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ABSTRACT

The feasibility of the proposed program for preparing local school instruction coordinators was related to the following criteria, all of which were defined in quantitative terms: (1) Instructional leadership is deficient or needed, (2) Schools are willing to employ instructional coordinators with a primary responsibility for providing instructional leadership, (3) There appears to be sufficient potential population for recruitment to the training program, and (4) Schools are willing to cooperate in fieldwork programs. Sixty-six vocational directors were surveyed. Replies were received from 86 percent of the educational institutions including 54 area vocational-technical schools and three comprehensive high schools. By and large, all criteria except the one relating to employability of graduates were satisfied. It was therefore recommended that the initiation of the program be delayed 1 year pending clarification of employability status and investigation of the possibility of recruiting into the program persons already employed as instructional specialists. In the interim, efforts were to be expended on program development. The initial chapter presents a program prospectus. (JK)

VOCATIONAL
EDUCATION
DEPARTMENT
OF THE
PENNSYLVANIA
STATE
UNIVERSITY

***PREPARING
INSTRUCTIONAL SPECIALISTS
FOR AREA VOCATIONAL-TECHNICAL SCHOOLS
IN PENNSYLVANIA***

A FEASIBLY STUDY FOR A MASTER'S DEGREE PROGRAM
AND THE PROGRAM PROPOSAL



HILDING E. NELSON

APRIL 1969

VOCATIONAL - INDUSTRIAL EDUCATION **Research Report**

A DEPARTMENTAL CURRICULUM PROJECT

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A STUDY
TO DETERMINE THE FEASIBILITY
OF ESTABLISHING
A MASTER'S DEGREE PROGRAM
FOR PREPARING
VOCATIONAL INSTRUCTIONAL SPECIALISTS
IN PENNSYLVANIA

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CHAPTER I

PROSPECTUS FOR THE PREPARATION
OF INSTRUCTIONAL SPECIALISTS
FOR LOCAL VOCATIONAL SCHOOLS

PROJECT: Development of a program for the preparation of local instructional coordinators for vocational technical schools.

PRELIMINARY JUSTIFICATION

One of the weakest parts of any educational system is the coordination of in-school programs and the improvement of teaching and teachers in a meaningful and continuing way. This problem is compounded in most area vocational-technical schools. Some of these compounding factors include: (1) The employment of individuals in teaching situations with little or no formal teacher preparation, (2) The procedure of organizing part-time schools where general and academic education is located in different locales from the vocational schools, and (3) The rapidly changing nature of the content matter upon which vocational teaching is based.

In order to overcome the problems suggested above, each area vocational technical school should employ a person who has been prepared to assume full-time leadership activities aimed at the improvement and integration of instructional programs within the school.

THE INSTRUCTIONAL COORDINATOR

The instructional coordinator is an individual employed by a school to promote instructional efficiency. In this capacity, he is concerned with what is taught, how it is taught, and the characteristics of the teachers. More specifically, his tasks will include such things as:

1. Assisting teachers in their development of courses of study and supporting instructional materials.
2. Planning and participating in programs for in-service teaching improvement: course content, course materials and teacher subject skills improvement.
3. Evaluation of teaching: (a) efficiency, (b) "benefits" criteria, and (c) teacher and student performances.
4. Assisting the school director in curriculum validation and planning for change.
5. Developing projects for the improvement of instruction in the local setting--in cooperation with universities, other schools and/or the state DPI.

The tasks indicated above would suggest the need for a training program to develop the following skills, knowledges and attitudes:

1. Understanding of the structure, organization and responsibilities of vocational education in the total education schema.
2. The theories of learning, motivation and education in relation to curriculum and instruction development and implementation.
3. Capabilities for leading group activities and promoting educational change.

4. Functional capacities to develop and utilize instructional materials, devices and media.
5. Comprehension of the procedures and practices for experimental and developmental project origination and operation.
6. Capabilities in the development and utilization of instructional evaluation techniques.
7. Well developed capabilities in communication--oral, written and persuasion.

PROGRAM DEVELOPMENT STRATEGIES

- I. Determination of possible population for recruitment within the state. There is provision for the employment of instructional coordinators in many area vocational technical school plans. Some schools have already employed such individuals (whose actual preparation for assuming the role is questionable).

One problem in hiring such specialists is the current interpretation of this individual's role as an ancillary function. In this capacity there is a question of funding for the position under present restricted funding. This problem is not insurmountable, but will require some effort in promoting general acceptance of the instructional coordinator concept.

Consequently, the initial training population will probably be made-up of currently employed assistant school directors and instructional coordinators who need training for their role fulfillment. This program will involve work on-campus, and in the field.

The primary population analysis will involve:

1. Determination of the status and preparation of assistant directors and instructional coordinators in the existing area vocational technical schools, and those schools expected to be in operation by September, 1969.
 2. Determination of the interests of the above in pursuing a program for developing instructional specialist competencies.
- II. Development of training program content. The content of the training program will be developed through study and interaction with experts in the curriculum and instruction field. These experts would include such individuals, on campus, as: Dr. Victor L. Dupuis (Secondary Education, Curriculum), Dr. Donald M. Johnson (Instructional Media), and representatives from such departments as educational psychology, educational administration, etc.

The first concern will be definition of the role expectations for an instructional coordinator of an area vocational technical school. These expectations will be evolved in performance terms.

Based upon the performances, or tasks, the program of instruction and experience development will be constructed as a Masters' Degree program.

- III. Development of training strategies. The nature of the program and the personnel to be prepared suggests that at least part of training should be carried out in field situations--internship, cooperative training, etc.

Problems of current local funding and "undiscovered need" for instructional coordinators may suggest the development of programs under specially funded projects--Professional Development Act, or others.

- IV. Organization of recruitment and student handling procedures. Decisions on student management systems and personnel needed for recruitment and training operations will be evolved.

Recruitment strategies and materials will be developed.

- V. Broader Population Assessment. While it is quite probable that the Pennsylvania market-place will supply sufficient recruits for the training program for five or more years, it is also quite probable that the program would appeal to personnel in other states. Further, since adequate demand can provide opportunities for longer-range planning and better staffing, we are encouraged to test the broader U.S. markets in terms of interest and needs for this particular type of educational specialist. It may be expeditious at the same time, to discover the market for specialists of this general orientation at regional (county, city), state or higher education levels.

TENTATIVE CONCEPTS

The present visualization of the proposal for the training of instructional coordinators for local vocational technical schools is currently conceived as a Masters' Degree program involving coordinated university and field situation training. There would appear to be a market for approximately 50 individuals in the state, currently.

Based upon evaluations of the program results and potential market surveys, this program could be expanded for preparation of instructional specialists who will be employed in this capacity at city, county, community college, state, federal and university levels.

The courses and procedures may also be found to have application or implications for undergraduate and doctoral programs.

INSTRUCTIONAL SPECIALIST PROGRAM

PHASE I. Local Vocational School Instructional CoordinatorTRAINING ALTERNATIVES

- A. For already employed assistant directors or instructional-curriculum coordinators who hold a B.A. or B.S. degree. Leads to a M. Ed. Degree in Vocational Education

Term 1 (9 cr.) Learning theory; curriculum construction; Group handling and in-service training.

Terms 2,3,4 (6 cr) Fieldwork experiences and related coursework in leadership theory: curriculum development and modification.

Term 5 (10-11 cr) Evaluation; Projects Planning/development; Instructional materials - Equipment utilization and development.

Terms 6,7,8 (6 cr) Fieldwork experiences and related theory coursework: Evaluation activities; staff leadership in instructional materials development and use; develop a curriculum-related project proposal for the school.

TOTAL CREDITS: 31-32

- B. For individuals not currently employed in local schools who hold a Bachelor's Degree in Industrial Education. Leads to a M. Ed. Degree in Vocational Education.

Terms 1 & 2 (19-20 credits) Learning Theory; curriculum construction; in-service training; group handling; evaluation; instructional materials & equipment; project planning-development

Term 3 (6 credits) Internship and related leadership theory coursework: programs development and modification

Term 4 (6 credits) Internship and related leadership theory coursework: in instructional materials development and use; develop a curriculum-related project proposal for the school.

TOTAL CREDITS: 31-32

TRAINING ALTERNATIVES

ALTERNATIVE I

SS 1	F 1	W 1	Sp 1
(Sequence 1) Learn. Theory (3) Curriculum (3) Dyn. Admin. (3)	Fieldwork (1) Rel. Theory (1)	Fieldwork (1) Rel. Theory (1)	Fieldwork (1) Rel. Theory (1)

SS 2	F 2	W 2	Sp 2
(Sequence 2) Evaluation (3) Res. Plan. (2-3) Inst. M. (4-5)	Fieldwork (1) Rel. Theory (1)	Fieldwork (1) Rel. Theory (1)	Fieldwork (1) Rel. Theory (1)

ALTERNATIVE II

SS	F	W	Sp
Sequence 1	Fieldwork (2) Rel. Theory (2) Evaluation (3) Inst. M. (2)	Fieldwork (2) Rel. Theory (2) Inst. M. (3)	Fieldwork (2) Rel. Theory (2) Res. Plan. (2-3)

} Seq. 2

ALTERNATIVE III

SS	F	W	Sp
Sequence 1 9 credits	Sequence 2 10-11 credits	Internship (3) Rel. Theory (3)	Internship (3) Rel. Theory (3)

ALTERNATIVE IV

SS	F	W	Sp
Sequence 1	Internship (3) Rel. Theory (3)	Sequence 2	Internship (3) Rel. Theory (3)

PROGRAM CONTENT SUMMARY

Learning Theory

What are learning behaviors?
How are they assessed?
Individual differences & learning styles?
Defining behaviors in instructional situation terms for
curriculum and evaluation.

Curriculum Construction

Types of curriculum.
New developments and approaches to curriculum making.
Organization for curriculum and course of study development,
evaluation, and modification.
Identification of types of learning involved in curriculum
content as bases for instructional materials development
and evaluation.

Group Handling and In-service Training

Establishing climates for personal interaction.
Identification of needs (instructional) of teaching personnel.
Organizing systematic procedures for the improvement of
instruction.
Providing means for individuals' self perception and personal
security in teaching; and for teaching community recognition
in the role.

Instructional Materials

Help individuals identify instructional materials needs.
Assist teachers to develop and try-out materials.
Promote faculty awareness and techniques in handling new
types of instructional materials.

Evaluation

Procedures for evaluating curriculum and instructional content, educational methodology and objectives, teacher performance self-evaluation.
Assist in the development and use of practical evaluative devices.

Projects & Proposals

Identifying the need for instructional process or content testing, evaluation or research.
Preparation of proposals for curricular projects.
Submission of projects for approval and funding.
Direction of & reporting on project activities.

Leadership Theory Applications

Plan strategies for leadership activities in terms of theories of learning, personnel management and educational needs.
Plan school staff instructional improvement activities.

Fieldwork or Internship

Try out and perfect techniques of instructional leadership in school situations.
Assist in the development and evaluation of courses, instructional materials and educational practices in the school.
Plan research projects for the improvement of instruction in the school.

COURSEWORK DESCRIPTIONS:
LOCAL SCHOOL VOCATIONAL INSTRUCTION COORDINATOR CURRICULUM

Theoretical Bases

1. Ed. Psy. 421 (3) LEARNING PROCESSES IN RELATION TO SCHOOL PRACTICES.
2. Sec. Ed. 585 (3) CURRICULUM CONSTRUCTION. (functions of personnel in curriculum building)
3. Ed. Ser. 578 (3) DYNAMIC FACTORS IN SCHOOL ADMINISTRATION
4. Inst. M. 435 (2) ORIENTATION TO INSTRUCTIONAL MEDIA.
5. Inst. M. 436 (3) PRODUCTION AND UTILIZATION OF GRAPHIC STIMULUS MATERIALS.
- * 6. VI Ed. 500 (3) INSTRUCTIONAL EVALUATION IN VOCATIONAL EDUCATION. (factors affecting instruction and their assessment)
- * 7. VI Ed. 525 (2-3) RESEARCH PROJECT DEVELOPMENT. (methods and practice in the development of research proposals for vocational instruction improvement)
- * 8. VI Ed. 581 (1-6) APPLICATIONS OF THEORY TO EDUCATIONAL LEADERSHIP. (planning and organizing activities for vocational leadership situations [instruction, administration, supervision or coordination] which integrate educational theory and practice) May be taken concurrently with, and for the same number of credits as, VI Ed. 580.

Field Applications

- * VI Ed. 580 (1-6 cr.) FIELDWORK OR INTERNSHIP IN VOCATIONAL EDUCATION. Directed field activities in school situations to provide professional vocational leadership experiences. Directed by the departmental faculty. (Students will concurrently enroll in VI 581 for an equal number of credits.)

FIELDWORK

Students employed in a school may enroll in the Fieldwork course with approval of the department and their chief school administrator. (Credit is granted, as follows: 1 credit for each one-third-time assignment in program related leadership situations per term.)

INTERNSHIP

Internees will be assigned to full-time leadership situations in schools on 1 term bases.
(Credit will be granted at the rate of 3 credits per term.)

* New courses required

OPERATIONAL SEQUENCES

Ed. Psy. 421 (3) Sec. Ed. 585 (3) Ed. Serv. 578 (3)	}	Sequence I: Prerequisite to first 3 credits of fieldwork or internship
---	---	--

VI Ed. 580 (3) VI Ed. 581 (3)	}	First Fieldwork or Internship Experience **
----------------------------------	---	---

VI Ed. 500 (3) VI Ed. 525 (2-3) Inst.M. 435 (2) Inst. M. 436 (3)	}	Sequence II: Prerequisite to second 3 credits of fieldwork or internship.
---	---	---

VI Ed. 580 (3) VI Ed. 581 (3)	}	Second fieldwork or internship experience
----------------------------------	---	---

** Both sequences (I & II) may be taken before any fieldwork-internship experiences are taken.

Fieldwork: Generally less than full-time on the job experience---
1 credit VI Ed. 580 for each 1/3 time assignment per term.

Internship: Full-time on the job assignment---3 credits VI. Ed. 580 per term.

CLASS SCHEDULING SCHEME

TERM	Course Sequence	No./ Seq.	Plan Grouping						No./ Superv.	Group Completed
			A1	B1	A2	B2	A3	B3		
SS 69	I	20	X	X						
F 69	FW 1	10	X					10		
	II	10		X						
W 69	FW 1	10	X					10		
	Int. 1	10		X				10		
Sp 70	FW 1	10	X					10		
	Int. 2	10		X				10		B1 (10)
SS 70	I	20			X	X				
	II	10	X							
F 70	FW 2	10	X					10		
	FW 1	10			X			10		
	II	10				X				
W 70	FW 2	10	X					10		
	FW 1	10			X			10		
	Int. 1	10				X		10		
Sp 71	FW 2	10	X					10		
	FW 1	10			X			10		
	Int. 2	10				X		10		A1 (10) B2 (10)
SS 71	I	20					X	X		
	II	10			X					
F 71	FW 2	10			X			10		
	FW 1	10					X	10		
	II	10						X		
W 71	FW 2	10			X			10		
	FW 1	10					X	10		
	Int. 1	10						X	10	
Sp 71	FW 2	10			X			10		
	FW 1	10					X	10		A2 (10)
	Int. 2	10						X	10	B3 (10)

Sequences

I -- Learning; Curriculum; Group Directing

II-- Evaluation; Instructional Media; Action Research Planning

FW 1 -- 1st yr. Fieldwork--Curriculum develop.- modification

FW 2 -- 2nd yr. Fieldwork--Evaluation, Instr. Mat'ls, Action
Research Project

Int. 1 -1st term Internship -- Curriculum and Evaluation

Int. 2 -2nd term Internship--Instructional Materials and Action
Research Project.

BASIC RATIONALE FOR A FEASIBILITY STUDY
FOR TRAINING LOCAL AVTS INSTRUCTIONAL COORDINATORS

The major questions to be answered through this study are as follows:

1. Is there a need for an individual to be employed by the AVTS to assume a continuing major responsibility for maximizing instruction in the school?
2. What is the probability that a trained instructional coordinator would be employed by the AVTS?
3. To what extent will a particular AVTS assist in the fieldwork or internship aspects of the proposed training program?

Rationale for the Study

The rationale behind this study is based upon a belief that lack of positive and continuous instructional leadership in the schools limits that schools capability to maximize vocational efficiency and educational opportunity. The nature of the training of vocational teachers and administrators tends to preclude or delimit focus upon instructional leadership.

Some specific factors include the following assumptions:

1. Local school directors have neither the time, nor the training, to fulfill the role of continuous, active instructional leadership in the school.
2. An assistant local school director may have the time, but is not consciously assigned the instructional leadership responsibility--nor is he adequately prepared to assume the role.
3. Area coordinators and subject specialist advisors do not have time, and continuing proximity to local schools, to provide continuing instructional leadership.
4. A great many vocational teachers are engaged in teacher preparation training while, at the same time, teaching full-time vocational classes. These individuals need constant attention and assistance in dealing with instructional problems and processes. Their problems cannot be put-off until an appropriate college course is offered, or until a coordinator or supervisor comes around, without jeopardizing a student's education and the instructor's teaching security.

5. Experienced teachers need continuing encouragement and assistance in improving their teaching, the content of instruction, and methodology for instruction and evaluation. Much of this potential for improvement is lost where provisions for immediate action are not established, and where continuing recognition for performance in the teaching role is not provided. Both of these conditions suggest the need for employment of an on-site instructional leader.
6. Increasing responsibility placed upon vocational education through Federal legislation, public opinion and social pressures demand increased educational opportunity and efficiency.

The need to provide a greater variety of occupational experiences for more individuals, coupled with the rapid change in occupational situations, suggests the need for more sophisticated planning for curriculum development-evaluation and the necessity for ever-continuing attention to all affective curriculum components.

Vast building programs for vocational and technical education are underway in the state. Planning for program development and instructional improvement has lagged far behind building. The ultimate success of program planning and improvement rest upon the teachers. Partially-trained teachers are not prepared to assume positive roles in instruction development and improvement in addition to teaching, without the assistance and guidance of a properly prepared instructional leader close at hand.

FEASIBILITY DETERMINANTS

The proposed program for preparing local school instruction coordinators will be deemed feasible if the following criteria are evidenced from the inquiry responses of Pennsylvania area vocational school directors or principals.

- I. Instructional leadership is deficient or needed as evidenced by one or more of the following conditions:
 - A. Questionnaire Section I shows that less than 80 percent of the activities are not fulfilled, or
 - B. That 50% or more of the activities are provided by the school director or principal, and there are over 15 fully certified, or over 10 partially certified vocational teachers in the school, or
 - C. That over half of the teachers are not fully certified for vocational teaching.
- II. Schools evidence a willingness to employ instructional coordinators with a primary responsibility for providing instructional leadership. (A minimum number required for satisfying this criterion would be 20 schools to employ an individual for part- or full-time instructional responsibility.)
- III. There would appear to be a sufficient potential population for recruitment to the training program at the master's degree level. (Criteria: There should be at least 15 school-employed personnel with bachelor's degrees who could be recommended for the program; or 20 persons if possible recruitment sources other than vocational degree teachers appear to be an acceptable recruitment base.)
- IV. Schools evidence willingness to cooperate in fieldwork and/or internship programs. (Criterion: At least 20 schools, or as many as the potential program population should evidence willingness to participate. Financial commitment is not a factor of significance for this determinant--it may suggest extent of willingness, but the financial problems may be overcome by special funding, such as EPDA.)

CHAPTER II. DATA ANALYSIS AND INTERPRETATION

The following data was collected through use of the questionnaire, Vocational Instructional Coordinator Inquiry (Fall 1968). Initial mailing occurred in November, 1968, and follow-up continued until March, 1969.

Study Population (Table 1)

Sixty-six vocational directors, representing the total population, were included in the mailing. Replies were received from 57 (86 percent) of the total population. Responses included 40 part-time and 14 full-time area vocational-technical schools; also included were 3 comprehensive high schools in large urban areas. Forty-five (79 percent) of the replies came from persons directing operational school units: the remaining 12 involved persons in developing schools.

TABLE 1. THE POPULATION SAMPLE

<u>Total Population</u>	66	
Questionnaires Returned	57	(86%)
Non-respondents	9	
<u>Response Classifications:</u>		
Part-time A.V.T.S.	40	(70%)
Full-time A.V.T.S.	14	(25%)
Comprehensive H.S.	3	(5%)
<u>Types of Schools:</u>		
Operational Units	45	(79%)
Developing Units	12	(21%)
<u>Non-Respondents</u>	9	
Operational Units	9	
Developing Units	0	

The nine non-respondents were all from operating school units. Only two counties of Pennsylvania, having area schools, are not included in the respondent population.

It seems reasonable to assume that the responses are reasonably representative of the total population.

Staffing Information

Table 2 shows the general composition of the instructional staffs of the 45 operational units. Of a total of 1442 instructional personnel, almost 85 percent are vocational teachers, about 3 percent are related instruction teachers, almost 12 percent are academic or general education teachers and the remaining 1 percent are coordinators, in guidance or librarians. The greatest number of academic-general education teachers were in large urban area schools.

TABLE 2. STAFF COMPOSITION OF 45
OPERATIONAL UNITS

CATEGORY:	NUMBER	%
Vocational Teachers	1220	84.7%
Related Subjects Teachers	38	2.5%
Academic or Gen. Educ. Teachers	167	11.6%
Other Instructional	17	1.2%
TOTALS	1442	100.0%

The certification status of currently employed vocational teachers is shown in Table 3a. Of 1162 teachers, 515 (44%) are partially certified.

Fifty-eight employed vocational teachers were not identified by certification status. Assuming that the ratio of known cases holds constant, approximately 25 more teachers (44% of 58) can be expected to lack full certification.

There are probably somewhere around 540 vocational teachers with partial certification in the responding operational schools.

Table 3b shows the expected certification status for developmental schools. The directors responding expect 49 (53%) of their staffs to have sub-standard certification.

TABLE 3a. VOCATIONAL CERTIFICATION STATUS
(Operational Units)

CLASSIFICATION:	NUMBER	%
Partially-Certified	515	44%
Fully-Certified	647	56%
	1162	100%

Breakdown not
supplied: 58 teachers

TABLE 3b. VOCATIONAL CERTIFICATION STATUS ESTIMATES
(Developing Units)

CLASSIFICATION:	NUMBER	%
Partially-Certified	49	53%
Fully-Certified	43	47%
	92	100%

Breakdown not
supplied: 98 teachers

TABLE 3c. ESTIMATE OF PARTIALLY QUALIFIED TEACHERS
FOR 1969-70

CATEGORY	PART.-CERTIF.	TOTAL STAFF
1. Identified in data	515	1162
2. Estimate based on ratio in 1, not classified	25	58
3. Estimated by respondents; developing Units	49	92
4. Estimate based on ratio in 3, not classified	54	98
	643	1410

(No staff estimates from 10 respondents)

Ninety-eight probable staff personnel needs were expressed by other directors. Using the ratio expressed by their compeers, we could expect approximately 54, more, partially certified individuals in this group.

There is a high probability that the partially-certified teachers in developing schools will number far more than the 103 estimated above since directors of 10 out of 16 developing schools did not provide staffing estimates.

Table 3c provides a conservative estimate of the number of partially-certified vocational teachers which can be expected in Pennsylvania area vocational-technical schools in the school year, 1969-70: 645 of an anticipated total of 1410 teachers. The conservative nature of this estimate can be realized when it is noted that the ratio of partially-certified people in operational units was 44 percent, while the anticipated ratio in developing schools is 53 percent. Partial certification is increasing.

Staff Hiring Practices

Table 4a indicates the general nature of contract periods for teachers in institutions providing vocational-technical programs.

Of 1442 persons now employed in operational units, approximately 11 percent are employed for over 10 months.

The vocational teachers tend to be employed beyond 10 months in a ratio slightly higher (2%) than the average for all instructional personnel.

There would seem to be a pronounced trend toward hiring vocational teachers for over 10-month periods, as contrasted to standard 9 or 10 month contract periods. This evidence is notable first in Table 4a where 20 percent of the partially-certified teachers have 11 or 12 month contracts, versus the fully-certified teacher ratio of 7 percent. Considering the fact that a partially-certified teacher is newer in the system, the change trend in contract terms seems evident.

Further supporting the trend toward longer contract periods is Table 4b which indicates directors' estimates of contract periods for 92 (probable) teachers. In this case, 50 percent of incoming staffs are expected to be hired for over 10 month periods.

INSTRUCTIONAL LEADERSHIP

This section of data analysis was concerned with determination of two types of information: 1. the extent to which regular and continuing instructional assistance has been provided to teachers, and 2. who has provided the assistance.

TABLE 4a. HIRING PRACTICES IN OPERATIONAL UNITS

TEACHER CLASSIFICATION	CONTRACT TERM		Σ A, B	%, over 10 mo.
	(A) 9-10 mo.	(B) Over 10 mo.		
Voc., Partially Certified	411	104	515	20 %
Voc., Fully Certified	602	45	647	7 %
Voc., Other	47	11	58	19 %
Sub-Total (Voc.)	1060	160	1220	13 %
Related Subjects	38	0	38	0 %
Academic/General Ed.	164	3	167	1.8%
Other: a. Coordinators	10	1	11	0.9%
b. Guidance	3	1	4	25 %
c. Librarians	2	0	2	0 %
Sub-Total (except Voc.)	217	5	222	2.2%
TOTALS	1277	165	1442	11 %

TABLE 4b. ESTIMATED HIRING PRACTICES FOR DEVELOPING UNITS

	9-10 mo.	Over 10 mo.	TOTAL	%, over 10 mo.
Vocational	46	46	92	50 %

Extent of Assistance

The data has indicated that assistance has been provided in all 18 specified instructional categories in an average of 36 schools (80%) of the 45 operational units.

Variations from the average are shown in Table 5: 2.8 percent exceeded 1σ above the Mean and 11.2 percent were less than 1σ below the Mean.

A high degree of regular, continuous instructional assistance seems to be provided for teachers in the schools sampled.

TABLE 5. EXTENT OF LEADERSHIP
(45 Operational Units)

	YES	NO
Range	8 (31-39)	8 (6-14)
Mean	35.78	8.72
σ	2.06	1.86
% of Operational Schools	80 %	20 %
Variation Types	1 case $> +1\sigma M.$ 4 cases $< -1\sigma M.$	1 case $> +1\sigma M.$ 2 cases $< -1\sigma M.$
Variation Cases $> +1\sigma M.$	2.8%	2.8%
Variation Cases $< -1\sigma M.$	11.2%	5.6%
Variation, All Cases	14.0%	8.4%

Who Assists in Instruction


Administrators.


The principal or director seems to provide the major instructional leadership for teachers. Table 6 shows that in almost 77 percent of the schools where regular and continuing leadership is provided, this administrator assists in all 18 instructional categories (Mean: 27.6 of 36 schools).


TABLE 6. PROVISION OF INSTRUCTIONAL ASSISTANCE
(Method and Frequency: 36 Schools)

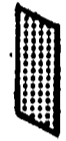
Activity	Principal/ Director	Coord- inator	Guidance People	Craft Committee	A-V Coordinator	Research Coord.	T&I, Super./ DPI Staff	Σ Activities
1	32	16	1				1	50
2	33	15			1			49
3	30	16			3		1	50
4	23	17						40
5	28	17		2				47
6	29	15	1	1			2	48
7	24	17	6				1	48
8	30	16	1				2	49
9	22	20	5	3			1	51
10	29	13	7	1			1	51
11	33	13	2				1	49
12	24	15		2			1	42
13	21	16	1				1	39
14	22	11	7				1	40
15	24	15				1	1	41
16	32	15						47
17	33	14					1	48
18	31	16				1	1	49

Mean	27.6	15.8	1.72	0.5	0.22	0.11	0.83	46.6
σ	4.18	1.92	-----	---	-----	-----	-----	3.96
Ratio: M/36	.767	.44	.048	.014	.006	.003	.023	1.28

 Service Offered (Within $\pm 1\sigma$ M.)

 Below Average (< -1 σ M.)

 Above Average (> +1 σ M.)

 Service Not Provided

The administrators provided greater than the Mean assistance in three categories: discovery of new and better instructional methods, improving professional relationships and assisting teachers in decision-making affecting instruction.

Less than Mean amounts of assistance was provided in three categories of instruction: validation of course content, understanding course-curriculum relationships and correlating the courses in curriculums.

Coordinators.

Coordinators provided instructional assistance in approximately 44 percent of the schools in all 18 activity categories (Mean: 15.8 for 36 schools).

More than the Mean amount was provided in one category: validating course content.

Less than the Mean amount of assistance was provided in one category: improving correlation between courses in curriculums.

Coordinators would seem to supplement the leadership of administrators in more than half of the schools (Mean of administrators was 27.6 vs. 15.8 for coordinators in the 36 schools).

Guidance Personnel.

Guidance personnel were used to assist instructional activity in approximately 5 percent of the schools (Mean: 1.72). The majority of assistance was provided in four instructional categories: evaluating instructional materials, validating course content, exploring ways to increase vocational opportunities and improving correlation between courses in curriculums.

Other Personnel.

Minor amounts of regularized instructional assistance has been provided by other resource persons. These efforts were provided, as follows:

1. Craft Committees were involved in approximately 1.4 percent of instructional assistance activities. Their concentration of effort related to the following five instructional categories: developing-updating course outlines, evaluating instructional materials, validating course content, exploring ways to increase vocational education opportunity and planning for upgrading teachers' field skills and knowledge.
2. Audio-visual Coordinators were utilized to provide instructional assistance in less than 1 percent (0.6%) of the instruction activities. A Mean number of 0.22 were involved in the following instructional activities:

discovering new or better instructional methods and learning about new instructional materials.

3. Research Coordinators provided less than 1 percent (0.3%) instructional assistance in the total instructional areas. The two areas of concern for those so involved were: experimenting toward increased instructional efficiency and promoting and carrying out instructional change.
4. T and I Supervisors and other DPI staff members were involved in instructional assistance activities in slightly more than 2 percent (2.3%) of the situations. They were involved to some degree in all the instructional categories except five: discovering new instructional materials, developing or updating course outlines, improving correlation between courses of curriculum and promoting opportunities to increase teachers' professional status.

General Observations.

The Mean leadership-assisting efforts in the 36 schools was 46.6 (or 128%) for all the instructional categories.

The least amount of assistance was provided in the following five categories: preparing new instructional materials, planning for upgrading teachers' field skills and knowledges, understanding course-curriculum relationships, improving correlation between courses in curriculums and experimentation toward increased instructional efficiency.

INSTRUCTIONAL SPECIALIST EMPLOYABILITY

The employability market for instructional specialists in local vocational schools was explored in this section of the feasibility study. Essentially, four questions were pursued: 1. what title should such an individual have, 2. could such a person find employment, 3. would this person find employment, and 4. what types of backgrounds would be accepted for employment in local vocational schools?

Title Preferences for Instructional Specialists

By and large, respondents felt that the title of the educational specialist for instruction should include the name, coordinator. Forty-four (83%) of the respondents selected titles, so related. Of these, 50 percent preferred the name instructional coordinator; 43 percent preferred curriculum coordinator; and the remaining 7 percent selected the titles, T and I coordinator, vocational coordinator, or curriculum and adult education coordinator.

Titles utilizing the term, director, were advocated by 13 percent of the respondents; while 4 percent favored use of the name, supervisor.

Could An Instructional Specialist Be Employed

Forty-three individuals stated that it would be possible to employ an instructional specialist full- or part-time. A greater share (63%) of the instructional specialists could be employed in that capacity full time.

Sixteen (37%) individuals could be employed part-time with the remainder of their time allocated as follows:

Administration or supervision	(7)	44%
Teaching assignments	(7)	44%
Guidance assignment	(1)	6%
Curriculum work	(1)	6%

Would You Employ An Instructional Specialist

Fifty responses to the question of whether they would (or do) employ an instructor are tabulated in Table 7. Of this fifty, 9 (18%) indicated that they could not now, or within five years, employ such a person.

TABLE 7. EMPLOYABILITY POTENTIALS			
STATUS:	NUMBER OF SCHOOLS	POTENTIAL NEW POSITIONS	POSITIONS FILLED
1. Not Possible	9	0	0
2. May be possible within 5 years	20	20	0
3. Possible, and --			
a. currently employed	13*	0	27*
b. individual for job identified	4	0	4
c. seeking individual	2	2	0
d. will <u>not</u> be hiring one	2	0	0
TOTALS	50	22	31

*Includes: 23 full-time in 11 schools;
4 part-time in 2 schools.

Two (4%) stated that they could employ such a person, but would not.

Twenty (40%) felt that employment of an instructional specialist might be possible within the next five years.

Six (12%) are either seeking this type of person, or have a specific individual in mind for the job.

Thirteen respondents (26%) already employ instructional specialists. In fact, they employ a total of 27 such individuals. Two of these schools employ four, part-time persons in the instructional specialist capacity.

It would appear that within the next five years, 53 instructional specialists could well be employed in the responding schools. Of this number, 22 would be new positions; however, only 2 positions are positively available at the time of the survey.

Desired Background for Instructional Specialists

Respondents were asked to check, or add to the expressed items, the acceptable background experiences that would be acceptable for employing an instructional specialist, besides the proposed specialist preparation. Consequently, 110 responses were made -- almost twice as many as respondents (57). This would suggest that alternative pre-instructional preparation backgrounds would be accepted for employment in a school.

Table 8 shows that the background criterion considered most important was work experience. This is either explicitly, or implicitly, indicated in 97 (88%) of the designations.

As might be expected from this work orientation, 78 (71%) of the responses require vocational education preparation. (This number includes three responses listed in the "other" category calling for a coordinator's certificate.) However, twenty-five (23%) indicated they would accept individuals for employment who had industrial arts or any other secondary education field specializations.

The remaining 9 percent indicated specific characteristics or experiences, as follows: coordinator's certificate (3), administrative experience (4), innovative minded (1), college teaching experience (1), and knowledge of eight or nine occupational areas and six years work experience (1).

A bachelor's degree is expressed as an important background requisite for the instructional specialist. It is explicitly stated in 61 (55%) of the responses. Further, when comparing the vocational experience categories, the degree is preferred in 48 percent of the cases.

TABLE 8. ACCEPTABLE TYPES OF
BACKGROUND EXPERIENCES

Background Factors	Number	SELECTED SPECIFIC REQUIREMENTS		
		Work Experience	Vocational Education	Bachelor's Degree
Vocational Teaching	39	39	39	
Bachelor's Degree, Voc. Ed.	36	36	36	36
Bachelor's Degree, I.A.	1			1
Bachelor's Degree, I.A. & at least 2 yrs. Work Exper.	7	7		7
Bachelor's Degree, Sec. Ed.	6			6
Bachelor's Degree, Sec. Ed. & at least 2 yrs. Work Exper.	11	11		11
Coordinator's Certificate	3	3	3	
Administrative Experience	4			
Innovative-Minded	1			
College Teacher Experience	1			
Know 8-9 Occup. Areas & 6 yrs. Work Experience	1	1		
Column TOTALS	110	97	78	61
% (base 110)	100%	88%	71%	55%

While neither figure above is statistically significant, the fact that degrees are not currently required for coordinator certification gives these figures relative importance in terms of this inquiry.

SCHOOL-UNIVERSITY PARTNERSHIP

The extent to which schools would be willing to share costs, as well as sites, for training the proposed instructional specialist is shown in Table 9.

Assuming a conservative viewpoint, the data would indicate a total support and site potential for 19 trainees at the present time. Half of these would fall into each of the two major training categories: fieldwork and internship.

Assuming a maximum potential support-site cooperation, and that duplications in responses may each be considered as potential training positions, the potential would exist for preparing 29 instructional specialists. Sixteen (55%) of the situations were designated as fieldwork positions: 13 (45%) for internship.

In the fieldwork category, part-salary compensation by the school in which training would occur, is supported over full-salary at a ratio of 3 to 1.

Item 3 of this section of the questionnaire sought suggestions for alternative school-university cooperation systems for training instructional specialists. Responses to this item were not pertinent to the question since they tended to define specific content of training rather than support-site alternatives.

POTENTIAL CANDIDATES FOR THE PROGRAM

The respondents recommended a total of 38 individuals as potential students for the proposed program.

The composition of those recommended included: 10 individuals currently holding master's degrees, 23 with bachelor's degrees, 3 with bachelor equivalency and 2 non-specified.

TABLE 9. COOPERATIVE RELATIONSHIPS FOR
FIELDWORK AND INTERNSHIP

	Singly Designated	Ia & II	Ib & II	Ia, Ib & II	Possible	Σ Rows
Ia. Fieldwork, full-salary	2	1	0	1	0	4
Ib. Fieldwork, part-salary	4	0	5	1	2	12
s/total (fieldwork)	(6)	(1)	(5)	(2)	(2)	(16)
II. Internship	6	1	5	1	0	13
Σ COLUMN ITEMS	12	2	10	3	2	29

Probable,* Fieldwork	6	0.5	2.5	0.5	9.5
Probable, Internship	6	0.5	2.5	0.5	9.5
Probable, TOTAL (Fieldwork-Internship)	12	1.0	5.0	1.0	19.0

*Duplication of responses split between alternatives.

CHAPTER III. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this section is to relate data analyses to the feasibility criteria established for this study.

Status of Instructional Leadership, and Need

Evidence of inadequacy in fulfilling one, or more, of the following criteria will constitute validation of a need for an instructional specialist position in the local school:

1. Less than 80 percent of the 18 instructional categories do not receive regularized leadership support in the school.
2. The school director, or principal, is involved in regular and continuing leadership in 50 percent, or more, of the instructional categories; and there are over 15 fully-certified, or more than 10 partially-certified teachers in the school.
3. Over half of the teachers do not have full certification.

Criterion 1.

The data indicates that instructional assistance has been provided in all of the instructional categories by 80 percent of the operational units responding. Consequently, there is no basis for declaring a deficiency in instructional leadership under this criterion.

There are two factors, however, which may have affected the validity of the data supporting the above conclusion: 1. failure of respondents to apply the standards set for regular and continuing assistance in their responses, and 2. respondents' tendencies to equate delegated responsibility with actual performance of the tasks.

Criterion 2.

This criterion pre-supposes that a chief school administrator has neither the time nor necessarily the skill to provide regularized instructional assistance to all staff in all 18 categories. This is especially true when staff's professional development levels are widely variable: for example, in relation to certification preparation.

The criterion standards, indicating instructional leadership deficiencies, included: 1. administrator's leadership involvement in 50 percent, or more, of the items would tend to spread his personal talents and time so thinly that regular, continuous leadership would be inadequate, and 2. that this would be especially critical as staff size increase beyond a fully-certified 15 member staff, or a staff

containing at least 10 partially-certified members.

The data indicates that the chief administrator performs the major amount of leadership-assisting activities in the school. He tends to supply such assistance in 78 percent of the activity fulfillment.

In the sense of the criterion, above, this condition provides evidence of deficient instructional leadership.

The second and related part of the criterion for determining possible instructional deficiencies, involved assessment of the preparedness of the teaching staff, as indicated through certification status. The data indicates that there was an average of 25 teachers per school. Approximately 11 of these would be partially certified.

Data in Tables 3a and 3b suggests that this number of partially-certified may well increase in the future, since developing schools expect 53 percent partially-certified staffs, as contrasted with present operating unit figures of 44 percent.

The data in both parts of Criterion 2 would indicate that there is a deficiency in instructional leadership in that: 1. administrators assume a greater role than is probably warranted, in terms of their other duties, and consequently, the quality or quantity of assistance must lack adequate fulfillment; 2. there is an average of over 15 staff (25 noted) per administrative leader which would suggest the need for full-time instructional leadership. This latter fact is further reinforced when it is noted that an average of 11 partially-certified staff make up part of the total staff. This qualifying part of the criterion calls, simply, for levels of 15 fully qualified staff, or 10 partially-certified staff if administrators assume leadership in more than 50 percent of the instructional categories.

Criterion 3.

This criterion, that there is a deficiency in instructional leadership because over half the teachers are not fully certified, must be rejected on the basis of accumulated data.

At the time of data collection, 44 percent of the vocational teachers were found to be partially certified. If evidence and estimates are accurate, this should increase to about 45.5 percent during the school year, 1969-70.

As noted in the discussion of Criterion 2, developing schools expect that over half of their vocational teaching staffs will have less than full certification. Consequently, while rejecting Criterion 3, the probability of its validity in the near future seems high.

Schools' Willingness to Employ Instructional Coordinators

The criterion standard for acceptance of schools' willingness to employ instructional specialists was set at 20 schools willing to employ a specialist either part- or full-time.

The data indicates (Table 7) that 27 individuals are now employed in full-time or part-time instructional specialist positions, and 4 more will obtain imminent employment. These individuals are (or will be) employed in 13 schools. Furthermore, twenty schools believe that such individuals may be hired within the next five years. Only 2 schools indicate openings for such individuals at the present time.

From the data, it is necessary to assume that only 15 schools constitute the employment market for instructional coordinators at the time of this study. This market does not fulfill the criterion standard (20) established as minimum feasibility.

Potential Student Recruitment Market

The criterion standards for accepting recognition of the potential student base for the proposed program were established as: 1. no less than 15 school-employed individuals with a bachelor's degree, and recommendation by respondents, or 2. no less than 20 persons with other than vocational degrees (if such teachers have an acceptable background, as approved by the administrators).

Criterion standard 1 was more than fulfilled when the names of 23 bachelor-degree vocational individuals were submitted as recommended training candidates.

No specific data was gathered at this time on criterion standard 2; however, data from Table 8 would indicate that administrators would accept 25 individuals with other than vocational degree backgrounds.

There would appear to be a very adequate recruitment base for obtaining students for an instructional specialist training program.

Schools' Willingness to Cooperate in Training

The criterion standard applied in this case was, simply, that a cooperative market of at least 20 cooperating schools would be needed. While actual district financial participation is not necessarily a factor to be considered here, the questionnaire included financial participation as a factor which would provide more discriminating results.

The data indicates that there is a probable training site potential of 19 schools, and a possibility that 10 others might be utilized (Table 9).

While the 19 probable sites fall short of the criterion standard (20), it is felt by the investigator that the additional 10 possible sites provides enough strength to accept this criterion as fulfilled. Further, in light of the financial restriction in the inquiry device, it is quite probable that additional training sites would be found if trainees either were not paid by the schools, or if such fieldwork experiences were financed by such a program as EPDA.

Recommendations

By and large, the following feasibility determinants were found to support the immediate institution of an instructional coordinator, master's degree program:

1. There is an apparent need for instructional coordinators in the local vocational schools.
2. There is a sufficient, and identified, potential student population for the proposed program.
3. There are sufficient training sites to use in the field-work aspects of the program.

The major factor against the immediate implementation of the proposed curriculum is the question of employability of program graduates. In the Data Analysis chapter of this report, 43 schools indicated that they could employ an instructional coordinator. The data in Table 7 does not indicate immediate plans to do so.

Based upon the preceding information, the following recommendations are made regarding the inauguration of a master's degree program to prepare individuals for employment as local area vocational school instructional coordinators:

1. That such a program not be initiated to commence with the Summer of 1969 as initially proposed.
2. That initiation of the program be undertaken during the Summer of 1970 after:
 - a. clarification of employability status has ascertained the marketability of the product.
 - b. investigation of the possibility of persons already employed as instructional specialists being recruited for the program.
3. That, during the interim until such a proposed program be instituted, efforts be expended on the:
 - a. detailed development of courses of study and operational plans for the program,
 - b. identification of the students for the program and tentative agreement by the same to participate,
 - c. identification of training sites and preparation of cooperative agreements,
 - d. investigation of supplementary funding sources,
 - e. solution of other problems that may arise; such as: course approvals, course scheduling, training personnel organization, and the like.

A P P E N D I X 9

THE PENNSYLVANIA STATE UNIVERSITY

247 CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

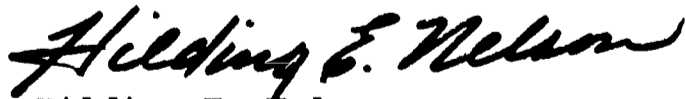
College of Education
Department of Vocational Education

Demand for vocational programs to serve more individuals and occupations increases the difficulty of maintaining quality education. This problem is compounded further where staff members are simultaneously engaged in full-time teaching while preparing for certification and professional activity. Even where staffs are fully certified, continuous effort is needed to upgrade programs and the teacher's subject and teaching technology competencies. The evolving situation would seem to suggest a need for a person to provide full-time instructional leadership in each area vocational-technical school.

The accompanying questionnaire seeks to discover your interest in programs for training instructional leaders for the local school. The educational specialist, herein called an Instructional Coordinator, would provide continuing instructional guidance and assistance to the teachers and administration. His tasks would include organizing activities to promote program development, validation and modification; encourage growth of teachers in the use of educational technology; and provide assistance to the teaching staff in solving their instructional problems.

We appreciate your prompt assistance in this inquiry. You are encouraged to express any suggestions relative to professional staff development programs which we should consider in the future.

Sincerely yours,



Hilding E. Nelson
Assistant Professor, Vocational Education
Research and Graduate Studies (Curriculum)

Enclosure

VOCATIONAL INSTRUCTIONAL COORDINATOR INQUIRY (12-68 HN)

The information on this page is needed for interpretation of questionnaire responses, and for planning appropriate follow-up activities. If you do not wish to include your name, school, address and phone, they may be omitted; however, please fill in your position TITLE in any case. No individual or school will be specifically identified in reports prepared as a result of this inquiry.

I. Reporting School Director or Principal

Name _____
 Title _____
 School _____
 Address (Street) _____
 (City) _____ State _____ Zip _____
 Phone: Area Code _____ Number _____

II. Type of School

Part-time AVTS 40 Full-time AVTS 14
 Comprehensive High School with vocational programs 3
 Other (Specify) _____

III. General Full-Time Staff Information

	Number	Contract Term (months)	
		9 - 10 Mo.	Over 10 Mo.
1. Vocational teachers, partially certified	515	411	104
2. Vocational teachers, fully certified	647	602	45
3. Related-Subjects teachers	38	38	0
4. Academic or General Education teachers	167	164	3
5. Other instructional (Specify types):	11	10	1
a. Coordinators			
b. Guidance Personnel	4	3	1
c. Librarians	2	2	0
TOTALS	1442	1277	165

I. INSTRUCTIONAL LEADERSHIP

Is the teacher in your school provided with regular and continuing direct assistance which is aimed at improvement of instruction? (Regular and continuing means that the assistance is organized in some sort of repetitive sequence for time segments of 3 months or more.)

Through school leadership, the teacher is encouraged in:			If yes, by whom?							
	YES	NO	Princ.- Director	Coord.	Guid.	Craft Co.	AV Coord	Res.Coord	V/I Super. & DPI	Σ
1. Identifying and solving instructional problems	37	8	32	16	1				1	50
2. Discovering new, or better, instructional methods	36	9	33	15			1			49
3. Learning about new instructional materials	37	8	30	16			3		1	50
4. Preparing new instructional materials	37	9	23	17						40
5. Developing or updating course outlines	37	8	28	17		2				47
6. Evaluating his instructional materials	36	7	29	15	1	1			2	48
7. Evaluating student achievement	36	9	24	17	6				1	48
8. Evaluating his teaching efficiency	38	6	30	16	1				2	49
9. Validating course content in terms of job entry requirements and student needs	39	6	22	20	5	3			1	51
10. Exploring ways to increase vocational education opportunity for students	35	10	29	13	7	1			1	51
11. Improving professional relations with other vocational and general educators	37	8	33	13	2				1	49
12. Planning for and upgrading field skills and knowledge	32	11	24	15		2			1	42
13. Understanding course-curriculum relationships	33	11	21	16	1				1	39
14. Improving correlation between courses in student's curriculum	31	14	22	11	7					40
15. Experimentation toward increased instructional efficiency	33	10	24	15				1	1	41
16. Taking part in activities to increase his professional status	37	8	32	15						47
17. School decision-making processes which affect instruction	37	7	33	14					1	48
18. Promoting and carrying-out instructional change	36	8	31	16				1	1	49

II. EMPLOYABILITY

The educational specialist, here-in called the instructional coordinator, will be an individual who is assigned a continuing responsibility for instruction in a school. His responsibilities would focus on program content, instructional processes and materials, growth and development of instructional personnel, and evaluation of instruction and instructional content.

A. The instructional specialist described above would be most employable in my school under the title of:

- | | |
|--|-----------|
| 1. Instructional coordinator | 22 |
| 2. Curriculum coordinator | <u>19</u> |
| 3. Assistant director for instruction | <u>4</u> |
| 4. Director of instruction | <u>2</u> |
| 5. Other (specify) <u>Voc. Coord. (1); T & I Coord. (1); Curr. & Adult Coord. (1);</u>
<u>Assoc. Dir. (1); Super./Voc. Ed. (1); Superv., Acad. Aff. (1)</u> | |

B. Our school could employ the person listed in "A", above

- | | | |
|---|---------------------------|-----------------------|
| 1. Full-time <u>27</u> ; 2. Part-time <u>16</u> with the remainder of his time
(63%) assigned to | <u>Admin.-Superv. (7)</u> | <u>Guidance (1)</u> |
| | <u>Teaching (7)</u> | <u>Curriculum (1)</u> |

C. Employment of an instructional specialist in our school is--

- | | |
|--|---|
| 1. not possible at the present time, nor in the foreseeable future | <u>9</u> |
| 2. not currently possible, but may be within the next 5 years | <u>20</u> |
| 3. possible at the present time, | |
| (a) and we currently employ one in our school | <u>23/11 Schools F/T</u>
<u>4/ 2 Schools P/T</u> <u>27</u> |
| (b) and we have such an individual in mind for the position | <u>4</u> |
| (c) and will be employed if such an individual can be located | <u>2</u> |
| (d) but we do not plan to hire one | <u>2</u> |

D. In addition to instructional specialist preparation, we would expect this person to have the following background before we would consider hiring him as an instructional coordinator. Check any acceptable items.

- | | |
|---|----------------------|
| 1. Vocational teaching experience | <u>39</u> |
| 2. A bachelor's degree in vocational education | <u>36</u> |
| 3. A bachelor's degree in industrial arts | <u>1</u> |
| 4. An industrial arts degree with at least two
years of work experience | <u>7</u>
<u>6</u> |
| 5. A bachelor's degree in any secondary education field | <u>6</u> |
| 6. A bachelor's degree in any secondary education field
with two or more years work experience | <u>11</u> |
| 7. Other (specify): <u>Coord. Certif. (3); Admin. Exper. (4);</u>
<u>Innovative Minded (1). College Tea. Exper. (1);</u>
<u>Know 8-9 Occupations w/6 yrs. work exper. (1)</u> | <u>11</u> |

N=10

III. SCHOOL-UNIVERSITY PARTNERSHIP

To what extent could your school district be affiliated with the fieldwork or internship phases of the proposed training program?

1. **FIELDWORK.** Two summer sessions on the University campus, and two school years in the local school with 1/3-1/2 time commitment to instructional leadership activities appropriate to the school and training program:

- a. Could hire the trainee at full salary during fieldwork. . .
- b. Could hire trainee at part salary during fieldwork. . . .

1 Des.	1a & 2	1b & 2	1a,b & 2	Pos- sible	Σ
2	1	0	1	0	4
4	0	5	1	2	12
6	1	5	1	0	13

2. **INTERNSHIP.** Two terms on the University campus, and two terms (20 weeks) in full-time local school instructional leadership activities:

- a. Internee could be hired at reasonable salary during the two terms in the local school.

3. Other local school-university training program suggestions:

Special coursework in discipline; Special education minor;
Adult Education work; Guidance coursework

} V O I D

IV. RECRUITMENT CANDIDATES

If it should appear feasible to inaugurate a program for training instructional coordinators, we would expect to recruit some of the students from local school staffs. This should not create undue hardship on local staffing where it is possible to establish cooperative training efforts between the local school and the University.

We would appreciate your recommendations of individuals who would appear to be good candidates for instructional specialist training at the masters' degree level. Individuals holding, or approaching, the bachelor's degree level are desirable.

A. In your school:

NAME	PRESENT JOB	DEGREE STATUS
		Bachelor's (23)
		Master's (10)
		Bach. Equiv. (3)
		Not Stated (2)

B. In other locales:

NAME & POSITION	LOCATION