for improving new teacher transition from business/industry to the career technical classroom.

In addressing the study's research questions, means and standard deviations of Likert scale ratings of instructional management skills were utilized. Σ RankPoint scores and rank ordering were utilized to establish and compare skill rankings by new and experienced teachers. For the open-ended questions, coding and grouping of like responses was incorporated using constant comparison technique.

Demographic Responses

The population of 58 CTSC teachers employed at 23 Skills Centers across Oklahoma properly completed the survey questions and provided demographic information. Respondents to the survey were asked to "Indicate the current level of your CTSC teaching experience," with 18 (31%) respondents indicating less than three years of experience and 40 (69%) responding three or more years of experience.

Career Tech Skills Centers (CTSC) teaching experience ranged from a low of 3 months to a high of 29 years. The mean CTSC teaching experience for all 58 CTSC teachers was 6.8 years; the standard deviation was 6.228.

Current certification of the 58 CTSC teachers varied. The number of teachers holding a provisional I certification was 21 (36.2%). There were 22 (37.9%) teachers reporting a provisional II, and of the 58 participating in the study, 15 (25.9%) teachers possessed a standard teaching certificate.

The respondents' highest levels of education preparation were as follows: Masters plus 15 hours, 3 (5.2%); Masters in Education, 6 (10.3%); other Masters, 2 (3.4%); Bachelors in Education, 8 (13.8%); other Bachelors, 4 (6.9%); Associate degree, 7 (12.1%); some post secondary, 26 (44.8%); and high school, 2 (3.4%).

Respondents were asked to indicate the number of years of business/industry experience they had before beginning work for CTSC. The lowest number of years experience reported was 4 (n=18; 1.7%), while the highest number of years trade/industry experience reported was 30 (n=40; 8.6%). The mean trade/industrial experience for all CTSC teachers was 16.5 years and the standard deviation was 7.155. Table II presents a summary profile of the CTSC teachers based on all descriptive data. Figures 1 through 4 present the details of the variables in bar graphs.

Teachers' Ratings of Instructional Management Skills

The mean rating on a 5-point Likert scale was calculated for each skill to establish CTSC teachers' perceptions of the importance of 26 instructional management skills on

TABLE II
SUMMARY DEMOGRAPHIC PROFILE OF OKLAHOMA
CTSC TEACHERS BY MEANS, STANDARD
DEVIATIONS, FREQUENCIES AND
PERCENTAGES

Categories	Mean	SD	<i>f</i>	%
Current years of CTSC teaching experience	6.814	6.228		
Less than three years			18	31.0
Three or more years			40	69.0
Current certification of CTSC teachers				
Provisional I			21	36.2
Provisional II			22	37.9
Standard			15	25.9
Highest education level of CTSC teachers				
Masters + 15 hours			3	5.2
Masters of Education			6	10.3
Other Masters			2	3.4
Bachelor of Education			8	13.8
Other Bachelors			4	6.9
Associate Degree			7	12.1
Some Post Secondary			26	44.8
High School			2	3.4
Years of trade/industry experience of CTSC teachers	16.582	7.155		
Ten years or less			14	24.0
11-15 years			12	20.7
16-20 years			21	36.2
21-25 years			4	6.9
>25 years			7	12.0

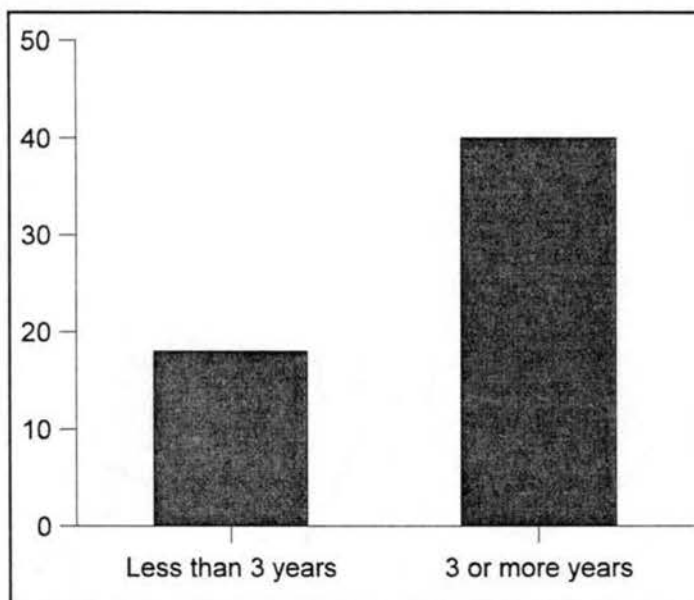


Figure 1. CTSC Teaching Experience.

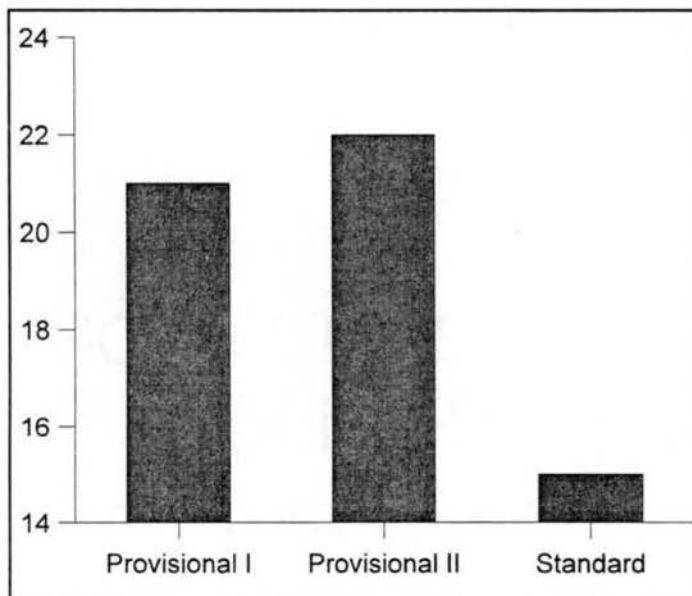


Figure 2. CTSC Teacher Certification.

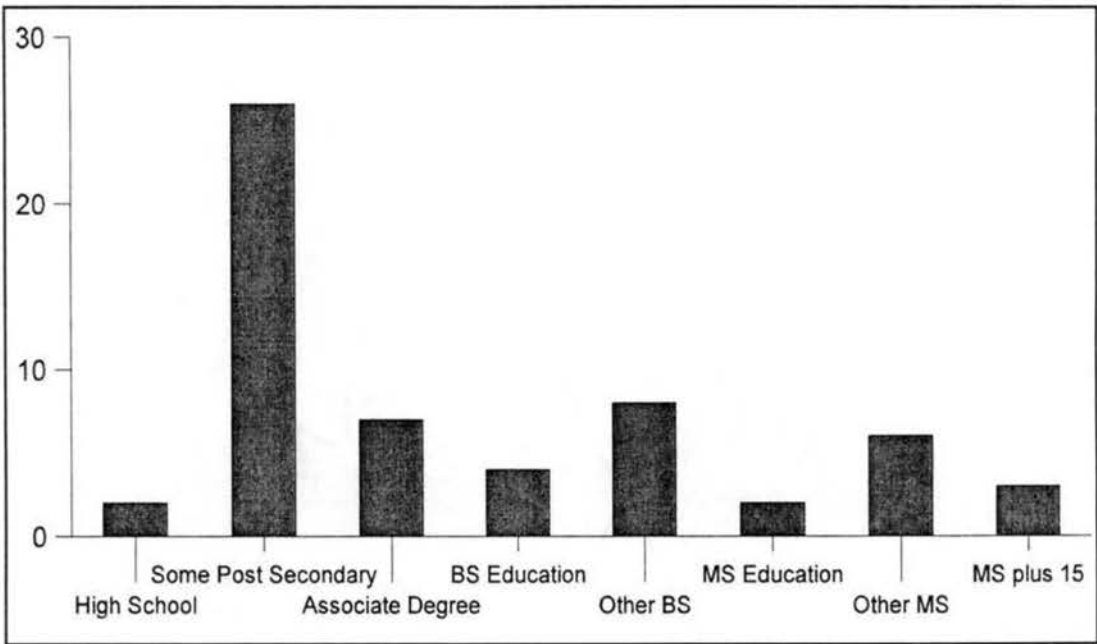


Figure 3. CTSC Teacher Education.

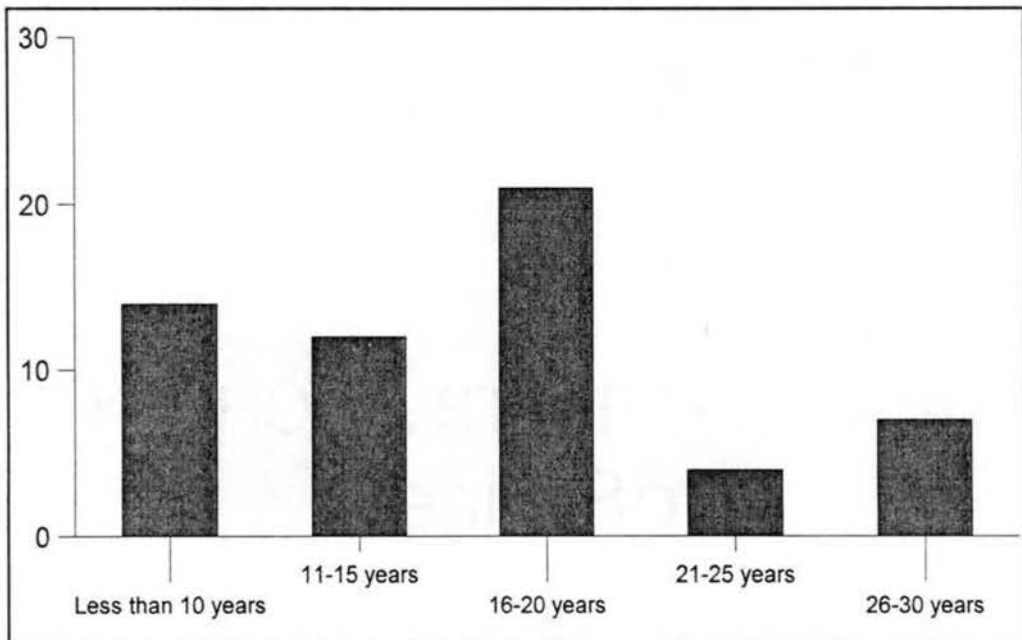


Figure 4. CTSC Trade/Industry Experience.

questions 5 to 30 of the survey. The values assigned to the points on the rating scales were:

1 – very low value

2 – low value

3 – neutral

4 – high value

5 – very high value

To provide a more accurate interpretation of the data, standard deviation for each question was also calculated.

To facilitate interpretation, the mean ratings of the instructional management skills were classified into value ranges. The value range categories used to interpret the mean skill ratings were:

0 – 1.5 very low value

1.51 – 2.50 low value

2.51 – 3.50 neutral value

3.51 – 4.50 high value

4.51 – 5.0 very high value

Table III shows the means and standard deviations for teachers with less than three years experience and teachers with three or more years experience for questions 5 to 30 pertaining to ratings of instructional management skills.

Table III shows that for teachers with less than three years experience, the following skills had mean ratings in the 4.51 to 5.0 range, which is classified as very high value:

- 6 – Locating appropriate curriculum and curriculum resources
- 8 – Integrating academic, technical, employability and life skills concepts
- 16 – Establishing appropriate safety procedures
- 17 – Understanding DOC security procedures related to classroom activities
- 19 – Establishing consistent and organized classroom procedures
- 20 – Communicating effectively with students
- 21 – Managing an organized lab/shop
- 22 – Developing relevant lesson plans
- 29 – Understanding instructor/student relationships
- 30 – Understanding DOC policies regarding educational programs and discipline

Table III shows that for teachers with three years or more experience, the following questions had mean ratings in the 4.51 to 5.0 range, which is classified as very high value:

- 6 – Locating appropriate curriculum and curriculum resources
- 12 – Managing individualized learning
- 16 – Establishing appropriate safety procedures
- 20 – Communicating effectively with students
- 21 – Managing an organized lab/shop
- 27 – Managing and storing tools
- 28 – Understanding toxic and caustic material accountability system
- 29 – Understanding instructor/student relationships

TABLE III

CAREER TECH SKILLS CENTERS TEACHERS
PERCEPTIONS COMPOSITE SCORES FOR
INSTRUCTIONAL MANAGEMENT SKILLS

Question Number	Instructional Management Skill	Less than 3 Years Experience (n=18)			3 or More Years Experience (n=40)		
		Mean	SD	Value* Range	Mean	SD	Value* Range
20.	Communicating effectively with students	4.94	.235	Very high	4.85	.361	Very high
16.	Establishing appropriate safety procedures	4.83	.514	Very high	4.75	.493	Very high
6.	Locating appropriate curriculum and curriculum resources	4.72	.574	Very high	4.63	.540	Very high
19.	Establishing consistent and organized classroom procedures	4.72	.460	Very high	4.50	.679	High
30.	Understanding DOC policies regarding educational programs and discipline	4.72	.594	Very high	4.47	.678	High
8.	Integrating academic, technical, employability and life skills	4.67	.594	Very high	4.48	.750	Very high
17.	Understanding DOC security procedures related to classroom activities	4.67	.594	Very high	4.48	.784	High

TABLE III - continued

Question Number	Instructional Management Skill	Less than 3 Years Experience (n=18)			3 or More Years Experience (n=40)		
		Mean	SD	Value* Range	Mean	SD	Value* Range
29.	Understanding instructor/student relationships	4.66	.594	Very high	4.65	.579	Very high
21.	Managing an organized lab/shop	4.56	.615	Very high	4.62	.492	Very high
9.	Developing instructional LAPs	4.55	.615	Very high	3.80	1.114	High
22.	Developing relevant lesson plans	4.55	.704	Very high	4.15	.892	High
7.	Using a duty-task list	4.50	.618	High	3.87	1.136	High
27.	Managing and storing tools	4.47	.874	High	4.75	.543	Very high
12	Managing individualized learning	4.44	.615	High	4.63	.540	Very high
23.	Identifying learning styles	4.39	.849	High	4.08	.797	High
18.	Creating a functional and attractive learning environment	4.38	.777	High	4.35	.699	High
28.	Understanding toxic and caustic material accountability system	4.38	.916	High	4.55	.714	Very high
24.	Understanding a variety of learning and teaching strategies	4.33	.769	High	4.35	.662	High

TABLE III - continued

Question Number	Instructional Management Skill	Less than 3 Years Experience (n=18)			3 or More Years Experience (n=40)		
		Mean	SD	Value* Range	Mean	SD	Value* Range
25.	Using the business community for resources	4.16	1.098	High	4.27	.846	High
14.	Resolving classroom conflicts	4.11	1.23	High	4.40	.900	High
11.	Using effective questioning techniques	4.00	.97	High	4.25	.630	High
26.	Using computer technology within instruction	4.00	1.137	High	3.83	.957	High
5.	Developing a syllabus	3.94	1.161	High	3.79	1.05	High
15.	Providing appropriate accommodations to special needs students	3.89	1.182	High	3.97	1.012	High
13.	Managing group learning activities	3.83	.985	High	3.37	.960	High
10.	Providing effective introductions and closures to lessons	3.72	1.017	High	3.98	.831	High

Note: *Value Ranges - 0 - 1.50 = Very low value; 1.51 - 2.5 = Low value; 2.51 - 3.5 = Neutral value; 3.51 - 4.5 = High Value; 4.51 - 5.0 = Very high value.

Table III shows that for teachers with less than three years experience, the following questions had mean ratings in the 3.51 to 4.5 range, which is classified high value:

- 5 – Developing a syllabus
- 7 – Using a duty-task list
- 9 – Developing instructional LAPs
- 10 – Providing effective introductions and closures to lessons
- 11 – Using effective questioning techniques
- 12 – Managing individualized learning
- 13 – Managing group learning activities
- 14 – Resolving classroom conflicts
- 15 – Providing appropriate accommodations for special needs students
- 18 – Creating a functional and attractive learning environment
- 23 – Identifying learning styles
- 24 – Understanding a variety of learning and teaching strategies
- 25 – Using the business community for resources
- 26 – Using computer technology within instruction
- 27 – Managing and storing tools
- 28 – Understanding toxic and caustic material accountability system

Table III shows that for teachers with three or more years experience, the following questions had mean ratings in the 3.51 to 4.5 range, which is classified high value:

- 5 – Developing a syllabus
- 7 – Using a duty-task list
- 8 – Integrating academic, technical, employability and life skills concepts
- 9 – Developing instructional LAPs
- 10 – Providing effective introductions and closures to lessons
- 11 – Using effective questioning techniques
- 12 – Managing individualized learning
- 13 – Managing group learning activities
- 14 – Resolving classroom conflicts
- 15 – Providing appropriate accommodations
- 17 – Understanding DOC security procedures related to classroom activities
- 18 – Creating a functional and attractive learning environment
- 19 – Establishing consistent and organized classroom procedures
- 22 – Developing relevant lesson plans
- 23 – Identifying learning styles
- 24 – Understanding a variety of learning and teaching strategies
- 25 – Using the business community for resources
- 26 – Using computer technology within instruction
- 30 – Understanding DOC policies regarding educational programs and discipline

Question 9, “Developing instructional LAPs,” showed the greatest difference in mean ratings between the teacher groups (.75). Eighteen teachers with less than three years experience gave this skill a mean rating of 4.55 (very high importance), while teachers with three or more years experience had a mean rating of 3.80 (high importance)

for this skill. The standard deviation for less experienced teachers was .615, indicating less variance in answers than did the standard deviation of 1.114 of the more experienced teachers.

“Using a duty-task list” was question 7, and there was a marked difference (.63) in the mean rating response between groups. The teachers with less than three years of experience had a mean of 4.5 with a standard deviation of .618 within the group. Teachers with three years or more experience had a mean rating of 3.87 with a standard deviation of 1.136 within the group. Both means fell within the high value grouping, but were on opposite limits of the value range, with a wider diversity of responses within the experienced teachers.

Question 22, “Developing relevant lesson plans,” produced a difference of .40 between the group means. Teachers with three years or less experience had a mean rating of 4.55 (very high value) with a standard deviation of .704, while teachers with three years or more of experience had a mean rating of 4.15 (high value) with a greater standard deviation of .892.

Question 14, “Resolving classroom conflicts”, produced the highest standard deviation (1.23) for less experienced teachers. Question 15, “Providing appropriate accommodations to special needs students,” had a standard deviation 1.182; question 5, “Developing a syllabus,” had a standard deviation 1.16; and question 26, “Using computer technology within instruction,” had a standard deviation 1.137. These were the largest standard deviations within the group of teachers with less than three years experience. Questions 5, 10, 14, 15, 25, and 26 each had a standard deviation greater than 1.00, indicating variance in the ratings within this teacher group.

Question 7, “Using a duty-task list,” produced a standard deviation of 1.136, which was the largest for teachers with three years or more of experience rated. Question 9, “Developing instructional LAPs” with a standard deviation of 1.114, and question 5, “Developing a syllabus” with a standard deviation 1.05, were the questions with the greatest standard deviations. Question 15, “Providing appropriate accommodations to special needs students” had a standard deviation of 1.012. Questions 5, 7, 9, and 15 were the only questions with a standard deviation greater than 1.00 for this group of respondents.

Ranking Instructional Management Skills

The next component of the study involved the utilization of rank point summation and subsequent rank ordering of the 26 instructional management skills that were rated in the previous section. CTSC teachers with less than three years experience and CTSC teachers with three or more years experience were asked, “Please review the instructional components listed in items 5 to 30. Please rank in importance, the top five instructional management skills CTSC instructors need to be successful in the training program.” The ranking responses were recorded and ranks were converted to rank points. An instructional management skill ranking of 1 received 5 points; an instructional management skill ranking of 2 received 4 points; an instructional management skill ranking of 3 received 3 points; an instructional management skill ranking of 4 received 2 points; and an instructional management skill ranking of 5 received 1 point. Total points, or Σ RankPoint score, for each of the 26 instructional management skills was computed and then the skills were rank ordered from highest to lowest Σ RankPoint for each group

of teachers. The CTSC teachers with less than three years experience had 16 of the 18 study participants complete the ranking exercise for an 88.9% participation rate. CTSC teachers with three or more years of experience had 35 of the 40 study participants complete the ranking exercise for an 87.5% participation rate. Table IV provides a summary of ranking data.

Instructors from both groups indicated that “locating appropriate curriculum and curriculum resources” was the most important instructional management skills. Teachers with less than three years experience (n=18) gave this skill 23 rank points, while teachers with three or more years (n=40) gave this skill 65 rank points. It was clear from the results this was considered an important skill by both groups.

Teachers with less than three years experience ranked “developing instructional LAPs second (22 rank points); “establishing appropriate safety procedures” third (19 rank points); “developing a syllabus” fourth (17 rank points); and “communicating effectively with students” was fifth (16 rank points). The issues of least importance were “managing group learning activities,” (0 rank points); “resolving classroom conflicts,” (0 rank points); and “providing appropriate accommodations to special needs students,” all of which received no rank points and tied last in the ranking of instructional management skills.

CTSC teachers with three or more years of experience ranked “establishing appropriate safety procedures” second (49 rank points); “communicating effectively with students” third (46 rank points); “developing a syllabus” fourth (38 rank points); and “managing individualized learning” fifth (32 rank points). The issues of lowest importance were “using effective questioning techniques” and “providing appropriate

TABLE IV
 ΣRANKPOINTS AND RANK ORDER FOR
 INSTRUCTIONAL MANAGEMENT
 SKILLS

Question Number	Question	ΣRank Points < 3 years	Rank Order < 3 years	ΣRank Points > 3 Years	Rank Order > 3 Years
6	Locating appropriate curriculum and curriculum resources	23	1	65	1
9	Developing instructional LAPs	22	2	20	14
16	Establishing appropriate safety procedures	19	3	49	2
5	Developing a syllabus	17	4	38	4
8	Integrating academic, technical, employability and life skills concepts	14	6	29	7.5
19	Establishing consistent and organized classroom procedures	12	8	31	6
26	Using computer technology within instruction	12	8	5	21.5
29	Understanding instructor/student relationships	11	11	24	10
30	Understanding DOC policies regarding educational programs and discipline	11	11	17	15
27	Managing and storing tools	9	13	11	16.5
24	Understanding a variety of learning and teaching strategies	8	14	25	9
7	Using a duty-task list	7	16.5	23	11
11	Using effective questioning techniques	7	16.5	0	25.5

TABLE IV - continued

Question Number	Question	Σ Rank Points < 3 years	Rank Order < 3 years	Σ Rank Points > 3 Years	Rank Order > 3 Years
18	Creating a functional and attractive learning environment	7	16.5	21	13
17	Understanding DOC security procedures related to classroom activities	5	20	29	7.5
10	Providing effective introductions and closures to lessons	4	21.5	9	18
25	Using the business community for resources	4	21.5	11	16.6
23	Identifying learning styles	1	23	4	22
13	Managing group learning activities	0	25	6	19
14	Resolving classroom conflicts	0	25	2	24
15	Providing appropriate accommodations to special needs students	0	25	0	25.5

Note: Ranking of 1 = 5 Points
 Ranking of 2 = 4 Points
 Ranking of 3 = 3 Points
 Ranking of 4 = 2 Points
 Ranking of 5 = 1 Point

accommodations to special needs students,” both of which failed to receive any rank points. “Resolving classroom conflicts” received 2 rank points, and “understanding toxic and caustic material accountability system” received 3 rank points.

Marked differences were observed between the groups on the prioritization and perceived relative importance of instructional management skills. CTSC teachers with less than three years experience produced a tied ranking for “developing relevant lesson plans” and “using computer technology” for a fairly high eighth place ranking (12 rank points), while CTSC teachers with three or more years of experience tie-ranked both of these issues 21.5 (5 rank points), indicating this was a low priority for them. “Developing instructional LAPs” was second (22 rank points) for teachers with less than three years experience, yet ranked 14th (20 rank points) for teachers with three or more years of experience.

Instructors with three or more years of experience ranked “managing individualized learning” as 5th (32 rank points) and “understanding DOC security procedures related to classroom activities” as 7.5 (29 rank points) in importance. Teachers with less than three years experience ranked the same two issues 19th (6 rank points) and 16.5 (7 rank points) respectively. Both of these overall rankings indicate major differences in perception of the importance with these issues.

Open-Ended Questions

Questions 31, 32, 33, 34, and 35 were open-ended Questions, which yielded a variety of number and types of response statements. These questions were analyzed through content analysis and thematic coding. Question 31, asked “What was the greatest

challenge facing you as a new teacher?" It received 17 responses and 1 "no response" from teachers with less than three years of experience. Respondents within this group indicated the greatest challenges included: learning about Department of Corrections and inmates (n = 6; 35.2%); developing curriculum and lessons (n = 5; 29.4%); effective teaching strategies (n = 3; 17.6%); lack of instructional supplies (n = 1; 5.8%); having students first day on the job (n = 1; 5.8%), and continuing education (n = 1; 5.8%).

Teachers with three or more years of experience had 39 responses and 1 "no response" from teachers participating in the study. Respondents from this group indicated the greatest challenges included: learning the environment and culture of Department of Corrections and inmates (n = 7; 17.9%); curriculum selection and development (n = 7; 17.9%); transition from industry to teacher (n = 5; 12.8%); set-up and organizing a new program (n = 5; 12.8%); effective teaching and instructional methods (n = 3; 7.7%); where to go and ask for resources (n = 3; 7.7%); time (n = 2; 5.1%); building and maintaining teacher rapport with students (n = 1; 2.6%); managing tools and chemicals (n = 1; 2.6%); getting students to realize potential (n = 1; 2.6%); placement requirements for graduated students (n = 1; 2.6%); continuing education and paperwork (n = 1; 2.6%); where to start (n = 1; 2.6%); and no support from site director (n = 1; 2.6%).

Question 32 asked, "What can the CTSC do to better prepare new teachers to work in a correctional environment?" The CTSC teachers with less than three years of experience provided 16 responses from the 18 study participants. The respondents indicated CTSC teachers could be better prepared to work in a correctional environment by: training and orientation to work with Department of Corrections staff and policies (n = 10; 62.5%); provide a mentor (n = 3; 18.8%); training to deal with inmates (n = 2;

12.5%); and help with curriculum development (n = 1; 6.25%). Teachers with three years or more experience had 38 responses of the 40 participating in the study. The respondents indicated CTSC teachers could be better prepared to work in a correctional environment by: training and orientation to work with Department of Corrections staff and policies (n = 19; 50%); provide a mentor (n = 17; 44.7%); and training to work with inmates (n = 2; 5.3%).

Question 33 asked, “How can the CTSC help new teachers transition from business industry into the classroom effectively?” The teachers with less than three years of experience had all 18 responding. The respondents indicated teachers could transition from business industry more effectively by: provide teacher preparation and organizational help (n = 5; 27.8%); provide Department of Corrections and inmate training (n = 5; 27.8%); provide a mentor (n = 5; 27.8%); make sure programs are current with industry (n = 2; 11.1%); and help them to slow down (n = 1; 5.6%). Teachers with three or more years of experience had 37 responding of 40 teachers participating in the study. This group indicated teachers could transition from business industry more effectively by: providing mentors and shadowing experiences (n = 21; 56.8%); assistance with non-teaching issues (purchasing, placement, etc.) (n = 6; 16.2%); provide more teacher preparation related to inmates as students (n = 4; 10.8%); additional pre-service training (n = 4; 10.8%); more instructional leadership (n = 1; 2.7%); include working with inmates in teacher preparation course work (n = 1; 2.7%).

Question 34 asked, “How should additional training be delivered to new teachers?” The teachers with less than three years experience gave 17 responses of the 18 participating in the study. This group indicated additional training should be delivered

by: distance learning (n = 6; 35.3%); workshops (n = 4; 23.5%); individualized training (n = 3; 17.6%); hands on demonstrations (n = 1; 5.9%); mentoring (n = 1; 5.9%); business and industry training (n = 1; 5.9%); and combination of educators and employees, assist in defining roles better (n = 1; 5.9%). Teachers with three or more years of experience had all 40 teachers respond. This group indicated additional training should be delivered by: mentoring and shadowing experiences incorporated into program visits (n = 11; 27.5%); workshops and seminars (n = 10; 25%); distance learning (n = 7; 17.5%); individualized training (n = 6; 15%); Department of Corrections training (n = 2; 5%); update once a year (n = 1; 2.5%); small steady amounts (n = 1; 2.5%); through industry (n = 1; 2.5%); and all training is a plus (n = 1; 2.5%).

Question 35 asked, “Based on your personal experience, what improvements or changes would you make to better serve new teachers entering the CTSC system?” The teachers with less than three years experience gave 17 responses of the 18 participating in the study. This group indicated the changes and improvements that would better serve new teachers entering the CTSC system are: provide mentors (n = 7; 41.2%); assistance with non-teaching aspects of job (n = 5; 29.4%); new teacher workshops (n = 3; 17.6%) know more about Department of Corrections (n = 1; 5.9%) and finding the balance between being an educator and working within Department of Corrections facilities (n = 1; 5.9%). Teachers with three or more years of experience had 37 teachers responding of 40 teachers participating in the study. This group indicated the changes and improvements that would better serve new teachers entering the CTSC system are: provide mentors (n = 13; 35.1%); better communication and organization (n = 5; 13.5%); provide a written handbook or guide (n = 4; 10.8%); allow more time for transition (n =

4; 10.8%); provide Department of Corrections training (n = 4; 10.8%); assist with teaching methodology (n = 2; 5.4%); allow industry updates (n = 2; 5.4%); help with expenses to obtain licenses and attend workshops (n = 1; 2.7%) and program visits combined with continuing education (n = 1; 2.7%).

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine instructional management skill needs as perceived by CTSC teachers with less than three years of experience and compare them with instructors with three or more years of experience. This chapter contains the summary of the study, the conclusions, and the recommendations from the data collected.

This study attempts to answer these two questions:

1. What are the perceptions of new and experienced Career Tech Skills Centers teachers regarding instructional management skills needed for teachers to be successful in the CTSC system?
2. Are there differences in the perceptions of new and experienced Skills Centers teachers regarding the instructional management skills needed by instructors to be effective in the technical education correctional environment?

The population of the study was Career Tech Skills Centers (CTSC) teachers working in adult and juvenile correctional centers at 23 locations in Oklahoma in January, 2003. The total population of the study was 58 CTSC teachers, which included all teachers working in the system, thus one hundred percent of the population participated in

the study. Fifty-eight research questionnaires were completed and returned in a usable format.

The research questionnaire was divided into three sections. The first section of the instrument requested demographic information from the respondents. Section two of the survey requested respondents to indicate the value from very low (1) to very high (5) for 26 instructional management skills. These skills were listed under the headings of preparing instruction, facilitating instruction, managing the learning environment, managing tools, equipment, supplies and materials, developing course curriculum, and developing business/industry partnerships. Ratings were indicated on a five-point Likert-type scale (1 equals very low, 2 equals low, 3 equals average, 4 equals high, and 5 equals very high). The final component of the survey was a short series of open-ended questions seeking perceptions about specific instructional management issues. Teachers were then asked to select and rank order from the 26 instructional management skills the top five they considered the most important to be successful in the Career Tech Skills Centers classroom.

The review of literature consisted of six areas:

1. Instructional issues facing new career technology education instructors
2. Instructional issues within a correctional environment
3. Preparing and facilitating instruction
4. Managing the learning environment
5. Instructional management needs
6. Review of content analysis research

The study was constrained by several assumptions and limitations. These included:

1. This study was limited in scope to practicing Career Tech Skills Centers teachers teaching incarcerated students in the Oklahoma correctional system.
2. The researcher assumed respondents answered as accurately and honestly as possible.
3. Possibility of misinterpretation of questions or statements existed because the researcher was not present at each Skills Center site during the completion of the research instrument.
4. All survey participants worked for the Skills Centers School System in Oklahoma, thus results may not be representative of, or generalizable to, other states.
5. The Career Tech Skills Centers is a division of the Oklahoma Department of Career and Technology Education. It is the only system in the nation serving incarcerated adults that is directly supervised by a state agency whose primary focus is career/technical education. Other states' career/technical education services are under the supervision of the State Department of Education or Department of Corrections. This may limit the generalizability of the findings of this study to other states.

Summary of Findings

Analysis of the data from this study found a majority (69%) of the respondents' have 3 or more years of teaching experience with CTSC and hold provisional teaching certification. The majority (60.3%) of respondents do not have a bachelor's or higher degree. A majority (76%) of CTSC teachers had 10 or more years of business/industry experience before coming to CTSC as a teacher.

New and experienced CTSC teachers agreed that locating appropriate curriculum and curriculum resources was the most important instructional management skill needed to be successful in the CTSC system. This study revealed that establishing appropriate safety procedures, communicating effectively with students, managing an organized lab/shop and understanding instructor/student relationships were of "very high value" to both groups as instructional management skills.

The study revealed differences in perceptions of instructional management skills needed to be successful in the CTSC system. Developing instructional LAPs was of very high value to teachers with less than three years of experience, while of high value to teachers with three or more years' experience. The study also revealed using a duty task list and developing relevant lesson plans were of more value to new instructors than to the more experienced staff.

Teachers rated all 26 instructional management issues as high or very high in value. The researcher found instructional management skills are valued by both groups of instructors. The specific value of instructional management skills may vary between groups based on classroom and teaching experience.

When rank ordering instructional management skills by priority, the study found locating appropriate curriculum and curriculum resources was considered the most valuable instructional management skill needed for CTSC teaching success. Establishing appropriate safety procedures, communicating effectively with students, and developing a syllabus were also valuable to both groups.

Managing individualized learning and understanding DOC security procedures were perceived as more important to experienced teachers than to new teachers. New teachers placed a higher value on developing relevant lesson plans and using computer technology as instructional management skills than did the experienced teachers.

The data collected revealed the greatest challenge facing a new teacher as perceived by all CTSC teachers is learning more about working with Department of Corrections (DOC) staff and inmates. Curriculum development and effective teaching strategies are also perceived as a challenge.

To better prepare CTSC teachers to work in a correctional environment, both groups indicated training and orientation to work with DOC and knowledge of DOC policies are important. Providing a mentor was also perceived as a method to better prepare CTSC teachers to work in a correctional environment.

To better transition from business/industry to the CTSC classroom, new teachers indicated providing teacher preparation, a mentor and DOC training for working in corrections was important. Experienced teachers believed that providing mentors and assistance with non-teaching issues would provide the most assistance.

In delivering additional training to new teachers, distance learning and workshops were deemed most appropriate by new teachers. Experienced CTSC teachers indicated

mentoring and shadowing experiences and workshops would be the most effective delivery methods. Use of distance learning was not as high of priority with experienced teachers as with new teachers.

Based on their personal experience, both new and experienced teachers indicated that providing mentors would assist new teachers transition into the system and would better prepare them for working with incarcerated students. New teachers also indicated that assistance with non-teaching aspects of job and CTSC new teacher workshops would help. Experienced teachers indicated better communication and providing a handbook would be of great assistance to new teaching staff.

Conclusions

Teachers with less than three years of experience working in the Career Tech Skills Centers are transitioning from the business/industry environment to a career/technology classroom in a correctional setting. New teachers find themselves in a “survival” mode of existence. Working in this environment requires new staff to prioritize personal goals, and the job title of “teacher” puts most of the emphasis on instruction. Learning what and how to teach becomes a new challenge. As barriers become apparent, each must be addressed and priorities change with time.

Experienced teachers continue to transition for many years. As they become more comfortable with curriculum, instruction and student management, they focus on day-to-day issues challenging their programs. Department of Corrections (DOC) policies, rules and regulations impact students, job placement and program structure. As issues arise over time, teachers find DOC has little or no flexibility on policies that could improve

delivery of instruction or better serve students. DOC controls all student movement, discharge and work assignments. Maintaining a positive working relationship is imperative for providing a quality program for the students served.

The researcher expected the instructional management skill of “locating appropriate curriculum and curriculum resources” to place very high in prioritizing instructional management skills needed to be successful in CTSC. New and experienced teachers both support his expectation. Great emphasis is placed on this instructional management skill early in the careers of all CTSC teaching staff. Many on-site visits made to programs by CTSC staff focus on curriculum needs and adjustment of programs to meet industry standards.

The researcher did not expect new teachers to place such a low emphasis on “understanding DOC policies regarding educational programs and discipline” when instructional management skills were rank ordered. This would suggest new teachers are so focused on instruction that issues related to DOC policies and regulations are not a priority with them. Teachers with three or more years of experience will have more DOC experience working with students, correctional officers and the system. Those professional experiences help them better work within the correctional system.

The data collected indicates there are similarities and differences between the teachers with three years and less experience and those with three or more years of experience. The areas of similarity include sharing the perception that “locating appropriate curriculum and curriculum resources” was the highest valued instructional management skill for both groups. Instructors entering the CTSC system often inherit curriculum and must learn how to deliver instruction to students. New staff must

familiarize themselves with curriculum, learn how to deliver it with an open entry, controlled exit system and work with students at different levels of instruction that is competency driven. This environment creates the urgency for developing quality curriculum and finding appropriate resources. The more experienced teachers face the challenge of staying current with industry. The longer they are in the classroom, the more removed they become from their specialized business/industry trade area. As new technology, materials and educational delivery systems become available, they must decide what information needs to be added or removed from curriculum. Curriculum review is an ongoing process within CTSC training programs. It appears to be viewed by new teachers as a survival skill and by the more experienced teachers as a means to keep programs current with industry standards and employment markets.

“Establishing appropriate safety procedures” is of high value to both groups. Department of Corrections (DOC) safety personnel on a daily basis monitor all CTSC instructional staff. Tools, toxic and caustics, buildings and lab areas are inspected and expected to meet the American Correctional Association standards. Failure to meet these standards could result in a program suspension or closure. Teachers must not only work with DOC staff, they must meet the Oklahoma Department of Career and Technology Education training program safety standards.

Working with students within a correctional environment made “communicating effectively with students” a very highly valued instructional management tool for both groups. CTSC classes contain students with diverse religious, philosophical, political, and ethnic backgrounds. These issues can create a hostile classroom environment if an instructor does not know how to communicate effectively and manage these issues. A

white supremacist may refuse to work with a minority student. The teacher must know how to communicate expectations and resolve the issue. Communication skills are vital in explaining processes, instruction, and in building positive relationships with students.

There are differences in values placed on some instructional skills. Teachers with less than three years of experience are often in a “survival” mode. This could explain why issues related to “developing instructional LAPs,” “using a duty-task list,” and “developing relevant lesson plans” proved to be of higher value to this group. Most of the new teachers joining CTSC have no formal pedagogical skill training. They are placed in a classroom setting and faced with organizing instruction for a group of adult students. Without formal training and mentoring, this can be an intimidating task.

Among the teachers with less than three years of experience, “resolving classroom conflicts” had the largest standard deviation. The variation in this variable may be related to location. Teachers work in medium security, minimum security and community correctional programs. Some instructors work in groups, others are alone at a site or building. Each of these factors could contribute to the comfort level each teacher has in dealing with inmate student conflicts.

“Providing appropriate accommodations to special needs students,” and “developing a syllabus” also produced high standard deviations for both groups of teachers. Many instructors consider all of their students meet special needs criteria because they are inmates. Other instructors interpret special needs as a physical or mental disability. The issue of a syllabus is related to the structure of the training program. Many new instructors inherit a program needing minor modifications with a good

syllabus intact, while others are building a new program and must completely develop a syllabus for their program.

“Using computer technology within instruction” also had a high standard deviation for teachers with less than three years of experience. Computer skills new teachers bring to CTSC are varied depending on the trade area they come from and educational background. CTSC has new instructors teaching computer-based classes with a broad technology background. CTSC also has licensed trades instructors with very limited computer experience.

CTSC teachers with 3 or more years of experience had a larger standard deviation with “using a duty-task list,” “developing instructional LAPs,” and “developing a syllabus.” Each of these instructional management skills becomes routine with experience. However, experienced teachers facing major training program modifications or implementing new components to an existing program might place a higher value on these skills. The degree of formal organization of instruction each teacher possess could also impact the values of these skills.

When the two groups were asked to select and rank critical instructional management skills, common items of importance were “establishing appropriate safety procedures” and “communicating effectively.” Differences also existed. Teachers with less than three years experience ranked “developing instructional LAPs” second, while experienced teachers ranked it 14th in comparison. This could be related to new teachers struggling to organize a program and gaining experience with this instructional management skill which is more familiar to more experienced teachers in the system.

CTSC teachers with less than three years experience ranked developing relevant lesson plans and using computer technology at 7.5 in importance of instructional management skills. Experienced teachers placed each of these issues at 21.5 in importance. Developing relevant lesson plans may be perceived as a survival skill, thus an important issue to a new CTSC teacher. Using computer technology has become a part of the day-to-day operation of the CTSC. All student records, employee time and leave sheets, travel and communications to staff are computer generated. Experienced staff employed when the transition began to take place, grew technologically as the system grew and tend to be comfortable with this skill. New staff with limited computer experience or skills are sometimes intimidated by the system. New CTSC instructors can be overwhelmed with the amount of reporting and communication that must take place over the CTSC computer system and may view mastering it as a survival skill.

Teachers with three or more years of experience ranked “managing individualized learning” as fifth while new teachers ranked this skill as 16.5 in importance. Experienced teachers may better understand the concept of self-paced learning and individualized instruction. CTSC teachers with more experience educate on an individual basis rather than provide group instruction and view this advanced skill as critical. New instructors want to teach as they were taught in many instances. They focus on the class as a whole rather than the individual student and may not yet view the more advanced skill of individualized instruction as basic to their survival.

“Understanding DOC security procedures related to classroom activities” was ranked 7.5 by CTSC teachers with three years or more experience and at 16.5 by CTSC teachers with less than three years of experience. New teachers may place less emphasis

on DOC policies because their focus is on learning how to survive in a correctional classroom. They are also unaware of facility accreditation inspections and incidents involving DOC policy violations that can impact employment with CTSC. The longer a CTSC instructor works within a correctional environment, the more contact they will have with correctional officers, inspectors, and new rules and regulations and the more they realize the influence DOC has over training programs and the importance of meeting DOC expectations with inspections and policies. Over time, under the best of circumstances, teachers will be challenged to meet a DOC regulation. The loss of a tool can result in a facility search costing DOC thousands of dollars to search for a potential weapon. Losing a key may result in hundreds of locks being changed and a hearing for the employee. If an inmate student is hurt in a lab area, a full DOC investigation must take place with safety officers and correctional staff involved. These types of experiences come with time and make understanding DOC policies and regulations a priority for experienced a CTSC teacher that is not yet perceived by new teachers who are more concerned with “teaching skills.”

New teachers entering the CTSC system not only begin a new career as a teacher, they must learn how to function in a correctional environment working with students society has isolated. Entering a classroom behind barbed wire and bars can be intimidating. New teachers must determine how they as a teacher can make a difference in the lives of the students they work with. Learning how to become an effective teacher in this environment forces new staff into a “survival mode” just to learn the system and to function within the system.

Experienced CTSC teachers have transitioned through “survival mode”. Time in the system, experience dealing with a variety of DOC related issues, and teaching and working with inmate students change priorities in some cases. Experienced teachers become comfortable with developing curriculum, delivering instruction and understand the need for individualized instruction. Learning how to facilitate instruction and manage the competency-based classroom allows experienced teachers to develop more advanced instructional management skills. They become comfortable with instruction and focus more on the student as an individual rather than a class of students. Experienced teachers are also more aware of the role DOC plays in the life of inmate students and the impact it has on their training program.

The open-ended questions allowed teachers to express personal perceptions and expand ideas. Responses to these questions support conclusions made in the quantitative portion of the study from data analyzed. As responses were grouped, dominant themes emerged. Those themes allowed the researcher to draw appropriate conclusions to issues addressed based on teacher responses.

The open ended questions produced similar results for teachers with three years or less of experience and those with three or more years experience. Both groups indicated learning about the Department of Corrections and working with inmates was the greatest challenge facing them as a new teacher. This is a contradiction for new teachers when comparing this response to the rank ordering of instructional management skills where this ranked 20 for new teachers compared to 7.5 for experienced teachers. A new teacher entering the CTSC classroom in most cases has not worked in a correctional environment. Getting used to locked doors, razor wire, and controlled access to facilities is a culture

shock. Working with inmates for the first time is also challenging. Learning about inmate culture, gangs, religions, and the games inmates play on staff can be overwhelming to a new teacher. The researcher would conclude this was not viewed as an instructional skill issue, rather it may have been perceived as an environmental adjustment issue.

Common threads begin to appear from both groups. Learning how to better work with DOC and inmates, and mentors emerged as strong strands in many of the open-ended questions. Teachers with less than three years of experience and teachers with three or more years of experience indicated training and orientation to work with Department of Corrections staff and policies would better prepare them to work in a correctional environment. Providing a mentor was also included as a way to better prepare CTSC teachers to work in a correctional environment. An experienced teacher serving in the role of mentor has experience working with instructional and DOC issues. Providing a mentor will allow new teachers a reliable source of information that can address a variety of issues unique to the CTSC system. Experienced teachers serving as mentors provide a level of reinforcement new staff members would benefit from.

Providing mentors and providing DOC and inmate training were the primary responses by both new and experienced teachers to help new CTSC teachers transition from business/industry to the correctional classroom. These were also perceived as solutions when asked, "Based on your personal experience, what improvements or changes would you make to better serve new teachers entering the CTSC system?" The role of a mentor is seen as a vital part of the transition process and providing more

information about DOC and working with inmates are considered essential for new CTSC teachers.

New and experienced teachers did not agree on how additional training should be delivered to CTSC teaching staff. New teachers favored distance learning, workshops and individualized learning. This reflects attitudes toward travel, use of technology and specific skill attainment desired. The skills and training they want delivered may focus more on instructional management skills and methodology. Experienced teachers indicated mentoring and shadowing experiences; workshops and seminars; and distance learning as the primary sources of training. Experienced teachers are more interested in the hands on approach and want the opportunity to interact and exchange information with each other.

The value of a mentor and the opportunity to shadow a teacher would provide learning opportunities for new CTSC teachers. This also allows new staff to become comfortable working with inmates and learn the culture of the correctional system they are assigned to. Transition from the business/industry environment to a correctional career/technical education environment would be greatly enhanced.

Recommendations

CTSC began new teacher workshops and implemented a mentoring program during FY 2002. The program is in the developmental stages. The findings and conclusions of this study have implications for continued development of new CTSC teacher in-service programs and formal mentoring system to transition teachers from a business/industry environment into a correctional career/technical education setting. The

study also extends knowledge of CTSC teacher perceptions of instructional management skills and the perceived value to teachers based on experience. The information in this study should be useful to individuals involved in making in-service training decisions for new career/technical teachers entering a correctional environment. New instructors may be able to gain an understanding of important instructional management skills and transition into the correctional training environment with fewer challenges.

The following recommendations for practice in the CTSC system are offered:

1. Require all new Career Tech Skills Centers Teachers to complete a formal orientation process that includes Department of Corrections safety training, policy interpretation, rules, and inmate issues related to career/technical education programs.
2. Implement new teacher workshops specific to the Career Tech Skills Centers environment. This should be a series of workshops completed during the first 24 months of employment. A variety of educational delivery methods could be utilized including distance learning and training delivered on-site.
3. Develop and implement a comprehensive mentoring program with a process mentor and a content mentor to better meet professional and institutional needs of new CTSC teachers.
4. Provide more information and training to all teachers in locating appropriate curriculum and developing curriculum.
5. Provide new teachers with a resource guide, possibly a web site, allowing them to secure information regarding Department of Corrections policies,

Oklahoma Department of Career and Technology Education policies and resources available to them to assist with instruction.

6. Develop a structured shadowing program for two weeks before instructors enter a classroom as primary teacher. Allow new teachers to become comfortable with the environment and observe master teachers utilizing instructional management skills.

The following recommendations are offered for further research:

1. Repeat this study in other correctional programs to determine if findings generalize or are unique to Oklahoma.
2. Identify the components needed to design and implement a CTSC new teacher mentoring system.
3. Determine the role technology plays in delivering instructional management skills to new CTSC teachers located at multiple campuses in Oklahoma.
4. Identify the competencies needed to integrate academics, life skills, employability training and career/technical training into a competency based CTSC educational program.
5. Identify potential programs and resources that Oklahoma Dept. of Career and Technology Education and Department of Corrections could combine to better serve staff and inmate student educational needs.
6. Determine post-release training enhancement programs CTSC could offer to assist students transitioning from a DOC environment to home communities.

7. Survey teachers as recommendations are implemented to evaluate their effectiveness.

Implications

Teachers working in a correctional environment must deal with bureaucratic policies, regulations and issues unique to correctional systems. Each prison has its own personality, mission and ever-changing population. Issues such as tool management, and caustic and toxics inventories have a totally different meaning inside a prison. One small mistake can result in someone being killed or severely injured. Student observation, managing movement and providing quality instruction means every instructor must maintain a climate of discipline and trust. New teachers must be given the tools, reinforcement and encouragement to survive in this environment.

Instructional management is the key to success, but possessing a passion for working with disadvantaged learners and a desire to help felons succeed upon release is vital for professional survival. Transitioning from a business/industry environment to working with individuals society has isolated takes a special attitude and interest in wanting to make a difference in people's lives. Teachers make the difference between success stories and repeat offenders. CTSC should do everything possible to improve teachers' skills working in a correctional environment. This study identifies the issues teachers perceive as important to be successful. Providing a quality mentoring program and addressing specific DOC, inmate and teaching issues can remove many of the barriers CTSC teachers face in transitioning from business/industry setting to the career/technical education classroom in a correctional environment.

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APPENDIXES

APPENDIX A

SURVEY INSTRUMENT

CareerTech Skills Centers Teacher Education Survey

This instrument has been devised, as a means for you to communicate your perception of instructional management needs. The value of this instrument depends on how carefully you respond to the survey items.

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

1. Indicate the current level of your CTSC teaching experience: _____ years

2. Indicate your highest level of certification or accreditation
____ Provisional I or Accreditation I
____ Provisional II or Accreditation II
____ Standard Teaching License

3. Indicate your highest level of education 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

4. Indicate your years of business/industrial experience before you began teaching in CTSC: _____ years

Teacher Instructional Management Needs

Identifying the instructional management needs in a correctional environment is important to improving success rate. Please rate the following components of instructional management as to their value to your teaching success.

		Very Low Value				Very High Value
Developing Course Curriculum						
5.	Developing a syllabus	1	2	3	4	5
6.	Locating appropriate curriculum and curriculum resources	1	2	3	4	5
7.	Using a duty-task list	1	2	3	4	5
8.	Integrating academic, technical, employability and life skills concepts	1	2	3	4	5
9.	Developing instructional LAPs	1	2	3	4	5
Facilitating Instruction						
10.	Providing effective introductions and closures to lessons	1	2	3	4	5
11.	Using effective questioning techniques	1	2	3	4	5
12.	Managing individualized learning	1	2	3	4	5
13.	Managing group learning activities	1	2	3	4	5
14.	Resolving classroom conflicts	1	2	3	4	5
15.	Providing appropriate accommodations to special needs students	1	2	3	4	5
Managing the Learning Environment						
16.	Establishing appropriate safety procedures	1	2	3	4	5
17.	Understanding DOC security procedures related to classroom activities	1	2	3	4	5
18.	Creating a functional and attractive learning environment	1	2	3	4	5

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 19. | Establishing consistent and organized classroom procedures | 1 | 2 | 3 | 4 | 5 |
| 20. | Communicating effectively with students | 1 | 2 | 3 | 4 | 5 |
| 21. | Managing an organized lab/shop | 1 | 2 | 3 | 4 | 5 |

Preparing Instruction

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 22. | Developing relevant lesson plans | 1 | 2 | 3 | 4 | 5 |
| 23. | Identifying learning styles | 1 | 2 | 3 | 4 | 5 |
| 24. | Understanding a variety of learning and teaching strategies | 1 | 2 | 3 | 4 | 5 |
| 25. | Using the business community for resources | 1 | 2 | 3 | 4 | 5 |
| 26. | Using computer technology within Instruction | 1 | 2 | 3 | 4 | 5 |

Correctional Environment Issues

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 27. | Managing and storing tools | 1 | 2 | 3 | 4 | 5 |
| 28. | Understanding toxic and caustic material accountability system | 1 | 2 | 3 | 4 | 5 |
| 29. | Understanding Instructor/Student relationships | 1 | 2 | 3 | 4 | 5 |
| 30. | Understanding DOC policies regarding educational programs and discipline | 1 | 2 | 3 | 4 | 5 |

General Information

31. What was the greatest challenge facing you as a beginning teacher?
32. What can the CTSC do to better prepare new teachers to work in a correctional environment?

Please review the instructional components listed in items 5 to 30. Please rank in importance, the top five instructional management skills CTSC instructors need to be successful in the training program.

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

33. How can the CTSC help new teachers transition from business industry into the classroom more effectively?

34. How should additional training be delivered to new teachers?

35. Based on your personal experience, what improvements or changes would you make to better serve new teachers entering the CTSC system?

APPENDIX B

PARTICIPANT CONSENT FORM

Participant Consent Form

I, _____, hereby agree to participate in the research project conducted by Jim Meek that provides information on Career Tech Skills Centers instructors perceptions of instructional management.

Specifically, this research will seek information regarding instructional management needs of CTSC instructors transitioning from a business/industry background to a career technical instructional position in a correctional environment. Perceptions of new instructors with less than three years of experience will be compared to instructors having more than three years or more experience.

I understand that my participation in this research is voluntary; that there is no penalty for declining participation, and that I am free to withdraw my consent and participation at any time.

I understand that the purpose of this research is to improve teacher preparation and the effectiveness of instruction within the Career Tech Skills Centers and to contribute to the body of knowledge and professional literature regarding instructional management needs of career technical instructors working within a correctional environment.

I understand and agree to the following conditions regarding my voluntary participation in this research:

- My responses will be anonymous and treated with complete confidentiality.
- My responses will be collected and placed in a sealed envelope, where they will remain until analyzed by Jim Meek.
- The data yielded from this research will be used solely for instructional improvement and research purposes.
- Any data from this research used for preparation and publication of professional research literature will be anonymous and reported only in aggregate and/or by codes. No specific reference to my name or personal identity will be made at any time.
- All records of this research will be kept solely by the project director and will be maintained under locked security. All such records will be destroyed upon completion of this research.

If I have questions or concerns, I may contact the project director, Jim Meek, at Taft Skills Center by telephone at (918) 682-3994, or by e-mail at <jmeek@okcareertech.org>. I may contact my research committee chairperson, Dr. Lynna Ausburn, at Oklahoma State University by telephone at (405) 744-8322, or by email at <alynna@okstate.edu>. I may also contact Sharon Bacher, IRB (Institutional Review Board) Executive Secretary, Oklahoma State University, 203 Whitehurst, Stillwater, OK 74078; phone (405) 744-5700.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy has been given to me for my personal record.

Date: _____ Time: _____ (a.m./p.m. – circle one)

Signed: _____
(Signature of participant)

I certify that I have personally explained all elements of this form to the participant or his/her representative before requesting the participant or his/her representative to sign it.

Signed: _____
(Project Director, Jim Meek, Doctoral Student)

APPENDIX C

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 11/20/2003

Date: Thursday, November 21, 2002

IRB Application No ED0347

Proposal Title: INSTRUCTIONAL MANAGEMENT NEEDS OF NEW AND EXPERIENCED CAREER
TECH SKILLS CENTERS INSTRUCTORS TRANSITIONING FROM
BUSINESS/INDUSTRY TO THE TECHNICAL EDUCATION CLASSROOM IN A
CORRECTIONAL SETTING

Principal
Investigator(s):

Jim Meek
20260S 150Rd
Okmulgee, OK 74447

Lynna Ausburn
235 Willard
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 415 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,



Carol Olson, Chair
Institutional Review Board

2

VITA

Jimmy Ray Meek

Candidate for the Degree of

Doctor of Education

Thesis: INSTRUCTIONAL MANAGEMENT NEEDS OF NEW AND EXPERIENCED CAREER TECH SKILLS CENTERS INSTRUCTORS TRANSITIONING TO TECHNICAL EDUCATION CLASSROOMS IN A CORRECTIONAL SETTING

Major Field: Occupational and Adult Education

Biographical:

Education: Associate of Science Degree, 1976, Northeastern A&M, Miami Oklahoma, Bachelor of Science/Agricultural Education, 1978, Oklahoma State University, Stillwater, Oklahoma; Master of Science/Agricultural Education, 1986, Oklahoma State University, Stillwater, Oklahoma. Completed the requirements for the degree of Doctor of Education, specializing in Occupational and Adult Education, at Oklahoma State University, Stillwater, Oklahoma in August, 2003.

Professional Work Experience: Oklahoma Department Career and Technology Education, Stillwater, Oklahoma, Director of Instruction Career Tech Skills Centers, 1999 – Present; Regional Director of Vo-Tech Skills Centers, 1997 -1999; Southeast District Supervisor – Program Specialist in Agricultural Education, 1990 -1997; Agricultural Education Instructor-Stigler Public Schools, Stigler, Oklahoma; 1981-1990; Agricultural Education Instructor-Keota Public Schools, Keota, Oklahoma, 1978-1981.

Professional Affiliations: Member, Oklahoma Employment and Training Association; Member, Oklahoma Vocational Association; Member, Association for Career and Technical Education; Former Member,

National Vocational Agricultural Teachers Association – 19 years;
Member, Correction Education Association (National & State).

Honors: ACTE Region IV Adult Workforce Division Educator of the Year, 2003;
OkACTE Adult Workforce Division Educator of the Year, 2002; ODCTE
Quality Team Award, 2000; Honorary American FFA Degree, 1993;
Honorary State FFA Degree, 1994; Oklahoma Young Farmers
Distinguished Service Award, 1995; NVATA Region II Distinguished
Service Award, 1994; Ouichita Mountain RC&D Outstanding Service
Award, 1993; Honorary Memberships – Keota, Stigler, Bokoshe FFA
Chapters; Stigler Teacher of the Year Nominee – Oklahoma Foundation
for Excellence, 1987; Stigler Teacher of the Year Nominee 1985, 1988,
1990; Keota Teacher of the Year Nominee, 1981.