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**TITLE** The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration, Phase 2 (Program Phase and Training Phase).

**INSTITUTION** Southern Illinois Univ., Carbondale. Dept. of Occupational Education.

**SPONS AGENCY** Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

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**ABSTRACT**

The document describes the implementation of the Illinois Occupational Education Administration project, an effort to refine a delivery system for imparting 159 identified competencies known to be essential to the successful work of Occupational Education administrators. The overall objective of the training phase was to recruit, train, obtain certification, and place 13 occupational education administrators while gathering information for the development of similar programs. Program phase objectives included the implementation of the competency-based preservice program developed by Southern Illinois University and to develop and systematize instructional materials, guidelines, and techniques. Sections 1 and 2 offer an overview of the project and personnel information. Part 3 describes materials developed, problems, commendations, followup surveys, project and model evaluations, and five tables assessing proficiency development. Part 4 outlines positive and negative observations, concluding that the project had successfully accomplished its goal. The appendix includes: (1) occupational education administration competency list, (2) development of leadership style, (3) university supervisors' reports, (4) memorandum of understanding, (5) portfolio assessment system, (6) program evaluation forms and data, (7) transportable model: review and comment, (8) 1972-73 intern followup, (9) consultant's report, and (10) bibliography. (MW)

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FINAL REPORT

Occupational Education Administration (Program Phase)  
Occupational Education Administration (Training Phase)

Conducted under Contract with:  
The Illinois Board of Vocational Education and Rehabilitation,  
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Division of Vocational and Technical Education  
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Project Numbers: PDT-B4-074 & PDT-B4-076

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Southern Illinois University

at

Carbondale

June 30, 1974

CE 003 019

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## ACKNOWLEDGEMENTS

A review of the past year's work and activity forcefully points up the fact that the Occupational Education Administration Project has relied upon contributions of time, talent, encouragement and support from many persons.

DVTE Director Sherwood Dees and Coordinator of the Professional and Curriculum Development Unit, William Reynolds demonstrated continuing commitment to professional development by providing the advice and financial support necessary to conduct this project. Charles Hempstead, EPDA Projects Director, provided invaluable assistance as leader, trouble shooter and professional colleague to project staff.

Appreciation is extended to the Boards of Education, Administrator's and faculties of the thirteen school districts that cooperated with the university in the conduct of the training phase of the project.

Those who have been directly involved in the work of the project are named in the body of the report. However, a special debt of gratitude is owed to Assistants John Bradley, Dennis Francher, John McLuckie, John Schneider and Clyde Sutton all of whom expended effort that far exceeded both in time and quality, the normal expectations for graduate students. Special mention should be made of Susan Lynskey who created the artwork and her crew of student typists who suffered through the illegible handwriting, changes in wording, shifts in format and faulty spelling.

Finally, appreciation to the families and associates of the thirteen interns is in order. With the completion of the program your favorite intern should now have time for a "normal" life.

W.S.R.

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Larry Brant (left) Clay City Community High School, Clay City, Illinois. Supervisor, Principal Kent Saxe. Brant has been teaching Industrial Arts at Clay City for the past 6 years. He felt that by "knowing other practicing Vocational Directors, he was able to gain a better understanding of a Vocational Director's duties and responsibilities."

Peter C. Ponce (left) Venice-Lincoln Technical Center, Venice Community Unit District #3, Venice, Illinois. Supervisor, Director K. Duane Rankin. Pete has been teaching Social Studies at Venice for the past 3 1/2 years, working in the Adult Center. Ponce felt that the program offered activities that were "so diverse that even experienced administrators are not completely familiar or effective in all facets."



James A. Pflasterer (right) Red Bud High School, Red Bud Illinois. Supervisor, Superintendent Eugene Holmes. Jim has been teaching Agricultural Occupations and serving as Cooperative Education coordinator at Red Bud for the past 6 years. Pflasterer felt that "learning by doing is a very effective way of gaining knowledge and experience in administration, and if he had it to do over, he would work harder to gain even more experience."





Larry W. Kraft (right) Columbia, Illinois. Supervisor, Vocational Director Walter A. Monke. Larry has been teaching Agriculture and Mechanics for the past 4 years. Kraft felt "the program expanded his knowledge on concepts of Occupational Education and gave him an improved awareness of the functioning of a local director."

Gary A. Huber (left) Shawneetown High School, Shawneetown, Illinois. Supervisor, Superintendent William Hull. Gary has been employed at Shawneetown High School for the past 3 years, teaching Industrial Arts and Building Trades. Huber felt that upon completion of the program, he now has "a good working grasp of what Vocational Education is, and where it should be going."



Roland H. Alexander (right) East St. Louis Senior High, East St. Louis, Illinois. Supervisor, Principal Leroy J. Duckworth. Alex has been teaching at East St. Louis High School for the past 4 years, where he also serves as Chairman of the Department of Industrial Arts and Vocational Education. He felt that his learning was enhanced by "the sharing of information between a group that one trusts and respects."



Jack Rawlinson (right) Carmi Community High School, Carmi, Illinois. Supervisor, Frank Barbre, Vocational Director of the Little Wabash Cooperative Vocational Center. Jack has been teaching Industrial Arts and Occupational Drafting at Carmi for the past 4 years. Rawlinson felt that thru his participation in the program, "he increased his self confidence by becoming more knowledgeable of administration."

Larry Swope (right) Carbondale Community High School Vocational Center, Carbondale, Illinois. Supervisor, Vocational Director Paul Karber. Larry has taught and served as the Supervisor of Trade and Industrial Programs at the Vocational Center for the past 2 years. Swope expressed his thoughts about the program with an old Chinese Proverb:

I hear, and I forget  
I see, and I remember  
I do, and I understand.



Martin Smith (left) Wayne City High School, Wayne City, Illinois. Supervisor, Superintendent Donald E. Sledge. Martin has been teaching Industrial Arts at Wayne City High School for the past 4 years. Smith felt that "all aspects of the program have added to his education."

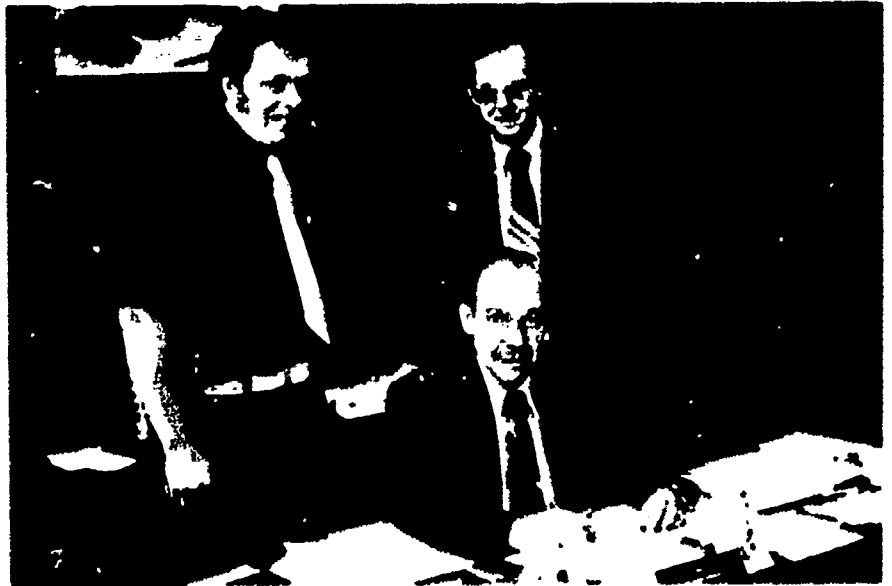






Curtis Miller (left) Alex-Pulaski County Vocational Technical Cooperative, Egyptian Community Unit #5, Tamms, Illinois. Supervisor, Superintendent Barry Gowin. Curt has been employed for the past 10 years teaching Construction Trades at Tamms. He has been appointed as the Director and Placement Officer for the 1974-75 school year. Miller felt that "the program increased his confidence by making him more knowledgeable of administration."

Larry N. Manker (left) Mt. Vernon Township High School, Mt. Vernon, Illinois. Supervisors Superintendent J. D. Shields (center) and Vocational Director Edwin Gieselman. Larry has been teaching Vocational Drafting at Mt. Vernon for the past 6 years. Manker felt that "the program offered flexibility to deal with each individual's leadership qualities and personal development!"



Milton Jung (right) Shawnee High School, Wolf Lake, Illinois. Supervisor, Principal James Goggin. Milt has been employed at Shawnee High School for the past 13 years, teaching Vocational Agriculture. Jung felt "that through his participation in the project, he increased his ability to function as an individual."



Charles A. Harwick (left) Rend Lake College, Ina, Illinois. Supervisor, Ardell Kimmel, Dean of Vocational-Technical Education. Chuck has served as the Coordinator of the Early School Leaver Program at Rend Lake for the past 2 years. Harwick felt "that his participation as an intern helped to bridge the gap between education and practical application, as well as improved self confidence in job competency."

### PROJECT ACTIVITIES



Class sessions were conducted at the work locations of the interns by Dr. James Parker, Assistant Program Director.

Special Consultant Bill Johnson from Charmin Corporation, conducted an intensive series of workshop sessions dealing with a Vocational Administration Development Program.





To complete many of the competencies, classroom simulation was used. During individual interviews of prospective personnel, closed circuit video taping was utilized, enabling the intern to receive immediate feedback via critique sessions with all interns and project staff.

Intern Roland Alexander conducts employment interview with prospective Vocational Staff applicant, Project Staff Assistant John Bradley.



The project called for the intern to be released from classroom duties to assist in the administration activities of the schools. Combining some regular teaching duties while learning the duties of the vocational director resulted in a very hectic and busy year for Jack Rawlinson, as well as other interns.

## ABSTRACT

Occupational Education Administration (Program Phase)  
Project Number DVTE-PDT-B4-076  
Occupational Education Administration (Training Phase)  
Project Number DVTE-PDT-B4-074  
Funded by the Illinois Board of Vocational Education and  
Rehabilitation Division of Vocational and Technical  
Springfield, Illinois, July 1, 1973-June 30, 1974.

Project Director: Dr. Wayne S. Ramp, Professor, Occupational  
Education.

Assistant Project Director: Dr. James C. Parker, Assistant  
Professor, Educational Administration and Foundations.

Agency: Southern Illinois University at Carbondale

Training phase objectives: The overall objective of this phase  
of the project was to recruit, train, obtain certification and  
place thirteen occupational education administrators while gath-  
ering information for the development of similar programs. The  
training phase objectives were:

1. To provide in-service training, based on 159 known com-  
petencies, to teachers so that they will, upon comple-  
tion of the program, become employed in leadership posi-  
tions in local schools.
2. All participants in the program will be qualified in one  
year to receive the State of Illinois Level I General  
Supervisory Administrative Endorsement.
3. Program participants will be placed in leadership posi-  
tions in Vocational Career Education by September, 1974.
4. Refine, further develop, validate and publish a model  
University in-service leadership training program based  
on the 159 identified competencies.
5. One hundred (100) copies of the final report will be  
printed and transmitted to the Illinois Division of  
Vocational and Technical Education.

### Program phase objectives:

1. To implement the competency based pre-service program for  
occupational education program administration that was  
developed by SIU in FY 1972 and pilot tested in FY 1973.
2. To develop instructional materials, guidelines and tech-  
niques and organize them into a system for providing a  
competency based training program for administrators of  
occupational education.

Description of activities: Thirteen qualified candidates for the program were recruited and enrolled in the graduate school at SIU-C. These thirteen students pursued a program consisting of course work, internship, simulation, workshop and observation that was calculated to impart the mastery of 159 identified administration competencies. Some techniques that appeared to work in the FY 1973 pilot project were written, based on the results achieved in the internship and the materials were field tested in actual situations in schools that cooperated in providing internship experiences for students who were participating in the program. The materials were organized and duplicated so that they might be utilized by other similar training programs in a variety of teacher education institutions.

Participants: Roland H. Alexander, Larry A. Brant, Charles A. Harwick, Gary A. Huber, Milton Jung, Larry W. Kraft, Larry N. Manker, Curtis J. Miller, James A. Pflasterer, Peter C. Ponce, Jack E. Rawlinson, Martin W. Smith, and Larry E. Swope.

Cooperating Administrators: Frank Barbre, Kern L. Doerner, Leroy Ducksworth, Edward Gieselman, Jim Goggin, Barry Gowin, Eugene Holmes, William Hull, Paul Karber, Ardell Kimmel, Walter Monke, Duane Rankin, and Don Sledge.

Materials developed: Materials developed to support the work of the project included: (a) comprehensive bibliography, (2) further correlation of IOCP procedures and administrative competencies, (c) further correlation of UCEA simulations and project competencies, (d) new university-local school contractual agreement, (e) revised individual portofolio of competency development, (f) a comprehensive transportable model, and (g) project final report.

Summary of evaluation data collected: The data suggested that the overall approach offered excellent training and appropriate job placement to the participants in the program. The evidence indicated that a combination internship and accompanying classroom experience provided competency development that was superior to either method offered alone. It was determined that levels of competence exist and that some competencies require a low level of mastery while others must be developed to the highest degree. It was also ascertained that a viable graduate program that is competency-based can be provided within the university setting.

Judgements and recommendations: By reviewing the first year of the project, the program was further refined so that it was packaged into a transportable model. This model is usable for educational institutions in Illinois and also throughout the nation.



PART I  
THE PROJECT  
Introduction

American education is a unique and at times explosive mixture of idealism, public necessity and big business. The idealism which has its roots along with those of the Constitution of the United States, in the founding day of the Nation, is perhaps best expressed in these last years of the century as a firm belief in the right of all Americans to an opportunity for an equal education. The public necessity of education has long been recognized; a progressive, healthy body politic requires intelligent, educated citizenry. For a majority of the citizenry Occupational Education will become the vehicle for their learning experiences and competent vocational education leadership will be the sine qua non.

Unless tax dollars are wisely spent, the public schools will not provide society with programs that have "relevance" on one hand, and "accountability" on the other. Many of the cures currently prescribed for education's fiscal troubles threaten to turn schooling into an instigator of class warfare. The irony in this prospect is that for nearly three decades American education has been a major force for the eradication of class differences and hostilities. It has suitably narrowed the gap, both in aspirations and opportunities, between haves and have-nots; between the privileged and under-privileged. A partial answer to the nation's severe domestic problems is occupational education. As education for employment expands and broadens, public schools are made capable of moving society toward quality education, that in turn, will provide equal educational opportunities for all based on the needs



and abilities of mankind.

### SIU PROJECT BACKGROUND

The concept of competency-based instruction as opposed to theoretically-based instruction has been the main thrust of the OEA project. This project has brought about a "meeting of the minds" of personnel engaged in occupational education and those in education administration. The demand for competency based programs to prepare educators is growing. For example, New York State, effective September, 1973, accepts only those new programs for the preparation of teachers or administrators that are competency-based. In Illinois, the staff of the Superintendent of Public Instruction has encouraged educational institutions to offer competency-based instruction at all levels. Illinois has also witnessed a shift from the state level to the local school district in the responsibility for approving and developing occupational education leaders. Formerly, the school administrator had merely to follow the requirements promulgated by the designated state vocational education official and the local program would be approved to receive state and federal funds. In recent years each school district has been required to develop an appropriate local plan for vocational education in grades K - 12. This plan is either approved or disapproved in whole or in part and becomes the document which determines the amount of state vocational funding that will accrue to the local school. One major feature of the local plan is the requirement that one person be designated as the occupational education leader, and he is responsible for the implementation of the local plan.

The original work of the project began early in the summer of

1972, and consisted of two separate but coupled activities which necessitated two separate contracts but which operationally worked as one project. Project "A" was entitled "Occupational Education Administration" (Training Phase) and Project "B": was entitled "Occupational Administration" (Program Phase). The program phase dealt with developmental, teaching and support activities and was funded by DVTE from state funds. The training phase was supported by DVTE using federal funds and consisted of activities and expenditures which directly supported participating students in the program. The project was continued for 1973-1974 with an added charge that a transportable model that might be adopted by other administrator training institutions be developed.

Of all the criticism of American education one hears these days, two aspects are most disturbing. The first is increasing public skepticism about the usefulness of education. The second is concern about what the standards are by which performance is judged and evaluated. This project sought to provide workable answers to the questions arising from these concerns.

### Objectives

The general objective of the project was to refine, through implementation procedures, a delivery system for imparting 159 identified competencies that were known to be essential to the successful work of Occupational Education Administrators. Specific objectives included the following:

1. To implement the competency based pre-service program for occupational education program administration that was developed by SIU in FY 1972 and pilot tested in FY 1973.

2. To develop instructional materials, guidelines, and techniques and organize these into a system for providing a competency based training program for administrators of occupational education.
3. To provide in-service education, based on 159 known competencies, to teachers so that they would, upon completion of the program, become employed in leadership positions in local schools.
4. All participants in the program would be qualified in one calendar year to receive the State of Illinois Level I General Supervisory Administrative endorsement issued by the Illinois Teacher Certification Board.
5. Refine, further develop, validate and publish a model University in-service leadership training program based on the 159 previously identified competencies. The Model will include:
  - a. Program implementation strategies
  - b. Suggested courses
  - c. Student activities
  - d. Internship requirements
  - e. Simulation techniques

### Procedures

The departments of Occupational Education and Educational Administration and Foundations along with professional staff at Illinois State University have worked together on the identification of occupational leadership competencies and a total of 159 competencies were identified. During the 1973-74 school year a program was conducted with thirteen trainees in thirteen school systems in an effort to validate various methods for teaching the 159 competencies. Information was obtained from this effort which indicated that the approach used offered a viable and innovative alternative to the usual method of training Occupational Education administrators.

Prospective students for the program were recruited by contacting chief administrators in local school districts and other

agencies. Thirteen qualified students were selected in cooperation with the EPDA representative from the DVTE and were enrolled in the 1973 Summer session in the Graduate School at Southern Illinois University, Carbondale. During this period they received a pre-assessment of competencies already held and were given instruction in foundations courses in Vocational Education and Educational Administration. The previously mentioned graduate model indicated a specific list of competencies which might best be learned in the classroom and these received major emphasis during the 1973 Summer school portion of the participants program.

Following the Summer School experience the participants were placed in internship positions in local schools which operated a vocational program under the provision of the Illinois State Plan for the Administration of Vocational and Technical Education. The internship continued for an entire school year and each intern registered for graduate school credit. They received supervision from the professional staff of the SIU-C Department of Education Administration and Foundations. Interns were under supervision for at least two hours per day and worked under the direction of the Chief Administrator of the School where they were assigned.

Each participant was required to maintain a "proficiency portfolio" which was regularly inspected by both local and University supervisors and which guided his progress through to the attainment of all 159 competencies.

In addition to the internship, each student was enrolled in one or more courses each academic quarter and met with the project staff on the campus once a week. During this meeting, study, dis-

cussion and simulation exercises provided the student with experiences aimed toward enhancing the development of the necessary competencies. Those participants without a Master's degree were programmed to meet the requirements for a M.S. in Ed. degree in the department of Occupational Education. This was necessary in order to meet the statutory provisions of the State of Illinois which requires every administrator in the public school to hold a Master's degree. During the year the project staff continually monitored the programs of all participants and developed strategies for competency development which were tried and tested both in the classroom and by the intern on the job. One project staff member devoted full-time to developing written instructions and other supportive software which provided instructional materials to the participants. This staff member was also responsible for organizing that material which proved to be successful into a system which could be transported and utilized by other institutions engaged in similar endeavors. In all cases, the materials were field tested in actual situations in schools that cooperated in providing internship experiences for students who were participating in the program. These materials were organized and duplicated so that they might be utilized by other similar training programs in a variety of teacher education institutions.

### Time Schedule

#### Time Schedule Project A

The following time schedule was followed:

May 1, 1973 - June 30, 1973

Recruit students. Conduct orientation sessions. Pre-assessment of competencies.

	Begin development of competencies. Enroll and commence formal course work.
July 1, 1973 - August 20, 1973	Continue summer session classes and workshop.
August 20, 1973 - September 25, 1973	Place participants in internship positions.
September 25, 1973 - December 18, 1973	Fall Quarter: Enroll interns for one or more courses. Meet on campus one or more times per week. Supervise interns. Continue development of competencies.
January 2, 1974 - March 19, 1974	Winter quarter: Continue competency development through individual programs and formal course work, internship and special simulation sessions. Commence placement activities.
March 27, 1974 - June 12, 1974	Spring Quarter: Make final adjustments to individual programs and conclude competency development. Obtain closure on job placement. Graduate those pursuing a degree program. Obtain the Level I administrative endorsement.
June 21, 1974 - June 30, 1974	Final Evaluation of Project.
June 1, 1974 - July 30, 1974	Write final project report.

#### Time Schedule Project B

During the operation of the training program records were kept and observations made to guide the development of software for the program. This aspect of the project proceeded as follows:

July 1, 1973 - August 31, 1973	Observe students in on-campus courses. Try out simulation techniques. Determine competency level of each student. Develop methods for individual competency assessment.
September 1, 1974 - April 30, 1974	Continue writing and testing instructional materials in the field and in the class-



room. Write and recommend modification to existing courses.

May 1, 1974 - May 31, 1974

Meet with state officials and present modification of administration endorsement program. Conduct joint meeting (SIU-C and ISU) of teacher educators to present the concept and techniques for implementing the model.

June 1, 1974 - June 30, 1974

Package the instructional materials and guidelines that have been developed, duplicate 1000 copies and transmit them to DVTE. Write the final project report.

#### Additional Activities

Each participant took an active part in several activities in addition to those routinely required by the internship and course work. These were:

1. Served as a member of a school evaluation team.
2. Attended Vocational Regional Directors briefing sessions.
3. Visited the DVTE offices in Springfield, observing the activities of each unit.
4. Attended a State Vocational Education Convention.
5. Participated in workshops sponsored by the DVTE.
6. Visitation to neighboring Vocational Education schools and centers.

#### Evaluation

The unusual nature of this training activity dictated that the evaluation process be continuous from the beginning and that it be an integral part of the learning process. Specific evaluative activities have been:

1. Each learned competency was evaluated by the student, the supervising local administrator and the university instructor who supervised the internship.
2. Written evaluations of the instructional program were made by students and project staff.
3. The DVTE project staff conducted periodic evaluative visitations and in-depth discussions with students and project staff.
4. Outside and on-campus evaluators consisting of local educators, university personnel, State staff, and representatives from private industry were invited to conduct several on-site evaluations of the project.
5. The extent to which each participant achieved the application level of competency was thought to provide some indication of the degree of success attributed to the project.

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PART II  
PERSONNEL

**PARTICIPANTS IN ACTIVITY**

In accordance with the provisions stipulated in the contract (DVTE-PDT-B4-074), thirteen vocational education teachers, each having a minimum of two years teaching experience, were selected as participants in the project. A short biographical sketch on each participant follows.

Roland H. Alexander was Department Chairman for Industrial Arts and Vocational Education at East St. Louis Senior High School, 4901 State Street, East St. Louis, Illinois. Mr. Alexander was nominated for participation in the project and supervised while a participant by Mr. Leroy J. Ducksworth, Principal, East St. Louis Senior High School, Mr. Alexander received a Bachelor's degree in Occupational Education in 1971 from Southern Illinois University at Carbondale.

Larry A. Brant was a teacher of Industrial Arts at Clay City High School, 707 South Walnut, Clay City, Illinois. He was nominated for participation in the project by Mr. Kern L. Doerner, Superintendent, Clay City Community Unit District #10; while a participant in the project he was supervised by Mr. Kent Saxe, Principal, Clay City High School. Mr. Brant received a Bachelor's degree in Industrial Arts in 1968 from Eastern Illinois University, Charleston, Illinois. He received a Master's degree in Occupational Education in 1971 from Southern Illinois University, Carbondale, Illinois.

Charles A. Harwick was coordinator of the Early School Leaver Program at Rend Lake Jr. College, Route 1, Ina, Illinois. Mr. Harwick was nominated for participation in the project and was supervised while in the project by Mr. Ardell Kimmel, Dean of Vocational-Technical Education at Rend Lake Jr. College. Mr. Harwick received a Bachelor's degree in Industrial Technology in 1970 and a Master's degree in Technical and Industrial Education in 1971; both degrees were received from SIU at Carbondale.

Gary Huber was a teacher of Industrial Arts and Building Trades at Shawneetown, Illinois. Mr. Huber was nominated to the project and supervised while in the project by Mr. Bill Hull, Superintendent of South East Gallatin County Unit District #2. Mr. Huber received a Bachelor's degree in Occupational Education in 1971 at Southern Illinois University, Carbondale, Illinois.

Milton Jung was a teacher of Agriculture at Shawnee High School, RR #2, Wolf Lake, Illinois. Mr. Jung was nominated to the project and supervised in the project by Mr. James Goggin, Principal at Shawnee High School. Mr. Jung received a Bachelor's degree in Agriculture Education in 1961 and a Master's degree in Agricultural Services in 1970; both degrees were received at Southern Illinois University at Carbondale, Illinois.

Larry W. Kraft was a teacher of Agriculture and Mechanics at Columbia High School, Parkview Drive, Columbia, Illinois. Mr. Kraft was nominated to the project by Mr. Orville Williams, Superintendent of Columbia Community Unit District #4. While in the project Mr. Kraft was supervised by Mr. Walter A. Monke, Vocational Director at Columbia High School. Mr. Kraft received

a Bachelor's degree in Agriculture in 1970 from Southern Illinois University at Carbondale, Illinois.

Larry N. Manker was a teacher of drafting at Mt. Vernon Township High School, Seventh and Jordan, Mt. Vernon, Illinois. Mr. Manker was nominated to the project by Dr. J. D. Shields, Superintendent at Mt. Vernon. While in the project Mr. Manker was supervised by Mr. Edwin Gieselman, Vocational Director at Mt. Vernon Township High School. Mr. Manker received a Bachelor's degree in Industrial Technology in 1968 at Southern Illinois University at Carbondale, Illinois.

Curtis Miller was a teacher of construction trades at Alexander-Pulaski County Vocational-Technical Cooperative at Tamms, Illinois. Mr. Miller was nominated to the project and supervised while in the project by Mr. Barry Gowin, Superintendent of Egyptian Community Unit District #5. Mr. Miller received a Bachelor's degree in Occupational Education in 1973 at Southern Illinois University at Carbondale, Illinois. Mr. Miller has been named Vocational Director and Placement Officer for the 1974-75 school year.

James A. Pflasterer was a teacher of Agriculture and Cooperative Education at Red Bud High School, 815 South Locust, Red Bud, Illinois. Mr. Pflasterer was nominated to the project and supervised by Mr. Eugene Holmes, Superintendent of Red Bud Community Unit District #132. Mr. Pflasterer received a Bachelor's degree in Agricultural Education in 1967 and a Master's degree in Plant Industries in 1968; both degrees were conferred by Southern Illinois University at Carbondale, Illinois.

Peter C. Ponce was a teacher of Social Studies at the Venice Lincoln Technical Center, South Fourth Street, Venice, Illinois. Mr. Ponce was nominated to the project by Mr. John O. Pier, Superintendent of the Venice Public Schools. While in the project Mr. Ponce was supervised by Mr. K. Duane Rankin, Director of the Venice Lincoln Technical Center. Mr. Ponce received a Bachelor's degree in History in 1971 at Southern Illinois University, Edwardsville, Illinois.

Jack Rawlinson was a teacher of Industrial Arts and Vocational Drafting at Carmi Community High School, 800 West Main, Carmi, Illinois. Mr. Rawlinson was nominated to the project and supervised by Mr. Frank Barbre, Vocational Director at the Little Wabash Cooperative Vocational Center. Mr. Rawlinson received a Bachelor's degree in Industrial Technology in 1964 and a Master's degree in Technical and Industrial Education in 1971; both degrees were received at Southern Illinois University at Carbondale, Illinois.

Martin Smith was a teacher of Industrial Arts at Wayne City High School, Wayne City, Illinois. Mr. Smith was nominated to the project and supervised in the project by Mr. Donald Sledge, Superintendent of Wayne City Community Unit District #100. Mr. Smith received a Bachelor's degree in Industrial Education in 1970 at Murray State University, Murray, Kentucky.

Larry Swope was a teacher of Industrial Trades, and Industrial supervisor, at Carbondale Community High School. Mr. Swope was nominated to the project by Mr. William Holder, Superintendent of Carbondale Community High School District



#165. While in the project Mr. Swope was supervised by Mr. Paul Karber, Vocational Director at Carbondale Community High School. Mr. Swope received a Bachelor's degree in Vocational Education in 1964 and a Master's degree in Vocational Education in 1970; both degrees were received from Southern Illinois University at Carbondale, Illinois.

### RESOURCE PERSONS

Resource persons associated with the project were drawn from five major sources: 1) the project staff; 2) the faculty and staff of Southern Illinois University at Carbondale (SIU-C); 3) State of Illinois personnel, principally from the Division of Vocational and Technical Education; 4) personnel from public school districts associated with the project; and 5) consultants. A brief functional description of all resource persons follows:

### PROJECT STAFF

Wayne S. Ramp, Professor of Occupational Education, SIU-C, and Project Director: As Project Director, Dr. Ramp assumed the responsibility for all aspects of project direction. Enumerated among these responsibilities were intern selection and orientation, the negotiation for suitable internship positions, the correlation of learning experiences with the competency model, and fiscal management of the project. As fiscal officer of the project, Dr. Ramp initiated and maintained a fiscal accounting system for the budgeting of all project disbursements.

James C. Parker, Assistant Professor of Educational Administration, SIU-C, and Assistant Project Director: As

Assistant Project Director, Dr. Parker assisted the Project Director in direction of project activities. Dr. Parker's primary responsibilities included academic counseling and supervision, classroom instruction, curriculum development, and intern supervision. Dr. Parker also assumed the responsibility of liaison between the cooperating academic units sponsoring the project: the Department of Occupational Education, SIU-C, and the Department of Educational Administration and Foundation, SIU-C.

George Reuter, Project Writer: Dr. Reuter's responsibilities included researching and writing the competency-based model and the organization of the final report.

John L. Bradley, Research Assistant: Mr. Bradley's responsibilities included development of evaluation instruments, compilation and analysis of data, and writing for the project.

David W. Brewer, Research Assistant: Mr. Brewer's responsibilities included the academic registration of participants, the negotiation of the memoranda of Agreement, and liaison between the cooperating school districts and SIU-C. Mr. Brewer was also responsible for assisting the Assistant Project Director in curriculum development.

Janet Burger, Research Assistant: Ms. Burger's major responsibilities included assisting the Project Director in fiscal management, editing and typing for the Project.

Dennis Fancher, Research Assistant: Mr. Fancher's responsibilities included the academic registration of participants, compilation and analysis of data, and assisting the Assistant

**Project Director in curriculum development.**

**John McLuckie, Research Assistant:** Mr. McLuckie's responsibilities included the compilation of curricular materials appropriate for the design of the project and the assemblage of curricular packages for project utilization.

**John Schneider, Research Assistant:** Mr. Schneider's major responsibilities included being the project's photographer and audio-visual expert.

**W. Clyde Sutton, Research Assistant:** Mr. Sutton's responsibilities included conducting allied research into the functional descriptions of the position of Vocational Director. Mr. Sutton's research enabled the Project Staff to obtain a more standardized concept of the Vocational Director and to correlate the objectives of the project to the position of Vocational Director.

#### **FACULTY AND STAFF AT SIU-C**

**William K. Applegate, Occupational Coordinator, SIU-C:** As the Occupational Coordinator at SIU-C, Mr. Applegate handled the majority of liaison between the Project Staff and DVTE. Mr. Applegate acted in a coordinating capacity in relating the efforts of the Project Staff and DVTE to facilitate the goals of the project.

**Elmer J. Clark, Dean, College of Education SIU-C:** As Dean of the College of Education at SIU-C, Dean Clark became involved with the project in a supportive capacity. In his capacity as dean, he became involved in the approval of graduate degree pro-

grams for the participants and in testimony for approval of Level I Certification for the participants, as stipulated in the proposal. Inasmuch as the project was conducted within and with the approval of the College of Education, Dean Clark was never far removed from any phase of the project.

Harvey Ideaus, Director, Career Planning and Placement Center, SIU-C. Dr. Ideaus assisted project staff in the presentation of Performance Area 2, Clusters, 2.3 Interviewing Candidates and 2.4 Choosing Staff Members.

Edward B. Sasse, Chairman, Department of Educational Administration and Foundations, SIU-C: Inasmuch as the project was a cooperative effort between the Departments of Occupational Education, SIU-C, and Educational Administration and Foundations (EDAF), SIU-C, Dr. Sasse, as Chairman of EDAF, was involved in a supportive capacity. Dr. Sasse recommended and approved project instructional components to meet Level I certification requirements, and assisted those participants, so interested, in pursuit of advanced degree work and/or advanced certification.

Ronald W. Stadt, Chairman, Department of Occupational Education, SIU-C: Since the project utilized the degree programs of the Department of Occupational Education, SIU-C, to meet the degree requirements of Level I certification, Dr. Stadt became involved in the construction of degree programs that fulfilled both project and departmental requirements. Dr. Stadt also served in a liaison capacity, for the project, to the College of Education and the Graduate School, SIU-C.

Fred J. Armstead, Professor of Educational Administration:

Dr. Armstead served as a project supervisor for interns Rawlinson and Huber.

Donald G. Cruce, Assistant Professor of Educational Administration: Dr. Cruce served as a project supervisor for interns Kraft and Pflasterer.

James C. Parker, Assistant Professor of Educational Administration and Assistant Director Occupational Education Administration Project: Dr. Parker served as a project supervisor for intern Swope.

Ronald W. Sealey, Associate Professor of Educational Administration: Dr. Sealey served as a project supervisor for interns Harwick and Smith.

William E. Shelton, Associate Professor of Educational Administration: Dr. Shelton served as a project supervisor for interns Brant and Manker.

John R. Verduin Jr., Professor of Educational Administration: Dr. Verduin served as a project supervisor for interns Alexander and Ponce.

#### PERSONNEL FROM PUBLIC SCHOOL DISTRICTS

Frank Barbre, Vocational Director, Little Wabash Cooperative Vocational Center: Mr. Barbre was a cooperating administrator for Jack Rawlinson.

Leroy J. Ducksworth, Principal, East St. Louis Senior High School: Mr. Ducksworth was a cooperating administrator for Roland H. Alexander.

Edwin Gieselmann, Vocational Director, Mt. Vernon Township

High School: Mr. Gieselmann was a cooperating administrator for Larry Manker.

James Goggin, Principal, Shawnee High School Mr. Goggin was a cooperating administrator for Milton Jung.

Barry Gowin, Superintendent, Egyptian Community Unit District #5: Mr. Gowin provided an internship position and was the cooperating administrator for Curtis Miller.

Bill Hull, Superintendent, South East Gallatin Community Unit District #2: Mr. Hull provided an internship position and was the cooperating administrator for Gary Huber.

Eugene Holmes, Superintendent, Red Bud Community Unit District #132: Mr. Holmes provided an internship position and was the cooperating administrator for James Pflasterer.

Paul Karber, Vocational Director, Carbondale Community High School District #165: Mr. Karber was a cooperating administrator for Larry Swope.

Ardell Kimmel, Dean of Vocational-Technical Education, Rend Lake College: Mr. Kimmel provided an internship position and was the cooperating administrator for Charles Harwick.

Walter Monke, Vocational Director, Columbia High School: Mr. Monke was a cooperating administrator for Larry Kraft.

K. Duane Rankin, Director, Venice-Lincoln Technical Center: Mr. Rankin was a cooperating administrator for Peter C. Ponce.

Kent Saxe, Principal, Clay City High School: Mr. Saxe was a cooperating administrator for Larry Brant.

Donald Sledge, Superintendent, Wayne City Community Unit District #100: Mr. Sledge provided an internship position and was



the cooperating administrator for Martin Smith.

#### STATE OF ILLINOIS PERSONNEL, DVTE

Sherwood Dees, Director, DVTE: Mr. Dees provided orientation and guidance and served as host at the SIU-C and ISU joint meeting during project initiation.

Rebecca Douglass, Publications Editor, Professional and Curriculum Development Unit, DVTE: Ms. Douglass directed Publication of literature related to the Occupational Education Administration Project and project activities.

C. Bill Eardley, Head Consultant, Residential and Area Center Planning, Special Programs Unit, DVTE: Mr. Eardley gave a three hour presentation on vocational education facilities planning.

Charles Hempstead, EPDA Projects Director, Professional and Curriculum Development Unit, DVTE: As DVTE representative for the project Mr. Hempstead coordinated DVTE concerns related to project functions and assisted interns in understanding the type and extent of service available to local educational agencies through DVTE.

William Hill, Director Region 6, Program Approval and Evaluation Unit, DVTE: Mr. Hill assisted project staff in selecting project interns and internship sites. He also discussed the DVTE - - LEA interface in regard to fiscal policy and management and the three phase evaluation system during a three hour presentation.

Richard Hofstrand, Head Consultant, Inservice Education,

Professional and Curriculum Development Unit, DVTE: Mr. Hofstrand conducted a meeting on State of Illinois, DVTE contracting procedures.

Roy McDermott, Assistant Director, DVTE: Mr. McDermott gave a presentation on the future of Vocational Education during the SIU-C and ISU joint meeting in Effingham.

William E. Reynolds, Coordinator, Professional and Curriculum Development Unit, DVTE: Mr. Reynolds conducted and coordinated cooperative efforts between the project at SIU, and a sister project of similar design at ISU.

## CONSULTANTS

### Organizational Development

William Johnson, Director of Organizational Development, Charmin Paper Products Company.

Sandra Martin, Employee Relations Specialist, Charmin Paper Products Company.

James Vangilder, Production Manager, Charmin Paper Products Company.

### Program Evaluation:

Paid consultants evaluated the program and wrote the report contained in this publication.

Bill Brandvold, Director of Vocational Education, Community Unit #2, Mattoon, Illinois.

Dr. John O'Dell, Superintendent of Schools, Porte Unit School #202, Petersburg, Illinois and Former member Governors Advisory Council on Vocational Education.

Transportable Model: Review and Comment

Five consultants provided project staff with suggestions for revisions, most of which were then included in the transportable model.

James Goggin, Principal, Shawnee High School.

Dr. Loren Klaus, President, Shawnee Community College.

Dr. Arthur Lean, Professor, Educational Foundations,  
Southern Illinois University (Carbondale).

James Mantoan, Vocational Director, Wayne City High School.

Dr. John R. Verduin Jr. Professor, Educational  
Administration, Southern Illinois University (Carbondale).

PART III  
PROCESSES AND ASSESSMENTS

**MATERIALS DEVELOPED**

The materials developed for the 1973-74 projects explicate and supplement those developed during 1972-73. Such items as a Program Announcement Letter and Contractual Agreement Form were updated from 1972-73 and used again. Other items such as Illinois School Code, Current Periodicals, Abstracts on Teacher Dismissal and Illinois Occupational Curriculum Project materials were used without change. The following is a representative listing and brief description of items developed.

A) A Transportable Curriculum Model, Occupational Education Leadership: A Performance Approach. This guidebook designed for college and university administrator preparation departments, local school districts, and occupational education interns, contains sections: 1) outlining the overall model, 2) presenting foundations and rationale for the model's subsections, 3) suggesting indicators of performance proficiency levels, and (4) proposing a portfolio assessment system. Under separate cover the guidebook accompanies this report.

B) Four Articles Supporting Aspects of the Occupational Education Administration Project at SIU-C. The four articles whose titles are self-explanatory were: 1) "The Application and Interview in Personnel Selection," 2) "Performance Based Teacher Education: As Good As We Make It," 3) "Performance, Practicum, Proficiency:

A Report on SIU's Occupational Education Administration Project," and 4) "Vocational Certification: A National Overview."

C) Portfolio of Performance Proficiency. A portfolio assessment system utilizing Bloom, Krathwohl, and Mager's Cognitive and Affective domains was designed. Although a portfolio assessment system had been used during 1972-73, it was revised this year to include additional levels of cognitive proficiency and for the first time to include on affective domain assessment. See Appendix M for an example of the assessment system.

D) Video Tapes of Interviewing Process. Each intern was videotaped during a simulated teacher employment interview. The tapes were then replayed for comments and suggestions by the project staff, the individual intern, and other interns.

E) SIU-C Student Teacher, Cooperating Teacher and SIU-C Supervisor Packets. Packets of applicable policies, procedures, and evaluation forms concerning student teaching in local school districts were distributed to the project interns. These packets supported the performances relative to vocational-technical student teachers under the occupational leader's supervision.

F) Safety/OSHA Materials. An abstract of "Planning and Maintaining A Safe Environment for Shop Students" by Wayne S. Ramp, Marvin E. Johnson, and John D. McLuckie in Accident Prevention Manual for Shop Teachers edited by Merle Strong as well as samples (e.g. OSHA Standards, Interpretations, Regulations, and Procedures published by the United States Department of Labor) of Occupational

Safety and Health Act Materials were prepared and distributed for the project interns. In addition, project participants participated in a National Safety Council OSHA Orientation Conference on the SIU-C Campus.

G) Conference on Innovations and Current Issues in Education. During an April 4-5 College of Education and Phi Delta Kappa sponsored conference on the SIU-C Campus, the project staff presented a session entitled, "Can Leadership Competencies Be Defined?" The presentation consisted of a description of the SIU-C project to date and the Illinois State University's Administration By Competency slide-tape model.

H) Education Professions Development Act (EPDA) Proposal. Under Part F, Section 552 of the Education Professions Development Act, A proposal for a Leadership Development Program in Vocational-Technical Education at SIU-C was prepared. Notification has been received as a result of the proposal that SIU-C has been designated a Vocational Leadership Development Institution for 1974-75. This proposal broadens the participant base in the SIU-C project from Illinois to the nation.

I) Project Follow Up Survey Forms. In Appendices H, I, J are copies of the forms used and those responses not wholly incorporated into this section of the final report. These forms were designed to elicit both formative and summative evaluation data from project participants other than the SIU-C project staff. Included also was a one year follow up on the 1972-73 interns.

#### SUMMATIONS OF EVALUATIVE DATA

Evaluative data collected in the course of these projects have

come from the following sources: 1) visitations of the 13 interns in their local education settings by SIU-C intern supervisors and project staff. 2) assessment of proficiency development as indicated in the interns' portfolios, 3) follow up survey of cooperating administrators, 4) follow up survey of project interns, 5) project consultants reports, 6) evaluations by both on-campus and practitioner consultants concerning the transportable model materials and 7) follow up survey of 1972-73 project graduates. These data have been used to gauge the success of the projects, to further identify problems and weaknesses in implementing the model program, and to plan succeeding years' programs.

#### Visitations to Intern Sites

Visitations to the local educational settings where the projects participants were pursuing their respective internships were made chiefly by faculty from the SIU-C Department of Educational Administration and Foundations. Internships Supervisors were Dr. Fred J. Armistead, Dr. Donald G. Cruce, Dr. Dale E. Kaiser, Dr. James C. Parker, Dr. Ronald W. Sealey, Dr. William E. Shelton, and Dr. John R. Verduin, Jr. These supervisors typically visited each intern twice a quarter and then filed a written visitation report. (See Appendix E for a sample of the reports to the project staff of their findings.)

Problems and commendations identified during the year as a result of these visitations and those that any institution implementing a system such as the model program might encounter are given below:



**PROBLEMS:**

- 1) One year is not usually sufficient time for a project intern to complete the model program especially when he/she has competing demands of full-time teaching and university course work as well as an extensive internship and administrative certification requirements.
- 2) In some educational settings because of negotiated contracts, etc., an intern does not have a legal base on which to perform at higher cognitive levels (application, etc.), e.g., performance 3.3 c "inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal."
- 3) Some cooperating administrators fail to prescribe and design situational conditions to cause proficiency development as outlined in the portfolio of performances.
- 4) Cooperating administrators usually need extensive orientation to the performance based approach and portfolio assessment system. Without orientation and subsequent in-service follow up, cooperating administrators are apt to feel inadequate in assessing an intern's proficiency development.
- 5) Preassessment of proficiency levels needs to occur immediately at the beginning of the intern's program, and at least two tentative post-assessments need to occur periodically during the program. If preassessment occurs after the program is underway (as was the case this year), proficiency development has already begun and interns have

difficulty in remembering the level of proficiency, if any, that they began with.

COMMENDATIONS:

- 1) SIU-C supervisors noted professional growth on the part of both the project interns and cooperating administrators as a result of participation in the project.
- 2) The 159 performances and portfolio assessment system caused a participating educational institution to get involved in new vocational activities.
- 3) The written reports submitted by the supervisors as a result of visitations cause the classwork sessions to be more relevant.

In sum, because of the unique nature of a performance based approach to preparing occupational administrator/leaders, extensive orientation for all parties involved needs to occur at the outset. Too, it needs to be recognized that simulated activities (and the comprehension level of proficiency) may have to suffice in a pre-service preparation program because of internship constraints. Project participants and cooperators should be prepared to do new things and try new approaches or else they will be frustrated by their participation, for the design of the model program implies growth, development, and change.

Proficiency Development Indicated By Portfolio

The development of proficiency and competence (a minimum level of proficiency) on each performance by each intern was the

goal of the project this year. During the pilot year (1972-73) the aim was that each intern would have at least a "familiarity" (or first level) of proficiency for 90 percent (143) of the 159 performances. For purposes of the project during the pilot year, that level of proficiency constituted competence.

During this year (1973-74) the project staff, cooperators, and interns set their sights a bit higher. Competence equaled at least 90 percent of the performances at the second level, "Comprehension." Proficiency scales based on Bloom, Krathwohl, and Mager's Taxonomy of Educational Objectives was employed to allow higher levels of cognitive performance than last year to be assessed and to allow some explanatory research on the use of an affective assessment scale.<sup>1</sup> In the cognitive domain the proficiency levels were (from low to high) knowledge, (last year called "familiarity") comprehension, (last year called "understanding") application, (last year called "application"), analysis, synthesis, evaluation, and in the affective domain the levels were receiving, responding, valuing, organizing, and characterization.

An inspection of Table I will show that each intern exceeded the competence level goal established for the 1973-74 project year. The level of proficiency development ranged from six percent at the None and Knowledge levels (Interns Kraft and Ponce) through 100 percent at the application level (Miller) to approximately 40 percent at the evaluation level (Huber, Jung and Swope). The indication from last year's interns (72-73) to the project staff that

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<sup>1</sup>Norman Gronlund, Stating Behavioral Objectives for Classroom Instruction (New York: McMillan Press, 1970), p. 23.

higher performance levels were being attained seems to be confirmed by the 1973-74 reports in Tables I-V.

### Follow-up Survey of Cooperating Administrators

During the final weeks of the project, staff assistants interviewed the cooperating administrators using an interview guide, Appendix H . A summation of the identified program contributions and improvement suggestions that resulted from these interviews are given below:

I. What significant contributions have resulted from your participation in the Occupational Education Project?

A. In General

1. The school now has another prepared administrator; a vocational leader.
2. The intern has taken over much of the responsibility for accounting and clerical detail work.
3. The intern is better able to see both sides of the teacher-administrator relationship.
4. The intern spearheaded the development of program goals and objectives for the schools' total vocational program.
5. The intern matured as a result of participating in the program.
6. The intern provided assistance in the daily operation of the school's vocational programs.
7. The program increased the cooperating administrator's awareness of necessary administrative performances.

**B. Educational:**

1. The program widened the cooperating administrator's scope of theories, tools and techniques for administrative practice.
2. The cooperating administrator gained a greater insight into required administration performances by teaching the performances.
3. The cooperating administrator found the need for personal career development.
4. The program provided the knowledge which helped the school to successfully meet the DVTE three phase evaluation.
5. The cooperating administrator gained knowledge which will be helpful in implementing new programs and administering on-going ones.
6. The program provided opportunity for the cooperating administrator to improve personal performance in some areas.
7. The cooperating administrator gained valuable knowledge about state and federal organization and funding for occupational education programs.
8. The cooperating administrator was made aware of the many services offered by DVTE.

**C. Consultative:**

1. Generally the cooperating administrators with general education backgrounds found the consultative services provided by the university supervisors

of little help. Their primary concern was that the university supervisor lacked knowledge of occupational education programs.

2. Cooperating administrators with vocational education backgrounds considered the consultative services provided by the university supervisors generally helpful. There seemed to be an atmosphere of mutual respect and a desire to communicate between persons from different disciplines.

D. Programatic:

Cooperating administrators with general education backgrounds found that the program contributed greatly to their knowledge and understanding of occupational education.

E. Other:

All of the cooperating administrators were enthused about the program in general. The following statement by one of the administrators best sums up the general feelings of the participators, "this has been a tremendous experience and an enormous benefit to the intern, myself, and the school".

- II. Should there be a change in the manner in which the Occupational Education Administration Project will be conducted?

A. In General:

1. There is a need for more frequent university supervision.

2. The intern should be exposed to different types of supervision and to different settings.
3. There should be more orientation and involvement of the cooperating administrators.
4. There are too many performances; some are not needed or used, therefore they cannot be evaluated. Some cooperating administrators would prefer to have a core of essential performances supplemented by the less frequently needed performances.
5. The intern's cooperating administrator should be, if possible, a vocational director.

**B. Local Operation:**

The time allotted to internship activities was not adequate. Some of the respondents felt that more time per day was needed.

**C. University Operation:**

1. The university should plan more joint intern-administrator meetings (workshop-training sessions), to better coordinate program activities.
2. Some cooperating administrators would like to be included in class activities and DVTE trips.
3. Cooperating administrators would like to receive university tuition waivers so that they could take professional development workshops and courses at no charge.



One cooperating administrator preferred an intensive internship for a shorter period of time, while another suggested a two year internship. Still, another suggested approach was to spend the internship in several schools.

#### Follow Up Survey of Project Interns

Using a systems approach to assess all of the sub-parts of the 1973-74 SIU-C Occupational Education Administration Project, an intern follow up study was conducted in the project's last month. (For a complete list of the information sought and received as well as the approach used, please refer to Appendix H). The first part of the survey concerned Programmatic Components which supported the 27 Instructional Components evaluated in the second part as well as the overall project itself. The third part of the survey assessed the intentions of the interns in assuming occupational education leadership roles.

Programmatic Components: All seven of the programmatic components assessed by the interns received a favorable evaluation, i.e., above average ratings. The interns found their Three-Phase Evaluation Team experiences and Wednesday evening project seminars to be more valuable than the other programmatic components. Even the lowest rated component, Performance Portfolio, received a positive group response, and suggestions for improvement indicated clearer guides to using the portfolio plus a shortened-in-length document would remedy most of the problems with this component.

Instructional Components: All 27 instructional components--the 27 performance clusters designed in the model program--were rated

"valuable" by the group. The two instructional components receiving the highest ratings were "Analyzing Applicant Credentials" and "Occupational Program Follow-Up". Receiving the lowest ratings were the following instructional components: "Student Teachers" and "Management Style Development". Perhaps the "Management Style Development" component would have been rated much higher had the Charmin Organizational Development program been completed, instead of only one-half completed, at the time of the intern follow up study.

Intern Leadership Intentions: Generally project interns intend to assume new positions, such as vocational director or department chairman, as well as greater leadership roles in the educational institutions where they will be working. Ten of the thirteen indicated a change to an administrative position while one more indicated a greater leadership role in the department chairmanship position that he already held prior to entering the program. Of the two remaining interns, one indicated a change to an administrative position (vocational director) after one more academic year in his school system and another indicated he expects no position change from his current position, occupational teacher, for next year; however, both of these candidates do feel they will be given greater occupational leadership roles in their present positions because of their participation in the project. An indication of the interns' willingness and confidence to assume leadership roles is that 12 of the 13 want notices of administrative position vacancies sent to them.

Perceived weaknesses of the SIU-C Occupational Education Administration Project were unique to the individual intern. According

to the interns' intentions most of these perceived weaknesses will be remediated through more experience, sub-regional workshops, and individual in-service development efforts.

In general the 1973-74 interns were unanimous in their positive attitude toward the project.

#### Project Consultants Evaluations

On June 23, 24, and 25, Dr. John O'Dell, Superintendent of Porta School District, Petersburg, Illinois and Mr. William Brandvold, Vocational Director, Mattoon, Illinois Public Schools were evaluation consultants to the SIU-C Occupational Education Administration Project. They personally interviewed project interns at an outing on June 23, and on June 24 and 25 they read project documents and conducted verification surveys via telephone among project interns, cooperating administrators, and SIU-C internship supervisors. Their complete report is contained in Appendix K.

Generally the evaluation consultants' concerns centered on efforts to adequately communicate and promulgate the model among those affiliated with the project as well as other university departments which might want to initiate a performance based approach to professional preparation. They also stressed the need for continued efforts to organize a project advisory committee and for the careful selection of supervisory and cooperating personnel who understand and appreciate the rich professional experience that can be provided within the model's framework. Overall they found the program to be a unique and effective experience for both interns and the university.

Based on private sector management techniques and style activities of the Vocational Administration Development component (May 8 - June

29) organizational development consultants from the Cape Girardeau, Mo., Charmin Paper Products Division of Procter and Gamble Company submitted an additional evaluation report. Their recommendations centered on offering such a laboratory styled workshop early in the project year and on including not only the project staff and interns but also cooperating administrators and university supervisors as part of the development sessions. Reasons for these recommendations were to better communications patterns at the outset of the project year and to establish a collaborative climate from which to work all year among all project participants. Other aspects of their report dealt with the design of a similar organizational development program should one be offered as a part of future programs. The complete report made be found in Appendix C.

#### Transportable Model Evaluations

In addition to the project staff a total of seven persons evaluated all or parts of the transportable model materials. The seven persons, not a part of the project staff, were as follows:

1. Dr. Arthur Lean, Professor, Foundations of Education, College of Education, SIU-C.
2. Dr. Loren Klaus, President, Shawnee Community College, Ullin, Illinois.
3. Mr. James Mantoan, Vocational Director, Wayne City, Illinois Public Schools
4. Mr. James Goggin, Principal, Shawnee High School, Wolf Lake, Illinois
5. Dr. John R. Verduin, Professor, Educational Administration, College of Education, SIU-C.
6. Mr. John Shelton, Chairman, Engineering, Mathematics, Physical Sciences, College of Lake County, Grayslake, Illinois.

7. Mr. James Suksi, Coordinator of Engineering Technologies, College of Lake County, Grayslake, Illinois.

Several of the above evaluators penciled their comments and notations on early drafts of the transportable model materials, and then held oral discussions with the project directors about the materials and therefore those reports are not presented in this report except in summary form. However, a formal written evaluation received from (1) Dr. Loren Klaus is reproduced in Appendix I.

Many of the comments and suggestions received were of a mechanical or writing style nature and thus were considered nonsubstantive. The consultants' substantive comments related to the clarity and/or meaning of certain phrases or sections and the direct relationship of some originally included materials to the purposes of the transportable model. In the former case words were changed to promote clarity of meaning, and in the latter case, materials were deleted, rewritten, and reorganized so that those sections included have a more unified relationship to each other and to the overall design explicated in the preface of the transportable model guidebook. The divergent viewpoints represented among the consultants to this project effort reminded the project staff of the extreme difficulty in communicating with a broad spectrum of audiences who might adopt or adapt the transportable model materials.

#### Follow Up Survey of The Eight 1972-73 Interns

During the final weeks of the 1973-74 project year, a follow up survey was made among the 1972-73 project graduates.

All graduates have served as occupational education leaders during the past year and three reported increasing responsibilities in a change of assignment for 1974-75. A complete tabulation of the

returns received may be found in Appendix J.

In response to questions about perceived weaknesses in their preparation and needs for continuing education, the interns generally responded that they had encountered difficulties in preparing, presenting, and implementing new programs, i.e., in effectuating change. Most of the responding graduates also indicated plans for continuing education in both short-term workshops and degree programs. Concerning their competence to perform as occupational education leaders, the graduates indicated that they had for the past year performed with confidence and authority.

Table I

Summary Table of Levels of Cognitive Post-Assessment of Proficiency Per Intern with Number (N) and Percentage (%) of Performance at Each Level.

Intern	Level of Proficiency	N	%
Alexander	None	0	
	Knowledge	1	1
	Comprehension	74	47
	Application	80	50
	Analysis	4	3
	Synthesis	0	0
	Evaluation	0	0
Brant	None	0	0
	Knowledge	0	0
	Comprehension	28	18
	Application	56	35
	Analysis	55	35
	Synthesis	14	9
	Evaluation	6	4
Harwick	None	0	0
	Knowledge	0	0
	Comprehension	32	20
	Application	116	73
	Analysis	1	1
	Synthesis	9	6
	Evaluation	1	1
Huber	None	0	0
	Knowledge	0	0
	Comprehension	4	3
	Application	20	13
	Analysis	21	13
	Synthesis	53	33
	Evaluation	61	38
Jung	None	0	0
	Knowledge	0	0
	Comprehension	31	19
	Application	49	31
	Analysis	10	6
	Synthesis	0	0
	Evaluation	69	43



Table I Continued

<b>Kraft</b>	None	4	3
	Knowledge	5	3
	Comprehension	17	11
	Application	74	47
	Analysis	18	11
	Synthesis	6	4
	Evaluation	35	22
<b>Manker</b>	None	0	0
	Knowledge	2	1
	Comprehension	59	37
	Application	66	42
	Analysis	24	15
	Synthesis	8	5
	Evaluation	0	0
<b>Miller</b>	None	0	0
	Knowledge	0	0
	Comprehension	0	0
	Application	159	100
	Analysis	0	0
	Synthesis	0	0
	Evaluation	0	0
<b>Pflasterer</b>	None	0	0
	Knowledge	7	4
	Comprehension	56	35
	Application	72	45
	Analysis	10	6
	Synthesis	8	5
	Evaluation	6	4
<b>Ponce</b>	None	1	1
	Knowledge	8	5
	Comprehension	48	30
	Application	93	58
	Analysis	5	3
	Synthesis	2	1
	Evaluation	2	1
<b>Rawlinson</b>	None	0	0
	Knowledge	0	0
	Comprehension	19	12
	Application	49	31
	Analysis	45	28
	Synthesis	40	25
	Evaluation	6	4

Table I Continued

<b>Smith</b>	<b>None</b>	<b>0</b>	<b>0</b>
	<b>Knowledge</b>	<b>1</b>	<b>1</b>
	<b>Comprehension</b>	<b>58</b>	<b>36</b>
	<b>Application</b>	<b>64</b>	<b>40</b>
	<b>Analysis</b>	<b>33</b>	<b>21</b>
	<b>Synthesis</b>	<b>3</b>	<b>2</b>
	<b>Evaluation</b>	<b>0</b>	<b>0</b>
<b>Swope</b>	<b>None</b>	<b>0</b>	<b>0</b>
	<b>Knowledge</b>	<b>0</b>	<b>0</b>
	<b>Comprehension</b>	<b>3</b>	<b>2</b>
	<b>Application</b>	<b>17</b>	<b>11</b>
	<b>Analysis</b>	<b>34</b>	<b>21</b>
	<b>Synthesis</b>	<b>46</b>	<b>29</b>
	<b>Evaluation</b>	<b>59</b>	<b>37</b>

Table II

LEVEL OF COGNITIVE PROFICIENCY DEVELOPMENT  
PER COMPETENCY COMPOSITE--THIRTEEN INTERNS

N = 1 No Proficiency  
K = 2 Knowledge  
C = 3 Comprehension  
Ap = 4 Application  
Al = 5 Analysis  
S = 6 Synthesis  
E = 7 Evaluation

Competency	Pre Assessment								Post Assessment							
	N	K	C	Ap	Al	S	E	$\bar{X}$	N	K	C	Ap	Al	S	E	$\bar{X}$
1.1 a	3	6	4	1	0	0	0	2.3	0	0	1	6	2	2	1	4.8
b	3	4	5	1	0	0	0	2.3	0	0	1	7	2	0	3	4.8
c	5	4	4	0	0	0	0	1.9	0	0	3	6	2	1	1	4.3
d	1	5	2	4	0	0	1	3.0	0	0	1	4	3	4	1	5.0
e	3	4	5	1	0	0	0	2.3	0	0	0	7	1	1	4	5.2
f	5		5	0	0	0	0	2.0	0	0	3	7	3	0	0	4.0
g	6	4	1	2	0	0	0	1.9	0	0	3	4	5	0	1	4.4
h	2	5	3	3	0	0	0	2.5	0	0	0	5	3	2	3	5.2
i	4	5	2	2	0	0	0	2.2	0	0	1	9	2	0	1	4.3
j	1	5	3	4	0	0	0	2.8	0	0	0	7	5	1	0	4.5
k	2	8	0	3	0	0	0	2.3	0	0	0	8	4	1	0	4.5
l	4	6	0	3	0	0	0	2.2	0	0	1	8	3	1	0	4.3
m	2	6	5	0	0	0	0	2.2	0	0	2	6	1	4	0	4.5
n	5	3	3	2	0	0	0	2.1	0	0	3	3	5	2	0	4.5
o	5	4	2	2	0	0	0	2.1	0	0	1	8	0	3	1	4.6
p	2	5	1	4	0	0	1	2.9	0	0	2	5	3	0	3	4.8
q	1	4	3	5	0	0	0	2.9	0	0	1	5	3	1	3	5.0
r	4	3	2	4	0	0	0	2.5	0	0	1	7	3	1	1	4.5

Competency	Pre Assessment								Post Assessment							
	N	K	C	Ap	Al	S	E	$\bar{X}$	N	K	C	Ap	Al	S	E	$\bar{X}$
1.2 a	3	4	1	5	0	0	0	2.6	0	0	1	6	2	2	2	4.8
b	6	4	1	2	0	0	0	1.9	0	0	4	5	2	0	2	4.3
c	3	4	5	1	0	0	0	2.3	0	0	3	3	3	1	3	4.8
d	7	4	1	1	0	0	0	1.7	0	1	6	4	2	0	0	3.5
e	4	4	3	2	0	0	0	2.2	0	0	3	5	3	1	1	4.4
f	4	3	4	2	0	0	0	2.3	0	0	4	3	4	1	1	4.4
g	5	3	4	1	0	0	0	2.1	0	0	4	5	3	0	1	4.2
h	5	4	3	1	0	0	0	2.0	0	0	4	4	2	2	1	4.4
i	5	2	3	3	0	0	0	2.3	0	0	2	8	2	0	1	4.2
1.3 a	5	4	3	1	0	0	0	2.0	0	0	4	3	2	0	3	4.5
b	5	3	4	1	0	0	0	2.1	0	0	1	6	1	3	2	4.9
c	4	5	2	2	0	0	0	2.2	0	0	4	6	0	1	2	4.3
d	4	4	2	3	0	0	0	2.3	0	0	3	7	0	2	1	4.3
e	5	6	0	2	0	0	0	1.9	0	2	3	5	2	1	0	3.8
f	6	3	3	1	0	0	0	1.9	0	1	3	5	3	0	7	4.1
g	1	4	4	4	0	0	0	2.8	0	0	1	6	2	3	1	4.8
h	3	3	4	3	0	0	0	2.5	0	0	0	7	4	1	1	4.7
1.4 a	5	5	1	2	0	0	0	2.0	0	0	2	6	1	3	1	4.6
b	5	4	3	1	0	0	0	2.0	0	0	2	5	2	1	3	4.8
c	6	2	3	2	0	0	0	2.1	0	0	1	5	2	0	5	5.2
d	6	3	4	0	0	0	0	1.8	0	0	1	5	3	3	1	4.8
2.1 a	4	5	4	0	0	0	0	2.0	0	0	2	7	1	1	2	4.5
b	4	5	4	0	0	0	0	2.0	0	0	3	6	2	1	0	3.9
2.2 a	3	5	3	2	0	0	0	2.3	0	0	0	8	2	2	1	4.7
b	4	3	4	2	0	0	0	2.3	0	0	1	8	1	1	2	4.6
c	3	5	4	1	0	0	0	2.2	0	0	3	6	2	2	0	4.2

Competency	Pre Assessment								Post Assessment							
	N	K	C	Ap	Al	S	E	$\bar{X}$	N	K	C	Ap	Al	S	E	$\bar{X}$
2.3 a	4	3	5	1	0	0	0	2.2	0	0	2	9	1	1	0	4.1
b	2	7	3	1	0	0	0	2.2	0	0	1	9	1	1	1	4.4
c	4	4	4	1	0	0	0	2.2	0	0	0	8	2	2	1	4.1
d	2	6	4	1	0	0	0	2.3	0	0	0	9	1	2	1	4.6
2.4 a	5	4	3	1	0	0	0	2.0	0	0	1	8	1	2	1	4.5
b	7	2	3	1	0	0	0	1.8	0	2	4	4	1	1	1	3.8
3.1 a	2	4	3	4	0	0	0	2.7	0	0	1	7	1	2	2	4.8
b	1	4	3	5	0	0	0	2.9	0	0	1	8	1	2	1	4.5
3.2 a	5	3	3	1	0	1	0	2.3	0	0	2	3	3	1	4	5.2
b	5	3	3	2	0	0	0	2.2	0	0	1	6	5	0	1	4.5
c	3	6	2	1	1	0	0	2.3	0	0	3	5	3	1	1	4.4
d	5	2	3	3	0	0	0	2.3	0	0	3	7	1	1	1	4.2
e	4	4	3	2	0	0	0	2.2	0	1	6	5	0	0	1	3.6
f	6	3	3	1	0	0	0	1.9	0	0	5	6	0	1	1	4.0
3.3 a	2	6	1	4	0	0	0	2.5	0	0	1	9	1	1	1	4.4
b	5	6	2	0	0	0	0	1.8	0	0	4	5	2	2	0	4.2
c	5	3	3	2	0	0	0	2.2	0	1	5	6	0	1	0	3.6
d	7	3	2	1	0	0	0	1.8	0	1	7	4	1	0	0	3.4
e	5	4	2	2	0	0	0	2.1	1	1	1	9	1	0	0	3.6
f	6	4	1	2	0	0	0	1.9	1	0	8	3	0	1	0	3.3
g	1	5	4	3	0	0	0	2.7	0	0	3	6	2	2	0	4.2
h	3	4	3	3	0	0	0	2.5	0	0	2	5	2	1	3	4.8
i	3	4	3	3	0	0	0	2.5	0	0	3	7	1	0	2	4.3
j	3	3	5	2	0	0	0	2.5	0	0	3	6	2	2	0	4.2
k	2	5	2	4	0	0	0	2.6	0	0	1	9	0	1	2	4.5

Competency	Pre Assessment								Post Assessment							
	N	K	C	Ap	Al	S	E	$\bar{X}$	N	K	C	Ap	Al	S	E	$\bar{X}$
4.1 a	2	5	4	1	0	0	1	2.7	0	0	3	6	2	1	1	4.5
b	3	4	3	2	0	0	1	2.7	0	0	3	6	1	2	1	4.4
c	3	2	7	1	0	0	0	2.5	0	1	4	4	2	1	1	4.1
d	1	4	5	2	0	0	0	2.6	0	0	5	3	2	1	2	4.4
4.2 a	4	2	4	3	0	0	0	2.5	0	0	5	5	0	1	2	4.2
b	2	4	4	2	0	0	1	2.8	0	0	2	4	3	1	3	4.9
c	4	5	3	1	0	0	0	2.1	0	0	2	6	3	1	1	4.5
4.3 a	0	2	3	7	1	0	0	3.5	0	0	1	6	2	1	3	4.9
b	2	4	3	4	0	0	0	2.7	0	0	3	4	4	1	1	4.5
c	4	4	5	0	0	0	0	2.1	0	1	8	2	0	0	2	3.7
d	5	5	2	1	0	0	0	1.9	0	0	4	5	3	0	1	4.2
e	3	3	4	3	0	0	0	2.5	0	0	3	3	4	1	2	4.7
f	2	6	3	2	0	0	0	2.4	0	0	3	5	1	1	3	4.7
4.4 a	2	6	4	1	0	0	0	2.4	0	0	3	6	2	2	0	4.2
b	5	2	4	2	0	0	0	2.2	0	0	2	5	1	2	3	4.9
c	5	6	2	0	0	0	0	1.8	0	0	3	6	1	1	2	4.5
d	5	4	3	1	0	0	0	2.0	0	0	1	7	3	1	1	4.5
4.5 a	1	5	5	2	0	0	0	2.6	0	0	6	4	1	0	2	4.1
b	2	3	2	6	0	0	0	2.9	0	0	5	5	0	1	2	4.2
4.6 a	2	3	6	2	0	0	0	2.6	0	0	1	9	1	0	2	4.5
5.1 a	2	4	4	2	1	0	0	2.7	0	0	0	8	2	1	2	4.8
b	6	2	3	2	0	0	0	2.1	0	0	4	5	1	2	1	4.3
c	3	3	4	3	0	0	0	2.5	0	0	4	5	1	1	2	4.4
d	5	3	4	1	0	0	0	2.1	0	0	8	4	0	0	1	3.6
e	2	3	5	1	1	1	0	2.9	0	0	2	7	1	1	2	4.5

Competency	Pre Assessment								Post Assessment							
	N	K	C	Ap	Al	S	E	$\bar{X}$	N	K	C	Ap	Al	S	E	$\bar{X}$
f	4	5	3	1	0	0	0	2.1	0	0	6	5	0	2	0	3.8
g	4	4	3	2	0	0	0	2.2	0	1	6	5	0	1	0	3.5
h	2	5	5	1	0	0	0	2.4	0	0	4	6	1	1	1	4.2
i	2	5	4	2	0	0	0	2.5	0	0	2	6	1	1	3	4.8
5.2 a	0	4	3	5	1	0	0	3.2	0	0	9	7	2	0	4	5.1
b	2	6	3	2	0	0	0	2.4	0	0	4	4	3	1	1	4.3
c	1	4	5	2	1	0	0	2.8	0	0	3	5	3	1	1	4.4
d	2	4	4	2	1	0	0	2.7	0	1	4	5	0	0	3	4.2
e	2	4	5	0	2	0	0	2.7	0	0	3	6	1	0	3	4.5
f	3	5	3	2	0	0	0	2.3	0	0	4	4	3	0	2	4.4
g	4	6	3	0	0	0	0	1.9	0	0	3	5	4	1	0	4.2
h	2	4	2	5	0	0	0	2.8	0	0	2	8	0	3	0	4.3
i	4	4	2	2	0	1	0	2.5	0	0	5	4	1	1	2	4.3
j	1	4	4	3	0	1	0	3.0	0	0	2	6	0	2	3	4.8
5.3 a	6	5	0	2	0	0	0	1.8	0	0	4	7	1	1	0	3.9
b	3	4	3	3	0	0	0	2.5	0	1	1	6	3	0	2	4.5
c	9	2	1	0	0	1	0	1.7	0	0	4	6	0	2	1	4.2
d	4	3	1	4	1	0	0	2.6	0	0	5	6	1	0	1	3.9
e	4	2	3	3	1	0	0	2.6	0	0	0	8	1	0	4	5.0
f	1	5	2	5	0	0	0	2.8	0	0	0	8	1	0	4	5.0
g	0	4	2	6	1	0	0	3.3	0	0	0	6	5	0	2	4.8
h	4	2	3	4	0	0	0	2.5	0	0	3	7	1	1	1	4.2
i	0	3	3	6	0	2	0	3.8	0	0	0	5	1	3	4	5.5
j	8	3	2	0	0	0	0	1.5	0	0	6	3	1	0	3	4.3
k	1	5	5	4	0	0	0	2.9	0	0	1	8	1	0	3	4.7
l	2		1	4	1	0	0	2.8	0	0	1	8	4	0	0	4.2





Competency	Pre Assessment								Post Assessment							
	N	K	C	Ap	Al	S	E	$\bar{X}$	N	K	C	Ap	Al	S	E	$\bar{X}$
5.4 a	1	5	4	3	0	0	0	2.7	0	0	1	7	1	3	1	4.7
b	4	5	3	1	0	0	0	2.1	0	0	3	5	1	2	2	4.6
c	3	6	1	3	0	0	0	2.3	0	0	1	6	1	2	3	5.0
6.1 a	4	5	3	1	0	0	0	2.1	1	0	3	4	2	1	2	4.3
b	9	1	2	0	1	0	0	1.7	0	0	7	3	2	1	0	3.8
c	5	2	0	6	0	0	0	2.5	0	0	1	6	1	2	3	5.0
d	9	2	2	0	0	0	0	1.5	0	1	4	4	2	1	1	4.1
e	9	2	2	0	0	0	0	1.5	0	1	5	5	1	1	0	3.7
f	6	3	4	0	0	0	0	1.8	0	0	2	6	1	2	2	4.7
g	7	2	0	4	0	0	0	2.1	0	1	1	6	1	3	1	4.5
h	9	2	1	1	0	0	0	1.5	0	0	4	6	1	2	0	4.1
i	5	5	1	2	0	0	0	2.0	0	1	6	2	1	1	2	4.1
j	7	3	1	2	0	0	0	1.8	0	1	4	4	2	1	1	4.1
6.2 a	4	3	2	4	0	0	0	2.5	0	0	3	7	2	0	1	4.2
b	6	2	4	1	0	0	0	2.0	0	1	4	4	1	2	1	4.2
c	2	2	3	6	0	0	0	3.0	0	0	1	7	1	2	2	4.8
d	5	4	2	2	0	0	0	2.1	0	0	3	7	0	2	1	4.3
e	2	4	4	3	0	0	0	2.6	0	0	2	6	2	1	2	4.6
6.3 a	2	1	5	5	0	0	0	3.0	0	0	1	6	1	1	4	5.1
b	4	3	4	2	0	0	0	2.3	0	0	0	7	3	1	2	4.8
7.1 a	3	2	4	4	0	0	0	2.7	0	0	2	8	1	0	2	4.4
b	2	2	3	6	0	0	0	3.0	0	0	0	8	0	2	3	5.0
c	5	4	3	0	1	0	0	2.1	0	0	4	6	1	1	1	4.2
d	2	6	2	3	0	0	0	2.5	0	0	4	4	0	3	2	4.6
7.2 a	3	3	1	5	1	0	0	2.8	0	0	2	6	1	2	2	4.7

Competency	Pre Assessment								Post Assessment							
	N	K	C	Ap	A1	S	E	$\bar{X}$	N	K	C	Ap	A1	S	E	$\bar{X}$
b	3	6	2	2	0	0	0	2.2	0	0	6	4	2	0	1	3.9
c	2	6	3	2	0	0	0	2.4	0	0	3	5	0	4	1	4.6
d	6	4	3	0	0	0	0	1.8	1	0	6	2	0	2	2	4.1
e	2	6	3	2	0	0	0	2.4	0	1	5	5	1	0	1	3.8
f	5	2	3	2	1	0	0	2.4	0	0	4	3	2	1	3	4.7
g	1	5	2	4	1	0	0	2.9	0	0	1	5	1	3	3	5.2
h	1	1	1	10	0	0	0	3.5	0	0	0	6	1	2	4	5.3
i	1	3	5	4	0	0	0	2.9	0	0	4	5	0	3	1	4.4
j	3	2	4	3	1	0	0	2.8	0	0	4	5	2	0	2	4.3
7.3 a	3	6	3	1	0	0	0	2.2	0	0	2	8	1	0	2	4.4
b	7	1	1	4	0	0	0	2.2	1	1	4	5	0	1	1	3.7
c	4	4	2	3	0	0	0	2.3	0	0	3	6	1	1	2	4.5
d	3	2	3	5	0	0	0	2.8	0	0	2	6	0	3	2	4.8
e	1	6	3	3	0	0	0	2.6	0	0	1	6	3	0	3	4.8

Table III

LEVEL OF AFFECTIVE PROFICIENCY DEVELOPMENT  
PER COMPETENCY COMPOSITE--THIRTEEN INTERNS

N = 1 = No Proficiency  
Rc = 2 = Receiving  
Rs = 3 = Responding  
V = 4 = Valuing  
O = 5 = Organization  
C = 6 = Characterization

Competency	Pre Assessment							Post Assessment						
	N	Rc	Rs	V	O	C	$\bar{X}$	N	Rc	Rs	V	O	C	$\bar{X}$
1.1 a	3	3	4	3	1	0	2.8	0	0	0	8	5	0	4.4
b	3	3	4	3	0	0	2.5	0	0	0	10	3	0	4.2
c	3	5	4	1	0	0	2.2	0	0	1	10	2	0	4.1
d	1	3	4	4	1	0	3.1	0	0	0	4	8	1	4.8
e	4	3	5	0	1	0	2.3	0	0	0	6	4	3	4.8
f	4	6	1	2	0	0	2.1	0	0	2	8	3	0	4.1
g	5	4	2	1	1	0	2.2	0	0	3	6	4	0	4.1
h	2	4	4	1	2	0	2.8	0	0	0	3	8	2	4.9
i	4	5	3	0	1	0	2.2	0	1	2	6	4	0	4.0
j	1	4	2	6	0	0	3.0	0	0	1	5	7	0	4.5
k	1	7	2	2	1	0	2.6	0	1	0	7	4	1	4.3
l	3	7	0	2	1	0	2.3	0	0	1	8	2	2	4.4
m	2	6	3	1	1	0	2.5	0	0	2	6	5	0	4.2
n	4	4	3	1	1	0	2.3	0	0	1	6	6	0	4.4
o	3	5	3	1	1	0	2.4	0	0	1	4	6	2	4.7
p	2	5	1	2	2	1	3.0	0	0	2	4	4	3	4.6
q	1	4	2	5	1	0	3.1	0	0	0	4	8	1	4.8
r	4	2	2	4	1	0	2.7	0	0	1	2	9	1	4.8

Competency	Pre Assessment							Post Assessment							
	N	Rc	Rs	V	O	C	$\bar{X}$	N	Rc	Rs	V	O	C	$\bar{X}$	
1.2	a	3	2	3	4	1	0	2.8	0	0	1	4	7	1	4.6
	b	6	4	1	1	1	0	2.0	0	0	4	3	4	2	4.3
	c	3	5	4	0	1	0	2.3	0	0	1	5	5	2	4.6
	d	7	4	1	0	1	0	1.8	0	2	2	8	1	0	3.6
	e	4	4	4	0	1	0	2.2	0	0	0	9	3	1	4.4
	f	3	3	6	0	1	0	2.5	0	0	2	6	4	1	4.3
	g	4	4	4	0	1	0	2.2	0	0	1	6	6	0	4.4
	h	4	5	3	0	1	0	2.2	0	0	2	6	4	1	4.3
	i	3	4	3	2	1	0	2.5	0	0	3	5	4	1	4.2
1.3	a	4	5	1	2	1	0	2.3	0	0	2	5	5	1	4.4
	b	4	3	2	3	1	0	2.5	0	0	1	5	6	1	4.5
	c	3	5	2	1	2	0	2.5	0	0	3	4	4	2	4.4
	d	4	4	2	2	1	0	2.4	0	1	2	7	2	k	4.0
	e	5	5	1	1	1	0	2.1	0	3	2	5	3	0	3.6
	f	5	3	2	1	2	0	2.4	0	1	2	4	5	1	4.2
	g	1	3	3	6	0	0	3.1	0	0	1	5	6	1	4.5
	h	3	3	3	3	1	0	2.7	0	0	1	5	6	1	4.5
1.4	a	5	5	0	3	0	0	2.1	0	0	1	7	5	0	4.3
	b	5	4	2	2	0	0	2.1	0	0	2	4	5	2	4.5
	c	6	1	3	2	1	0	2.3	0	0	0	5	5	3	4.8
	d	6	2	3	2	0	0	2.1	0	0	1	6	5	1	4.5
2.1	a	4	4	3	2	0	0	2.2	0	0	3	4	6	0	4.2
	b	3	4	3	2	1	0	2.5	0	1	4	4	4	0	3.8
2.2	a	3	4	3	1	2	0	2.6	0	0	4	5	3	1	4.1
	b	3	2	5	1	2	0	2.8	0	0	2	7	3	1	4.2
	c	3	3	5	1	1	0	2.5	0	0	2	8	3	0	4.1

Competency	Pre Assessment							Post Assessment						
	N	Rc	Rs	V	O	C	$\bar{X}$	N	Rc	Rs	V	O	C	$\bar{X}$
2.3 a	4	2	4	2	1	0	2.5	0	0	2	9	2	0	4.0
b	2	5	5	0	1	0	2.5	0	0	3	6	4	0	4.1
c	4	4	3	1	1	0	2.3	0	0	2	5	6	0	4.3
d	2	4	5	1	1	0	2.6	0	0	3	6	4	0	4.1
2.4 a	5	4	2	1	1	0	2.2	0	0	4	4	5	0	4.1
b	8	1	2	1	1	0	1.9	0	2	3	5	3	0	3.7
3.1 a	2	3	3	3	2	0	3.0	0	0	1	6	5	1	4.5
b	1	3	3	5	1	0	3.2	0	0	1	7	4	1	4.4
3.2 a	5	3	1	2	2	0	2.5	0	0	0	4	8	1	4.8
b	5	3	1	2	2	0	2.5	0	0	0	7	6	0	4.5
c	3	5	1	2	2	0	2.6	0	0	2	5	5	1	4.4
d	4	3	1	4	1	0	2.6	0	0	2	6	5	0	4.2
e	4	2	2	5	0	0	2.6	0	1	2	9	0	1	3.8
f	6	1	3	2	1	0	2.3	0	0	4	6	2	1	4.0
3.3 a	2	4	3	4	0	0	2.7	0	0	2	6	5	0	4.2
b	4	7	1	0	1	0	2.0	0	0	3	7	3	0	4.0
c	5	3	3	1	1	0	2.2	0	1	2	8	2	0	3.8
d	7	3	1	2	0	0	1.8	0	1	5	6	1	0	3.5
e	4	3	3	1	2	0	2.5	0	1	2	7	3	0	3.9
f	6	3	2	1	1	0	2.1	1	1	4	7	0	0	3.3
g	1	5	2	4	1	0	2.9	0	0	1	5	6	1	4.5
h	3	2	3	4	1	0	2.8	0	0	0	5	8	0	4.6
i	3	2	4	3	1	0	2.8	0	0	1	6	5	1	4.5
j	3	3	1	5	1	0	2.8	0	0	0	8	5	0	4.4
k	2	4	1	5	1	0	2.9	0	0	0	6	6	1	4.6

Competency	Pre Assessment							Post Assessment						
	N	Rc	Rs	V	O	C	$\bar{X}$	N	Rc	Rs	V	O	C	$\bar{X}$
4.1 a	2	4	3	3	1	0	2.8	0	0	2	8	2	1	4.2
b	2	3	3	4	1	0	2.9	0	0	3	7	3	0	4.0
c	2	4	4	3	0	0	2.6	0	1	4	4	3	1	3.9
d	1	3	4	5	0	0	3.0	0	0	2	7	4	0	4.2
4.2 a	4	0	5	3	1	0	2.8	0	0	4	6	3	0	3.0
b	2	3	4	2	1	1	3.0	0	1	0	6	5	1	4.4
c	4	3	3	2	1	0	2.5	0	0	2	6	5	0	4.2
4.3 a	0	1	6	4	2	0	3.5	0	0	0	8	4	1	4.5
b	2	2	4	4	1	0	3.0	0	0	1	10	2	0	4.1
c	4	3	4	2	0	0	2.3	0	1	4	6	1	1	3.8
d	5	3	1	4	0	0	2.3	0	0	4	8	0	1	3.8
e	3	2	3	4	1	0	2.8	0	0	1	6	5	1	4.5
f	2	4	3	3	1	0	2.8	0	0	2	7	3	1	4.2
4.4 a	2	5	3	3	0	0	2.5	0	1	2	7	3	0	3.9
b	5	2	2	4	0	0	2.4	0	0	2	6	4	1	4.3
c	5	5	1	2	0	0	2.0	0	0	2	8	2	1	4.2
d	5	4	1	3	0	0	2.2	0	1	1	6	4	1	4.2
4.5 a	1	5	2	4	1	0	2.9	0	1	2	7	2	1	4.0
b	2	3	3	3	2	0	3.0	0	0	4	4	4	1	4.2
4.6 a	2	2	5	3	1	0	2.9	0	0	5	4	3	1	4.0
5.1 a	2	4	1	5	1	0	2.9	0	0	1	9	2	1	4.2
b	5	3	1	4	0	0	2.3	0	2	3	5	2	1	3.8
c	3	2	4	4	0	0	2.7	0	0	1	8	3	1	4.3
d	5	3	1	3	1	0	2.4	0	2	3	7	1	0	3.5
e	2	3	2	3	3	0	3.2	0	0	2	6	5	0	4.2

Competency	Pre Assessment							Post Assessment						
	N	Rc	Rs	V	O	C	$\bar{X}$	N	Rc	Rs	V	O	C	$\bar{X}$
f	3	6	0	3	1	0	2.5	0	0	4	6	3	0	3.9
g	4	4	0	4	1	0	2.5	0	1	4	6	2	0	3.7
h	2	5	2	4	0	0	2.6	0	0	2	7	4	0	4.2
i	2	5	0	5	1	0	2.8	0	0	0	7	5	1	4.5
5.2 a	0	3	3	5	2	0	3.5	0	0	1	5	5	2	4.6
b	2	5	3	2	1	0	2.6	0	1	0	8	4	0	4.2
c	1	4	2	5	1	0	3.1	0	0	1	10	2	0	4.1
d	2	4	3	2	2	0	2.8	0	1	3	6	2	1	3.9
e	2	3	3	3	2	0	3.0	0	0	2	7	3	1	4.2
f	3	5	0	4	1	0	2.6	0	1	1	9	1	1	4.0
g	3	6	3	1	0	0	2.2	0	0	1	8	4	0	4.2
h	2	4	2	4	1	0	2.8	0	0	1	9	3	0	4.2
i	3	4	2	2	2	0	2.7	0	0	3	6	3	1	4.2
j	1	3	4	3	2	0	3.2	0	0	0	7	5	1	4.5
5.3 a	6	4	1	1	1	0	2.0	0	0	5	8	0	0	3.6
b	3	3	4	1	2	0	2.7	0	2	1	6	3	1	4.0
c	9	2	0	1	1	0	1.7	0	0	5	4	3	1	4.0
d	4	3	0	3	3	0	2.8	0	1	3	5	4	0	3.9
e	4	2	2	3	2	0	2.8	0	0	1	7	4	1	4.4
f	1	5	0	6	1	0	3.1	0	0	2	9	1	1	4.1
g	0	3	3	5	2	0	3.5	0	0	0	10	2	1	4.3
h	4	2	3	3	1	0	2.6	0	0	2	8	3	0	4.1
i	0	2	1	6	3	1	4.0	0	0	0	4	6	3	4.9
j	8	3	1	1	0	0	1.6	0	0	4	6	1	2	4.1
k	1	2	4	4	2	0	3.3	0	0	2	8	2	1	4.2
l	2	4	0	5	2	0	3.1	0	0	1	11	1	0	4.0



Competency		Pre Assessment						Post Assessment							
		N	Rc	Rs	V	O	C	$\bar{X}$	N	Rc	Rs	V	O	C	$\bar{X}$
5.4	a	1	4	4	3	1	0	2.9	0	0	0	9	4	0	4.3
	b	4	5	1	3	0	0	2.2	0	0	1	7	4	1	4.4
	c	3	5	3	1	1	0	2.4	0	0	1	6	5	1	4.5
6.1	a	4	4	2	2	1	0	2.4	1	0	3	6	2	1	3.8
	b	7	3	1	2	0	0	1.8	0	1	5	6	1	0	3.5
	c	5	2	0	3	3	0	2.8	0	0	2	4	6	1	4.5
	d	8	3	1	1	0	0	1.6	0	1	5	5	2	0	3.6
	e	8	2	2	1	0	0	1.7	0	2	4	5	2	0	3.5
	f	5	3	4	1	0	0	2.1	0	0	3	6	3	1	4.2
	g	6	3	1	2	1	0	2.2	0	1	2	6	3	1	4.1
	h	8	3	1	0	1	0	1.7	0	0	4	8	0	1	3.8
	i	5	4	1	2	1	0	2.2	0	1	2	7	2	1	4.0
	k	7	3	1	1	1	0	1.9	0	0	5	5	3	0	3.8
		a	4	3	2	3	1	0	2.5	0	1	3	6	2	1
b		5	1	6	0	1	0	2.3	0	1	3	6	2	1	3.9
c		2	2	3	4	2	0	3.2	0	0	2	6	4	1	4.3
d		5	4	2	1	1	0	2.2	0	1	2	7	1	2	4.1
e		2	3	6	1	1	0	2.7	0	0	2	6	3	2	4.4
6.3	a	2	1	5	4	1	0	3.1	0	0	1	5	5	2	4.6
	b	4	2	4	2	1	0	2.5	0	0	0	7	5	1	4.5
7.1	a	2	4	3	4	0	0	2.7	0	0	5	5	2	1	3.9
	b	2	2	2	7	0	0	3.1	0	0	1	5	6	1	4.5
	c	5	5	1	1	1	0	2.1	0	1	6	3	3	0	3.6
	d	2	7	1	4	0	0	2.5	0	0	4	4	4	1	4.2
7.2	a	3	3	1	3	3	0	3.0	0	0	0	7	5	1	4.5
	b	3	4	2	3	1	0	2.6	0	0	3	7	2	1	4.1

Competency	Pre Assessment							Post Assessment						
	N	Rc	Rs	V	O	C	$\bar{X}$	N	Rc	Rs	V	O	C	$\bar{X}$
c	2	6	2	3	0	0	2.5	0	0	2	7	4	0	4.2
d	6	4	1	2	0	0	1.9	1	0	3	6	2	1	3.8
e	2	6	3	2	0	0	2.4	0	1	6	5	0	1	3.5
f	4	3	2	3	1	0	2.5	0	0	2	7	3	1	4.2
g	1	5	2	3	2	0	3.0	0	0	1	6	5	1	4.5
h	1	1	2	7	2	0	3.6	0	0	1	5	5	2	4.6
i	1	3	4	3	2	0	3.2	0	1	1	6	3	2	4.3
j	2	2	4	3	2	0	3.1	0	0	2	8	2	1	4.2
7.3 a	3	5	1	4	0	0	2.5	0	0	4	6	2	1	4.0
b	5	2	1	4	1	0	2.5	1	2	3	4	2	1	3.5
c	4	3	2	3	1	0	2.5	0	0	4	7	1	1	3.9
d	3	2	2	5	1	0	2.9	0	0	1	7	4	1	4.4
e	1		3	3	1	0	2.8	0	0	1	7	3	2	4.5

Table IV

Level of Importance Post Assessment Per Performance  
Composite - Thirteen Interns and  
Cooperating Administrators

N = 0 = No Response  
VU = 1 = Very Unimportant  
U = 2 = Unimportant  
I = 3 = Important  
VI = 4 = Very Important

Performance	Intern						Cooperating Administrator					
	N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
1.1 a	0	0	0	0	31	4.0	0	0	0	0	13	4.0
b	0	0	0	2	11	3.8	0	0	0	2	11	3.8
c	0	0	0	2	11	3.8	0	0	0	4	9	3.7
d	0	0	0	2	11	3.8	0	0	0	0	13	4.0
e	0	0	1	2	10	3.8	0	0	0	2	11	3.8
f	0	0	1	6	6	3.4	0	0	1	2	10	3.7
g	0	0	0	3	10	3.8	0	0	0	4	9	3.7
h	0	0	0	0	13	4.0	0	0	0	0	13	4.0
i	0	0	0	5	8	3.6	0	0	1	6	6	3.4
j	0	0	1	4	8	3.5	0	0	1	3	9	3.6
k	0	0	0	3	10	3.8	0	0	0	3	10	3.8
l	0	0	1	2	10	3.7	0	0	0	3	10	3.8
m	0	0	0	1	12	3.9	0	0	0	1	12	3.9
n	0	0	0	2	11	3.8	0	0	0	0	13	4.0
o	0	0	1	3	9	3.6	0	0	0	4	9	3.7
p	0	0	0	3	10	3.8	0	0	0	4	9	3.7
q	0	0	0	2	11	3.8	0	0	0	1	12	3.9
r	0	0	0	3	10	3.8	0	0	0	2	11	3.8

	Intern						Cooperating Administrator					
	N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
1.2 a	0	0	0	3	10	3.8	0	0	0	3	10	3.8
b	0	0	2	4	7	3.4	0	0	2	3	8	3.5
c	0	0	0	0	13	4.0	0	0	0	1	12	3.9
d	0	0	0	6	7	3.5	0	0	0	5	8	3.6
e	0	0	0	5	8	3.6	0	0	0	3	10	3.8
f	0	0	0	2	11	3.8	0	0	0	1	12	3.9
g	0	0	0	4	9	3.8	0	0	0	1	12	3.9
h	0	0	0	3	10	3.7	0	0	0	1	12	3.8
i	0	0	0	2	11	3.8	0	0	0	3	10	3.8
1.3 a	0	0	0	2	11	3.8	0	0	0	4	9	3.7
b	0	0	0	3	10	3.8	0	0	0	2	11	3.8
c	0	0	0	1	12	3.9	0	0	0	1	12	3.9
d	0	0	0	2	11	3.8	0	0	0	2	11	3.8
e	0	0	0	4	9	3.7	0	0	1	4	8	3.5
f	0	0	0	1	12	3.9	0	0	0	2	11	3.8
g	0	0	0	1	12	3.9	0	0	0	1	11	3.9
h	0	0	0	2	11	3.8	0	0	0	2	12	3.8
1.4 a	0	0	0	1	12	3.9	0	0	0	1	12	3.9
b	0	0	0	4	9	3.7	0	0	0	1	12	3.9
c	0	0	0	0	13	4.0	0	0	0	0	13	4.0
d	0	0	1	0	12	3.8	0	0	0	0	13	4.0
2.1 a	0	0	2	3	8	3.5	0	0	3	3	7	3.3
b	0	0	2	6	5	3.2	0	0	2	4	7	3.4
2.2 a	0	0	0	1	12	3.9	0	0	0	1	12	3.9
b	0	0	0	1	12	3.9	0	0	1	1	11	3.8
c	0	0	0	2	11	3.8	0	0	0	1	12	3.9

	Intern						Cooperating Administrator					
	N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
2.3 a	0	0	1	3	9	3.6	0	0	0	4	9	3.7
b	0	0	0	3	10	3.8	0	0	0	2	11	3.8
c	0	0	0	3	10	3.8	0	0	0	4	9	3.7
d	0	0	0	5	8	3.6	0	0	0	2	11	3.8
2.4 a	0	0	0	2	11	3.8	0	0	0	2	11	3.8
b	0	0	0	4	9	3.7	0	0	0	5	8	3.6
3.1 a	0	0	0	1	12	3.9	0	0	0	2	11	3.8
b	0	0	1	1	11	3.8	0	0	0	0	13	4.0
3.2 a	0	0	1	1	11	3.8	0	0	1	2	10	3.7
b	0	0	0	0	13	3.8	0	0	1	2	11	3.7
c	0	0	0	1	12	3.9	0	0	0	0	13	4.0
d	0	0	0	2	11	3.8	0	0	0	2	11	3.8
e	0	0	0	3	10	3.8	0	0	0	4	9	3.7
f	0	0	1	4	8	3.5	0	0	0	5	8	3.6
3.3 a	0	0	0	1	12	3.9	0	0	0	1	12	3.9
b	0	0	0	2	11	3.8	0	0	2	2	9	3.5
c	0	0	0	2	11	3.8	0	0	0	1	12	3.9
d	0	0	0	2	11	3.8	0	0	0	3	10	3.8
e	0	0	1	2	10	3.7	0	0	0	2	11	3.8
f	0	1	1	4	7	3.3	0	0	1	8	4	3.2
g	0	0	0	0	13	4.0	0	0	0	2	11	3.8
h	0	0	0	1	12	3.9	0	0	0	0	13	4.0
i	0	0	0	0	13	4.0	0	0	0	0	13	4.0
j	0	0	0	0	13	4.0	0	0	0	0	13	4.0
k	0	0	0	0	12	3.9	0	0	0	3	10	3.8
4.1 a	0	0	0	3	10	3.8	0	0	0	4	9	3.7

	Intern						Cooperating Administrator					
	N	VU	U	I	VI	X	N	VU	U	I	VI	X
b	0	0	0	5	8	3.6	0	0	0	3	10	3.8
c	0	0	0	4	9	3.7	0	0	0	3	10	3.8
d	0	0	1	1	11	3.8	0	0	1	0	12	3.8
4.2 a	0	0	2	3	8	3.5	0	0	0	6	7	3.5
b	0	0	0	1	12	3.9	0	0	0	1	12	3.8
c	0	0	1	4	8	3.5	0	0	1	4	8	3.5
4.3 a	0	0	0	2	11	3.8	0	0	0	2	11	3.8
b	0	0	1	0	12	3.8	0	0	1	0	12	3.8
c	0	0	0	3	10	3.8	0	0	1	4	8	3.5
d	0	0	0	4	9	3.7	0	0	0	6	7	3.5
e	0	0	0	3	10	3.8	0	0	0	3	10	3.8
f	0	0	0	2	11	3.8	0	0	0	4	9	3.7
4.4 a	0	0	0	2	11	3.8	0	0	0	2	11	3.8
b	0	0	0	0	13	4.0	0	0	0	1	12	3.9
c	0	0	1	2	10	3.7	0	0	1	5	7	3.5
d	0	0	0	1	12	3.9	0	0	0	2	11	3.8
4.5 a	0	0	0	2	11	3.8	0	0	0	2	11	3.8
b	0	0	0	3	10	3.8	0	0	0	3	10	3.8
4.6 a	0	0	0	3	10	3.8	0	0	0	0	12	3.8
4.7 a	0	0	0	3	10	3.8	0	0	1	0	12	3.8
5.1 a	0	0	1	0	12	3.8	0	0	0	1	12	3.9
b	0	0	1	2	10	3.7	0	0	0	4	9	3.7
c	0	0	0	0	13	4.0	0	0	0	1	12	3.9
d	0	0	0	1	12	3.8	0	0	0	1	12	3.9
e	0	0	0	1	12	3.9	0	0	0	0	13	4.0
f	0	0	0	3	10	3.8	0	0	0	2	11	3.8

	Intern						Cooperating Administrator					
	N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
g	0	0	0	3	10	3.8	0	0	0	2	11	3.8
h	0	0	0	1	12	3.9	0	0	0	0	13	4.0
i	0	0	0	0	13	4.0	0	0	0	0	13	4.0
5.2 a	0	0	0	1	12	3.9	0	0	0	2	11	3.8
b	0	0	0	5	8	3.6	0	0	0	5	8	3.6
c	0	0	0	1	12	3.9	0	0	0	1	12	3.9
d	0	0	0	2	11	3.8	0	0	0	0	13	4.0
e	0	0	0	4	9	3.7	0	0	0	4	9	3.7
f	0	0	0	1	12	3.9	0	0	0	2	11	3.8
g	0	0	0	1	12	3.9	0	0	0	2	11	3.8
h	0	0	0	2	11	3.8	0	0	0	1	12	3.9
i	0	0	0	2	11	3.8	0	0	1	2	10	3.7
j	0	0	0	2	11	3.8	0	0	0	2	11	3.8
5.3 a	0	0	0	4	9	3.7	0	0	1	4	8	3.5
b	0	0	0	1	12	3.9	0	0	1	0	12	3.8
c	0	0	0	1	12	3.9	0	0	0	1	12	3.8
d	0	0	0	1	12	3.9	0	0	0	0	13	4.0
e	0	0	0	1	12	3.9	0	0	0	0	13	4.0
f	0	0	0	4	9	3.7	0	0	0	3	10	3.8
g	0	0	0	2	11	3.8	0	0	0	1	12	3.9
h	0	0	1	4	8	3.5	0	0	0	3	10	3.8
i	0	0	0	0	13	4.0	0	0	0	0	13	4.0
j	0	0	1	7	5	3.3	0	0	2	6	5	3.2
k	0	0	0	0	13	4.0	0	0	0	0	13	4.0
l	0	0	0	3	10	3.8	0	0	0	2	11	3.8



	Intern						Cooperating Administrator					
	N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
5.4 a	0	0	0	5	8	3.6	0	0	0	2	11	3.8
b	0	0	0	2	11	3.9	0	0	0	3	10	3.8
c	0	0	1	2	.0	3.7	0	0	0	1	12	3.9
6.1 a	0	0	1	0	12	3.8	0	0	1	0	12	3.8
b	0	0	0	2	11	3.8	0	0	0	2	11	3.8
c	0	0	0	1	12	3.9	0	0	0	0	13	4.0
d	0	0	0	1	12	3.9	0	0	0	0	13	4.0
e	0	0	0	3	10	3.8	0	0	0	1	12	3.9
f	0	0	0	0	13	4.0	0	0	0	1	12	3.9
g	0	0	0	2	11	3.8	0	0	0	2	11	3.8
h	0	0	0	1	12	3.9	0	0	0	1	12	3.9
i	0	0	0	4	9	3.7	0	0	0	2	11	3.8
j	0	0	0	5	8	3.6	0	0	0	2	11	3.8
6.2 a	0	0	0	3	10	3.8	0	0	0	1	12	3.9
b	0	0	0	2	11	3.8	0	0	0	2	11	3.8
c	0	0	0	3	10	3.8	0	0	0	3	10	3.8
d	0	0	0	1	12	3.9	0	0	0	1	12	3.9
e	0	0	1	3	9	3.6	0	0	0	4	9	3.7
6.3 a	0	0	0	1	12	3.9	0	0	0	0	13	4.0
b	0	0	0	1	12	3.9	0	0	0	2	11	3.8
7.1 a	0	0	0	2	11	3.8	0	0	0	1	12	3.9
b	0	0	0	1	12	3.9	0	0	0	0	13	4.0
c	0	0	0	2	11	3.8	0	1	0	1	11	3.7
d	0	0	1	1	11	3.8	0	0	0	4	9	3.7
7.2 a	0	0	0	2	11	3.8	0	0	1	0	12	3.8
b	0	0	0	3	10	3.8	0	0	0	3	10	3.8

	Intern						Cooperating Administrator					
	N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
c	0	0	1	3	9	3.6	0	0	0	3	10	3.6
d	0	0	0	5	8	3.6	0	0	1	4	8	3.5
e	0	0	1	1	11	3.8	0	0	2	1	10	3.8
f	0	0	1	1	11	3.8	0	0	1	2	10	3.7
g	0	0	0	2	11	3.8	0	0	0	3	10	3.8
h	0	0	0	3	10	3.8	0	0	0	2	11	3.8
i	0	0	0	4	9	3.7	0	0	0	2	11	3.8
j	0	0	0	4	9	3.7	0	0	0	3	10	3.8
7.3 a	0	0	0	3	10	3.8	0	0	0	2	11	3.8
b	0	0	0	4	9	3.7	0	0	0	4	9	3.7
c	0	0	1	3	9	3.6	0	0	0	4	9	3.7
d	0	0	0	5	8	3.6	0	0	0	5	8	3.6
e	0	0	0	3	10	3.8	0	0	0	2	11	3.6

METHODS OF PROFICIENCY ATTAINMENT PER  
PERFORMANCE--THIRTEEN INTERNS

C= Coursework  
 S= Simulation  
 W= Workshop  
 I= Internship  
 OJT= On-the-job training  
 IA= Internship/academic  
 OJT/A= On-the-job/academic  
 AT= Any three items in combination  
 NR= No response

	Pre Assessment									Post Assessment								
	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>
1.1a	2	0	0	0	6	0	3	1	1	0	0	0	5	0	5	1	2	0
b	1	0	0	0	5	0	3	1	3	1	0	0	2	2	3	2	3	0
c	3	0	0	0	4	0	4	0	2	2	0	0	3	1	2	1	4	0
d	2	0	0	0	5	0	4	1	1	2	0	0	2	2	1	2	4	0
e	1	0	0	0	5	0	3	0	4	0	0	0	6	0	4	0	3	0
f	3	0	0	0	4	0	2	0	4	3	0	0	4	0	5	0	1	0
g	2	0	0	0	3	0	2	0	6	3	0	0	1	2	2	2	3	0
h	3	0	0	0	3	0	4	0	2	0	0	0	4	1	2	1	5	0
i	3	0	0	0	2	0	3	0	4	3	0	1	0	1	1	2	5	0
j	3	0	0	0	3	0	3	2	1	3	0	0	1	1	2	0	6	0
k	2	0	2	0	4	0	3	0	1	0	0	1	5	0	1	1	5	0
l	5	0	0	0	4	0	1	1	1	2	0	1	0	1	3	1	55	0
m	2	0	0	0	5	0	2	2	2	1	0	0	3	2	1	2	4	0
n	3	0	0	0	3	0	2	1	4	2	0	0	1	0	3	2	5	0
o	4	0	0	0	3	0	2	0	4	0	0	0	4	1	3	0	5	0
p	0	0	0	0	5	0	3	3	2	0	0	2	3	0	0	3	5	0
q	1	0	0	0	6	0	2	3	1	0	0	0	5	3	0	2	3	0
r	1	0	0	0	3	0	5	1	3	3	0	0	3	0	2	1	4	4

	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>
1.2a	1	0	0	0	6	0	4	0	2	0	0	0	4	1	3	1	4	0
b	1	0	0	0	4	0	3	0	4	5	0	0	3	0	2	0	3	0
c	3	0	0	0	5	0	3	0	3	0	0	0	3	1	4	2	3	0
d	5	0	0	0	2	0	2	0	3	3	0	0	4	2	2	0	2	0
e	3	0	0	0	4	0	3	0	4	1	0	0	5	1	2	1	3	0
f	2	0	0	0	5	0	3	0	4	1	0	0	4	3	2	0	3	0
g	2	0	0	0	6	0	1	0	3	2	0	0	4	3	1	0	3	0
h	2	0	0	0	6	0	1	0	4	3	0	0	3	2	1	0	4	0
i	2	0	0	0	5	0	3	0	4	0	0	0	4	2	1	2	4	0
1.3a	3	0	0	0	6	0	0	0	4	2	0	0	2	2	3	0	4	0
b	2	0	0	0	5	0	2	0	3	0	0	0	8	1	1	0	3	0
c	2	0	0	0	5	0	0	0	5	1	0	0	6	0	3	1	2	0
d	1	0	0	0	3	0	5	1	7	0	0	0	7	1	1	0	4	0
e	2	0	0	0	5	0	1	0	1	5	0	0	1	1	3	0	3	0
f	3	0	0	0	2	0	1	0	3	1	0	0	5	1	3	0	3	0
g	1	0	0	0	4	0	5	2	4	1	0	1	1	2	1	3	4	0
h	1	0	0	0	5	0	4	0	4	0	0	0	6	1	0	1	5	0
1.4a	2	0	0	0	5	0	0	2	5	1	0	0	4	2	3	1	2	0
b	2	0	0	0	5	0	1	1	5	0	0	0	6	1	0	1	5	0
c	0	0	0	0	5	0	3	0	4	0	0	0	7	1	1	0	4	0
d	3	0	0	0	4	0	1	0	5	0	0	0	8	0	3	0	2	0
2.1a	2	0	0	0	6	0	1	0	4	4	0	0	2	0	4	1	2	0
b	3	0	0	0	6	0	1	0	3	4	0	0	4	0	1	1	3	0
2.2a	2	0	0	0	7	0	1	0	3	1	4	0	3	0	0	2	3	0
b	3	0	0	0	5	0	3	0	2	1	4	0	1	0	1	2	0	0

	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>
c	2	0	0	0	7	0	1	0	3	0	6	0	1	0	2	1	3	0
2.3a	2	0	0	0	5	0	2	0	4	0	6	0	2	0	2	0	3	0
b	2	0	0	0	8	0	1	0	2	2	2	0	1	2	2	1	3	0
c	3	0	0	0	6	0	0	0	3	0	6	0	1	0	2	1	3	0
d	2	0	0	0	7	0	1	0	3	0	6	0	1	0	2	1	3	0
2.4a	1	0	0	0	5	0	2	0	5	0	4	0	1	0	2	3	3	0
b	1	0	0	0	3	0	1	0	8	3	0	0	2	2	3	1	2	0
3.1a	0	0	0	0	9	0	2	0	2	1	0	0	5	1	0	2	4	0
b	0	0	0	0	9	0	3	0	1	0	0	0	5	3	0	1	4	0
3.2a	2	0	0	0	4	0	2	0	5	1	0	0	5	1	1	2	0	0
b	1	0	0	0	6	0	1	0	5	1	0	0	6	1	1	1	3	0
c	1	0	0	0	7	0	2	0	3	0	0	0	4	3	1	2	3	0
d	1	0	0	0	6	0	1	0	5	0	0	0	8	1	2	0	2	0
e	1	0	0	0	6	0	2	0	4	3	0	0	5	1	1	2	1	0
f	1	0	0	0	4	0	1	0	7	0	0	0	7	2	0	0	4	0
3.3a	0	0	0	0	9	0	2	0	2	5	0	0	1	0	3	1	3	0
b	2	0	0	0	6	0	1	0	4	6	0	0	0	0	5	1	1	0
c	1	0	0	0	6	0	0	0	6	5	0	0	0	2	3	3	0	0
d	1	0	0	0	5	0	1	0	6	8	0	0	1	0	3	0	1	0
e	1	0	0	0	8	0	0	0	4	3	0	0	3	3	1	0	3	0
f	2	0	0	0	4	0	1	0	6	5	0	0	1	3	3	0	1	0
g	1	0	0	0	9	0	2	0	1	0	0	0	6	1	3	0	3	0
h	1	0	0	0	5	0	3	0	4	1	0	0	5	3	1	1	2	0
i	1	0	0	0	5	0	2	1	4	1	0	0	6	3	1	0	2	0
j	1	0	0	0	7	0	2	0	3	1	0	0	6	3	1	0	2	0

	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>
k	0	0	0	0	8	0	3	0	2	1	0	0	5	3	1	0	3	0
4.1a	1	0	0	0	6	0	4	0	2	2	0	0		1	0	2	2	0
b	1	0	0	0	7	0	3	0	2	1	0	1	3	1	2	3	2	0
c	1	0	0	0	9	0	1	0	2	2	0	0	6	2	1	0	2	0
d	1	0	0	0	10	0	1	0	1	2	0	0	6	1	1	1	2	0
4.2a	1	0	0	0	7	0	1	0	4	5	0	0	1	2	2	0	3	0
b	1	0	0	0	8	0	2	0	2	2	0	0	5	3	1	0	2	0
c	1	0	1	0	5	0	2	0	4	4	0	0	3	2	2	0	2	0
4.3a	0	0	0	0	8	0	4	1	0	1	0	0	5	2	0	1	4	0
b	2	0	0	0	9	0	1	1	0	1	0	0	4	3	4	0	1	0
c	4	0	0	0	6	0	0	0	3	3	0	0	4	1	3	0	2	0
d	2	0	0	0	6	0	0	1	4	1	0	0	6	0	2	1	3	0
e	4	0	0	0	6	0	0	0	3	0	0	0	5	1	3	2	2	0
f	4	0	0	0	5	0	2	0	2	2	0	0	1	3	3	1	3	0
4.4a	3	0	0	0	5	0	4	0	1	1	0	0	5	0	1	2	4	0
b	0	0	1	0	5	0	2	1	4	0	0	0	8	0	2	0	3	0
c	3	0	0	0	5	0	0	1	4	1	0	0	7	1	3	0	1	0
d	4	0	1	0	2	0	0	1	5	1	0	1	4	2	3	0	2	0
4.5a	2	0	1	0	6	0	2	1	1	4	0	0	3	1	2	1	2	0
b	1	0	1	0	6	0	3	0	2	0	0	1	2	4	1	1	4	0
4.6a	1	0	0	0	7	0	1	1	3	0	0	0	7	1	0	2	3	0
5.1a	0	0	0	0	8	0	3	0	2	1	0	0	4	2	1	3	3	0
b	1	0	0	0	5	0	1	0	6	2	0	0	6	0	1	2	2	0
c	1	0	0	0	8	0	3	0	1	2	0	0	6	1	3	0	1	0
d	2	0	0	0	6	0	1	0	4	4	0	0	3	1	3	1	1	0

	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>		<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>
e	2	0	0	0	7	0	2	0	2		1	0	0	7	0	1	2	2	0
f	2	0	0	0	6	0	1	0	4		4	0	0	3	1	2	1	2	0
g	2	0	0	0	6	0	2	0	3		3	0	0	3	1	1	3	2	0
h	2	0	0	0	7	0	2	0	2		3	0	0	6	0	0	2	2	0
i	2	0	0	0	6	0	3	0	2		2	0	0	7	1	0	1	2	0
5.2a	1	0	0	0	9	0	0	0	3		0	0	0	4	4	0	2	3	0
b	2	0	0	0	6	0	3	0	2		1	0	0	4	3	1	1	3	0
c	2	0	0	0	7	0	2	0	2		1	0	0	5	2	1	0	4	0
d	1	0	0	0	8	0	1	1	2		1	0	0	6	2	1	0	3	0
e	5	0	0	0	4	0	1	1	2		2	0	0	6	1	1	0	3	0
f	4	0	0	0	5	0	0	1	3		1	0	0	5	1	2	1	3	0
g	3	0	0	0	5	0	2	0	3		1	0	0	6	1	2	1	2	0
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i	0	0	0	0	9	0	3	1	0		1	0	0	4	4	1	0	3	0



	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>
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	<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>		<u>C</u>	<u>S</u>	<u>W</u>	<u>I</u>	<u>OJT</u>	<u>IA</u>	<u>OJT/A</u>	<u>AT</u>	<u>NR</u>
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e	0	0	0	0	9	0	2	1	1		1	0	0	6	2	1	0	3	0

PART IV  
CONCLUDING COMMENTS

Rapid technological and societal change dictates that competent occupational education leadership be prepared now. Occupational education administration project experiences gained during the past year coupled with that of the previous two years has resulted in the generation of information that has potential value to other universities as they strive to meet this need.

POSITIVE OBSERVATIONS

- \* It is possible to prepare Occupational Education leaders/administrators using a performance-based program centered on the 159 performances previously defined and validated by project staff.
- \* Limiting program admission to persons approved by their local administrator and identified as ready for an expanded leadership/administration role has resulted in a highly motivated and experienced student body who have been willing and able to enter leadership roles immediately upon completion of the program.
- \* The interaction that occurs among the university supervisor, local cooperating administrator, and intern has resulted in a very rapid quantitative and qualitative upgrading of the occupational education leadership/administration role in Southern Illinois.

- \* Involving several members of the Educational Administration staff in the project has resulted in a cadre of professors who are now knowledgeable about and believe in performance-based instruction and in the objectives of occupational education.

#### NEGATIVE OBSERVATIONS

- \* A program model based on a year in length, two hour per day internship in the students' home school is extremely expensive in terms of time and money.
- \* Local administrators are not positive toward lengthy internship for persons other than those currently employed educational personnel who have exhibited a commitment to staying in the school system after they have completed the program.
- \* The program model does not easily accomodate the student from a school that is too small to provide a worthwhile internship.
- \* The program model is not designed to meet the needs of the full-time student on campus.

#### TOWARD THE FUTURE

Continued development of the performance-based approach to the preparation of occupational education leadership/administrators will take place during the coming 1974-75 school year. The emphasis of the project will be the integration of the performance-based approach into the existing university structure in such a manner that the advantages of performance-based instruction and internship are retained as the preparation of occupational education leaders continues after funding ceases. The 159 performance statements will be allocated among the courses which comprise the core required for an administrative

certificate, level one. The internship process will be further refined and established so that it can be conducted in either a format as previously done or as a concentrated time frame during an eight to twelve week, eight hour per day, five day per week experience for the 1975-76 year.

#### IN SUMMARY

The Occupational Education Administration Project has been beneficial for the state of Illinois in that it has established the feasibility of performance-based instruction as a means of preparing occupational education leaders/administrators. The Occupational Education Administration Project has been a positive influence at Southern Illinois University in that there is now a cadre of Occupational Education and Educational Administration professors who believe in and are committed to performance-based instruction and occupational education. The Occupational Education Administration Project has benefitted the Southern Illinois region in that there is now a corp of well prepared Vocational Directors and public school administrators who have the expertise and committment essential to continued development of Occupational Education.

## Appendix A

### PLACEMENT

Interns were provided individual assistance in obtaining leadership positions commensurate with their new abilities. In addition, the following letter was sent to each community college, junior high school, and area vocational center chief administrative office in those Illinois counties south of Interstate 70. Also, all superintendents of educational service regions and State of Illinois Division of Vocational and Technical Education regional supervisors in the state of Illinois were similarly notified. Project staff are now and will continue to forward job descriptions from potential employers to interested interns as they are received.



Southern Illinois  
University at Carbondale  
Carbondale, Illinois 62901

Department of Occupational Education

May 30, 1974

Dear Colleague:

The State of Illinois Division of Vocational and Technical Education has funded a project to prepare Occupational Education leaders for schools and other agencies. For the past two years we have followed a competency-based curriculum to prepare graduate level interns for leadership positions such as Director of Vocational Education, Director of Career Education, Director of an Area Vocational School, Dean of Vocational Education, Director of Vocational Curriculum, Chairman of a Vocational Department, Vocational Coordinator, and/or Supervisor of Vocational Education. All graduates have earned a Master's degree and a State of Illinois Level I Administrative Certificate.

While all of our graduates are currently employed some have not as yet been promoted to positions commensurate with their acquired abilities. These few are therefore willing to consider a move. If you have need for the services of such an individual and desire help in locating a well-qualified person to meet your unique situation, perhaps I can be of assistance. Send me a description of the position available and I in turn will see that each of the available candidates receives notice of the position. Candidates in turn will assume responsibility for an appropriate reply.

It is anticipated that this project will continue next year. If you know a person who would be a good participant please send his/her name to me.

If I may be of further service, please do not hesitate to call or write.

Sincerely,

A handwritten signature in black ink that reads "Wayne S. Ramp".

Wayne S. Ramp, Director  
Occupational Education Administration  
Project

WSR:s1



**APPENDIX B**  
**Occupational Education Administration**  
**Competency List**

**PROGRAM PLANNING & IMPLEMENTATION: PERFORMANCE AREA 1**

Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.

**Occupational Program Planning**

- 1.1 Given the task of planning a total vocational program, the occupational education leader will be able to:
  - a. prepare a short-range and a long-range program plan for vocational education in the school.
  - b. determine the occupations for which training is to be offered in the vocational program.
  - c. analyze long-range course needs for the vocational program.
  - d. identify the competencies needed for entry into an occupation.
  - e. secure assistance from staff members in the preparation of the local plan.
  - f. submit a proposed program plan to the local administration based upon the results of a vocational education survey.
  - g. analyze job market, student interests, initial cost, and ongoing cost related to existing or proposed specialized vocational programs.
  - h. write general objectives for a vocational education program.
  - i. determine manpower implications for vocational education.
  - j. verbalize the economic implications for vocational education.
  - k. secure the services of Federal and State agencies for program development.
  - l. identify employment trends at the local, state, regional and national level.
  - m. identify changes in technology and equipment in industry relating to existing vocational programs.
  - n. design relevant programs and courses that are reflective of constantly changing occupations.

- o. provide leadership in the identification of the vocational education purposes and how they relate to the objectives of the institution.**
- p. develop programs geared to the disadvantaged and special needs student.**
- q. develop and present a program to prospective students and the community which explains the vocational program available to them.**
- r. apply the knowledge of state and federal legislation and its impact upon program planning.**

#### **External Resources And Planning**

- 1.2 Given the need for using external resources in program planning, the occupational education leader will be able to:**
- a. enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.**
  - b. consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.**
  - c. identify the role and function of advisory committees and orient the committee to that role and function.**
  - d. obtain school board authorization for organizing an advisory committee.**
  - e. establish the criteria for and select advisory committee members.**
  - f. establish a working relationship with advisory committee members.**
  - g. enlist the aid of the advisory committee for long-range program planning purposes.**
  - h. use the expertise of the advisory committee in making an analysis of an occupational field.**
  - i. enlist the assistance of management and labor representatives to identify a variety of occupational opportunities.**

### Analyzing Operational Programs

- 1.3 Given an operational occupational education program, the occupational education leader will be able to:
- a. develop a procedure for keeping all staff members informed about all vocational programs and courses.
  - b. provide leadership for redesigning programs and courses as a result of an administrative edict.
  - c. schedule staff and facilities for maximum program utilization.
  - d. seek agreements with community sources for providing additional program opportunities.
  - e. evaluate alternative instructional avenues in terms of benefit vs. cost.
  - f. build flexibility into the vocational schedule so that students can change their level of training if justified.
  - g. identify specific legal limitations effecting vocational students in hazardous occupations.
  - h. analyze current and projected instructional needs.

### Improving Instruction And Curriculum

- 1.4 Given the need to improve instruction and modify program components, the occupational education leader will be able to:
- a. assess program direction in light of criteria provided through organizational patterns at the state and federal level.
  - b. involve employers and labor representatives when evaluating vocational courses and programs.
  - c. involve students, staff members, administrators and outside agencies in the evaluation of the vocational program.
  - d. develop and implement a procedure for evaluating the total vocational program.

**STAFF RECRUITMENT: PERFORMANCE AREA 2**

Analyze from a base of knowledge, sources of applicants and the requirements of each position, in terms of job specifications, professional preparation and interpersonal relations needed for a position.

**Writing Job Descriptions**

- 2.1 Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:
- a. determine sources from which applications may be received, i.e., colleges and universities.
  - b. determine alternate sources of employees such as neighboring schools and industry.

**Analyzing Applicant Credentials**

- 2.2 Given a set of credentials and data relevant to the position to be filled the occupational education leader will be able to:
- a. determine which person can meet present instructional needs.
  - b. predict candidate ability to meet future instructional needs.
  - c. determine the stability of the candidate and the likelihood of providing stability to the staff.

**Interviewing Candidates**

- 2.3 Given training in the interview process the occupational education leader will be able to:
- a. determine an applicant's perception of his role as an instructor.
  - b. depict the instructional responsibility of an open position.
  - c. assess an applicant's attitude toward himself during the interviewing.
  - d. evaluate the feeling of the applicant about the importance of the position he seeks.

### Choosing Staff Members

- 2.4 After evaluating credentials and interviewing the applicant, the occupational education leader will be able to:
- a. choose the job applicant whose temperament, academic preparation and professional attitude best suit the position open.
  - b. hire paraprofessional staff members.

### PERSONNEL DEVELOPMENT AND MANAGEMENT: PERFORMANCE AREA 3

Stimulate the development of, establish, and evaluate the criteria and the processes by which faculty members may be evaluated, promoted, disciplined, and released through due process in order to assure the quality of the faculty and high faculty morale.

#### New Staff Orientation

- 3.1 Given a group of new staff members the occupational education leader will be able to:
- a. help new staff members acclimate themselves to the job and the community, especially the first few days.
  - b. assist new staff members to understand the policies and regulations of the institution.

#### Staff In-Service

- 3.2 Given staff needs, individual staff characteristics, a description of the educational environment and its budget, the occupational education leader will be able to:
- a. provide in-service training to serve individual needs of those being trained.
  - b. develop and implement an in-service program for all staff members with special activities for beginning teachers.
  - c. promote among staff members the desire for constructive interrelationships with students.

- d. encourage staff members to pursue academic and work experience to develop or up-date skills.
- e. explain to staff members in an objective manner where they are most qualified and where they are most lacking.
- f. plan with staff members for their continued professional growth through specific academic and non-academic experiences.

### Organizational Climate

- 3.3 Given individual performances and accomplishments and the personality of staff members, the occupational education leader will be able to:
- a. identify factors which provide staff members with job satisfaction and dissatisfaction.
  - b. state legal requirements for dismissal or failure to grant tenure to a staff member.
  - c. inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.
  - d. inform a person who is not to be rehired specific, concrete reasons for his dismissal.
  - e. criticize a staff member without stripping him of his dignity.
  - f. supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.
  - g. determine staff members' interests before establishing an in-service training program.
  - h. maintain staff morale particularly when there is disagreement among staff members concerning one or more aspects of the existing program or new programs being proposed.
  - i. foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.
  - j. create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.
  - k. explain the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken..

Place in operation all program components, staff, students and all other resources to provide a functional program which meets the needs of students and the community.

#### Scheduling Staff

- 4.1 Given knowledge of staff problems and scheduling difficulties the occupational education leader will be able to:
- a. identify methods of securing assistance from your staff in problems arising in program operation.
  - b. provide a safe, healthful environment which is conducive to staff members work.
  - c. balance work loads of staff members.
  - d. utilize effective scheduling of staff members and facilities to afford maximum benefits.

#### Student Teachers

- 4.2 Given information on student teaching policies, regulations, and institutional objectives, the occupational education leader will be able to:
- a. assist supervising teachers in interpreting policies and regulations of the institution to student teachers.
  - b. evaluate classroom instruction based on stated goals within the framework of the philosophy and goals of the institution.
  - c. identify performance standards for each task in an occupation to the staff members training students for that occupation.

#### Advisory Committees

- 4.3 Given knowledge of working with advisory committees, institutional or community professionals, the occupational education leader will be able to:
- a. recruit businessmen, professionals, and technicians as resource persons for vocational classes.
  - b. establish working relationships with advisory committee members.



- c. supervise the advisory committee in conducting a vocational education survey.
- d. indicate resource persons who can provide consolation service to the advisory committee.
- e. communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.
- f. collect occupational data from employers to identify vocational education needs.

#### **Data Collection And Results**

- 4.4** Given knowledge of special reports, data collection and educational surveys, the occupational education leader will be able to:
- a. organize reports into a concise form so that only the data related to the subject of the report is printed.
  - b. accumulate data of vocational reports required by the state department of education.
  - c. obtain administrative approval for a vocational education survey.
  - d. design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.

#### **Work Place Safety**

- 4.5** Given a knowledge of accident prevention, legal requirements, and student special needs, the occupational education leader will be able to:
- a. develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.
  - b. adapt existing instructional programs to students with special needs.

### Curriculum/Time Evaluation

- 4.6 Given knowledge of vocational programs, scheduling of faculty and students the occupational education leader will be able to:
- a. evaluate content and time allotted for present courses and programs.

### PROGRAM MANAGEMENT: PERFORMANCE AREA 5

Apply management techniques to all aspects of a total vocational program utilizing external and internal resources.

### Supervisory Functions

- 5.1 Given the knowledge of supervisory, delegative, and cooperative responsibilities and the means of their effective application with staff personnel, the occupational education leader will be able to:
- a. identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.
  - b. incorporate controversial issues when making a decision on one particular issue.
  - c. utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.
  - d. establish an effective chain of command with a responsible supervisor at each level.
  - e. keep staff members clearly informed as to what is expected of them.
  - f. inform staff members of the accepted methods to be used in the resolution of grievances.
  - g. settle grievances quickly after listening to all issues and positions.
  - h. secure maximum performance from staff members.

- i. assist staff members in defining goals, tasks, and purposes of new programs as well as developing new approaches to instruction (team teaching, modular scheduling, etc.).

### Occupational Program Follow-Up

- 5.2 Given a school program and the procedures involved to effectively guide the student's learning and meeting of his goals, the occupational education leader will be able to:
- a. appraise the value of general education to vocational students.
  - b. appraise the value of various testing methods as a basis for counseling students.
  - c. evaluate programs on the basis of the progression of student behavior toward established goals.
  - d. determine the reasons students drop out of the vocational program.
  - e. determine the need for follow-up questionnaires.
  - f. devise a system for continual follow-up information on the placement, employment and training status of each graduate of the vocational program.
  - g. motivate staff members to provide information to prospective students for all vocational offerings.
  - h. work with guidance personnel to develop occupational information describing local and national opportunities.
  - i. suggest to teacher-coordinators methods of improving in-school and on-the-job cooperative vocational education instruction.
  - j. interpret the role of guidance, counseling and placement in vocational education.

### Management Style Development

- 5.3 Given the knowledge of management techniques, the occupational education leader will be able to:
- a. define background information concerning controversial issues which require decisions.
  - b. interpret and apply federal legislation related to vocational education.

- c. correlate job market, student interest, initial cost and on-going cost related to existing or proposed specialized vocational programs within the vocational education program.
- d. delegate authority to units or individuals nearest the point where the action takes place.
- e. perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.
- f. express and demonstrate a philosophy consistent with the objectives of vocational education.
- g. realize when he has made a mistake and profit from the experience.
- h. examine controversial positions, make a decision and justify the position taken.
- i. maintain ethical standards expected of a professional educator.
- j. devise a plan for survey staff to follow in conducting a vocational education survey.
- k. cooperate with fellow administrators in educational planning and decision making at the local level.
- l. select the most appropriate system or procedure for each problem with which he is faced.

### Complying With Legislation

- 5.4 Given the procedures for establishing public relations and the ability to interpret and comply with legislation at the local, state and federal levels, the occupational education leader will be able to:
- a. utilize state office personnel anytime their expertise can assist in any facet of the vocational program.
  - b. plan, schedule, execute and evaluate in-service training systematically.
  - c. cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.

**MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES AND  
EQUIPMENT: PERFORMANCE AREA 6**

**Prepare budgets and acquire and utilize facilities, supplies and equipment to their greatest advantage for the institution.**

**Facility And Equipment Budgeting**

- 6.1 Given the current budget, an inventory of present physical facilities and the curriculum, the occupational education leader will be able to:**
- a. specify the long range facility, equipment and supply needs for the vocational education program.**
  - b. prepare a long-range budget which projects the financial needs of the total vocational education program.**
  - c. plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.**
  - d. prepare a capital outlay budget proposal for the total vocational program.**
  - e. prepare budgets based on anticipated incomes from federal, state and local sources.**
  - f. file reimbursement claims with the Division of Vocational and Technical Education.**
  - g. analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.**
  - h. allow for flexibility in a budget for price changes, enrollment changes and new products.**
  - i. develop and implement a procedure for establishing priorities for the use of funds and other available resources.**
  - j. verbalize and substantiate budgeting priorities, property and accountability decisions you have made to appropriate persons at any time.**

**Purchasing Equipment**

- 6.2 Given budgetary information and present needs of the vocational program, the occupational education leader will be able to:**
- a. identify financial requirements for purchasing needed equipment.**

- b. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.
- c. identify various sources of securing needed equipment.
- d. design a procedure for acquiring the supplies and equipment needed in each vocational course.
- e. identify new tools and equipment needed for the vocational program during the current academic year.

### Utilizing Physical Facilities

- 6.3 Given the floor plan of physical facilities the occupational education leader will be able to:
- a. plan vocational laboratory layouts to gain maximum benefits from available space.
  - b. equip teaching stations to achieve the stated objectives for each program.

### PUBLIC REALTIONS: PERFORMANCE AREA 7

Analyze the overall structural aspect of the public relations and publicity network in order to: a) better evaluate sources and kinds of information available, b) better utilize the communication media to convey vital information to the various situationally involved groups and individuals throughout the community, and c) become personally involved in service groups.

### Ascertaining Public Opinion

- 7.1 Given a number of general problems associated with occupational education, the occupational education leader will be able to:
- a. identify the make-up of the community before planning a program of school-community relations.

- b. obtain informal feedback on the vocational program through contacts with individuals in the school and community.
- c. evaluate the degree to which the objectives of the community relations program have been met.
- d. ascertain and evaluate public opinion about vocational programs.

### Publicizing Occupational Programs

- 7.2 Given an outline of the purposes of occupational education and a description of the community, the occupational education leader will be able to:
- a. speak to school and community groups about the vocational program.
  - b. publicize the establishment of the advisory committee, its members and its functions to the school and community.
  - c. communicate what is going on in business and industry to the school staff.
  - d. publicize the purposes and objectives of a vocational education survey.
  - e. use a variety of communication techniques on a carefully planned basis to influence public opinion.
  - f. conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations, etc.,).
  - g. conduct public relations activities to reach internal publics (school administrators, teachers, guidance staff, and students).
  - h. write articles about newsworthy activities being carried on in the vocational program, for the news media.
  - i. conduct an open house to familiarize members of the school and the community with activities of the vocational program.
  - j. provide brochures to acquaint the school and community with various aspects of the vocational program.

### Working With The Community

- 7.3 Given the description of the formal and informal power structure of the community, the occupational education leader will be able to:

- a. identify ways staff members can achieve community involvement which will build better public relations for vocational education.
- b. work with different racial and ethnic groups within the community.
- c. describe to vocational education staff members how they can improve their image by productively participating in community, civic, service or social organizations.
- d. assist with community, business and industry sponsored activities.
- e. identify supportive community service groups.



**APPENDIX C**  
**DEVELOPMENT OF LEADERSHIP STYLE AND CRITIQUE**

Internship was most project participants first experience as an administrator. Because leadership requires skills different than those employed during teaching, a great deal of time was spent in the development of these essential abilities. The Vocational Administration Development Project was a learning experience provided as a means to help interns learn leadership competence.

## VOCATIONAL ADMINISTRATION DEVELOPMENT PROJECT

The following proposal is intended to convey the scope of the training that I am suggesting for the group of Vocational Administrators participating in the developmental program currently in progress at Southern Illinois University - Carbondale Campus.

In developing the topical areas to be covered, I have concentrated on those that I consider important to any basic behavioral science training effort. These topics may, however, be modified or added to--depending upon the expressed needs of the participants as the program progresses.

### I. GENERAL OBJECTIVES OF THE PROGRAM

#### Skill Development

To explore with the administrators ideas, findings, and specific skills based on behavioral science principles. The administrator is an important link to providing quality education to students and, as such, this program will be geared to complement any already existing expertise by exposing him to concepts important to his day-to-day tasks as an administrator.

#### Personal Development

To provide the participant with opportunities to increase his self-awareness, experience constructive openness, and develop an awareness of his impact on other people--all of which are important factors of individual effectiveness.

### II. PROGRAM METHOD

The training will be based on several learning approaches, including:

- 1) lectures - relevant, kept to a minimum.
- 2) discussions - built around suggested topics.
- 3) personal involvement - through participation in structured experiences and instrumented feedback.
- 4) readings - assigned as appropriate on relevant topics.

### III. TIMING

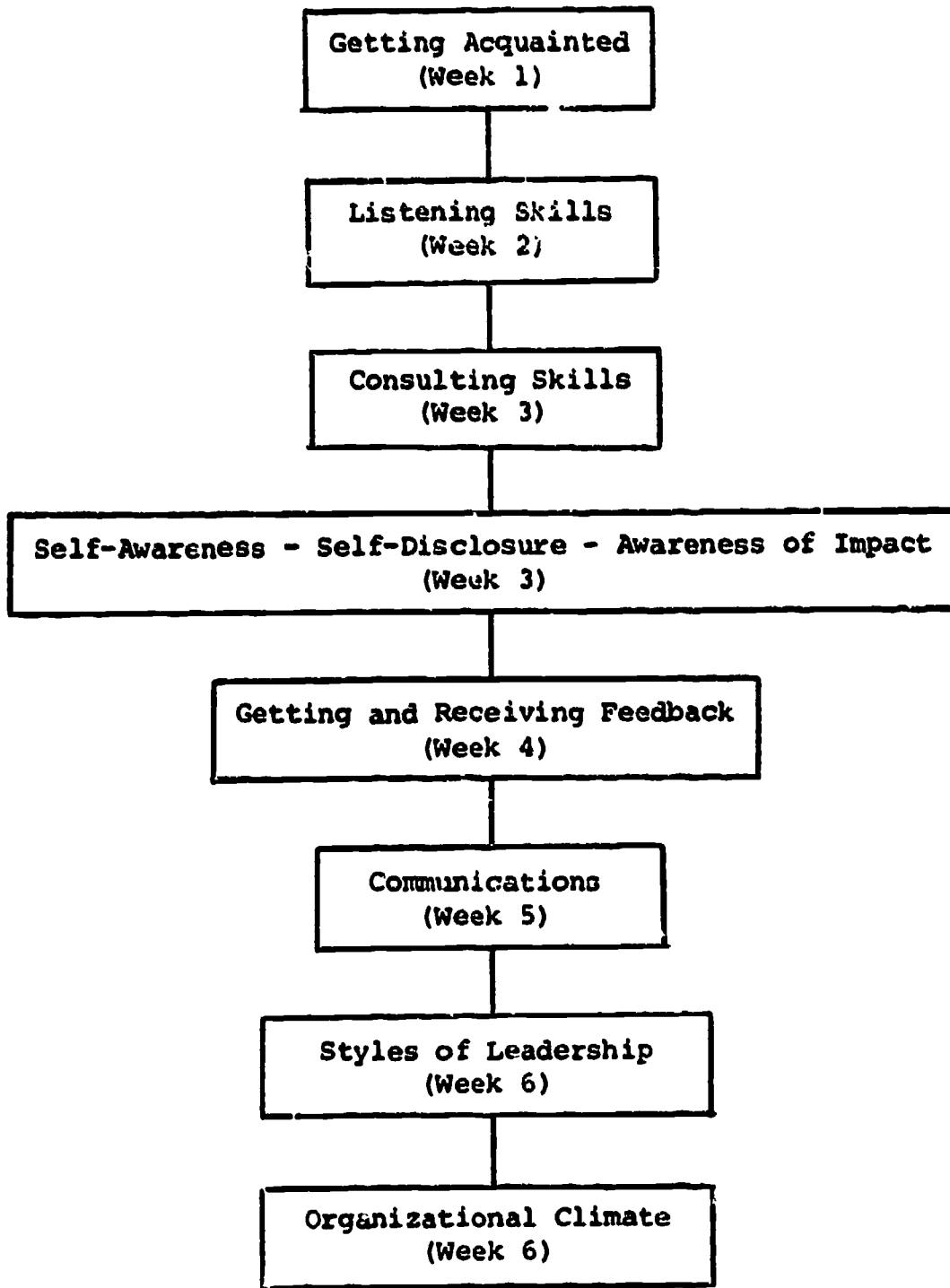
It is proposed that the training cover eight (8) sessions. The first three (3) being the regular three-hour weekly

sessions in which the administrators are currently meeting. The next session would be a Saturday session lasting the full day. Following this session, another series of three (3), weekly three-hour sessions to be followed by a final Saturday session. This final session would complete the proposed training schedule and, at this time, the need for any future training could be determined.

#### IV. TOPICAL AREAS TO BE COVERED

- A. Developing Listening Skills: This session will be devoted to understanding the importance of listening, to practicing skills for more effective listening, and to understanding the barriers to effective listening.
- B. Consulting Skills: The focus here will be to explore the consultative process, practicing the skills which aid effectiveness in helping relationships with others.
- C. Self-Awareness and Disclosure: This Saturday session will be structured toward the individual. Emphasis will center on self-awareness, self-disclosure, and awareness of impact on others.
- D. Giving and Receiving Feedback: This session will center on the importance of feedback--both in the receiving and giving of it. Time will also be devoted to instrumented feedback in the form of surveys and questionnaires.
- E. The Communication Process: The purpose of this session will be to focus on the importance of the communication process, exploring the forces effecting the communication process, and understanding the barriers to effective communication processes.
- F. Styles of Leadership: In this session, attention will be devoted to various leadership styles and theories, such as:
  - (a) Theory X and Theory Y (McGregor).
  - (b) Managerial Grid (Blake and Mouton).
  - (c) Motivation:
    - 1) Heirarchy of Needs (Maslow).
    - 2) Motivation Hygiene Theory (Herzberg).
- G. Organizational Climate: During this Saturday session, the focus will be on aspects of organizational climate, such as:
  - (a) Cooperation and Teamwork.
  - (b) Competition.
  - (c) Problem Solving Methods.
  - (d) Goal Setting.
  - (e) Performance Appraisal.

V. SUGGESTED SCHEDULE AND DESIGN



## CONSULTANT'S EVALUATION

### SUBJECT:

The following is our evaluation and future recommendation for basic behavioral science training in your vocational administration internship program.

### OVERVIEW:

The professional development of participants, trainers, and directors was significantly awakened and explored through these eight sessions. The participation level and learning continually increased due to group enthusiasm and support. In our opinion, the thrust of this enthusiasm was created by the director through his previous training in basic human relations and his ability to create an atmosphere with this group which encouraged each individual to assess and stretch his potential.

### CONCLUSIONS:

#### Personal Development

This objective was met and our fondest expectations realized by the group. Their personal development in the areas of self-knowledge, openness, and awareness of impact on others was a visible demonstration of the group's learning.

#### Skill Development

We feel this objective was only minimally met, largely due to design variables. Specifically, the skill areas of listening, consulting, and leadership styles were hindered.

### RECOMMENDATIONS:

#### Training

Basic behavioral science training should begin no later than the second month of the internship program.

#### Participants

In addition to the interns, cooperative administrators, university supervisors, and student research assistants could benefit later in the program by their attendance.

### Sequence

Future training schedules should capitalize on the momentum gained during day long, Saturday sessions, and eliminate the fatigue factors which decreased effectiveness in the evening three-hour sessions. In addition, a weekend team building laboratory should be incorporated as a first session, providing a sound foundation for the entire vocational administrator program.

### Design Considerations

Early attention should be paid to experiencing and coping with handling conflict and pressure and the ramifications of power and influence.

Skill development in the area of goal setting does not warrant time consideration due to adequate coverage in the intern's academic course work.

The incorporation of video tape equipment would enhance the learning during the entire skill development portion of the program.

Instruments should be scored outside of the workshop hours to provide maximum utilization of time for data interpretation and integration. A list of the instruments used and their source are attached.

## DISCUSSION

### Timing

This year's training was comparable to trying to place the cornerstone after the building had been erected. These basic behavioral science skills would be of best use to participants if learned and practiced throughout the entire program year.

### Participants

Practical application was difficult for the interns to conceive due to their lack of experience. This variable could be decreased by early participation of administrators and supervisors who could relate potential use of the skills learned. In addition to this factor, basic building blocks of supervisory/student communication could be established early in the year.

### Sequence

Due to the time allowances required for participants and trainers to gain involvement and process the evening's learning, the three-hour evening sessions provided only approximately one hour and forty-five minutes of efficient learning time. This was primarily due to wrapping up the day's outside activities, travel time, and the late evening hours.

The day long sessions were more productive and noticeably higher participation was observable.

### Design Considerations

We observed with this group, as with most, a reluctance to deal with the issues of power, authority, conflict, and pressure to a questionable level of avoidance for any individual of a supervisory or administrative position. Recent findings and industrial experience reveal this is a common symptom associated with inexperience and is best dealt with by early experiential exposure in a non-threatening atmosphere.

INSTRUMENTS

1. Fundamental Interpersonal Relationship -- Behavior
2. Fundamental Interpersonal Relationship -- Feelings
3. Educational Values

by William C. Schutz  
Resource - Consulting Psychologist Press Inc.  
577 College Avenue  
Palo Alto, California 94306

4. Helping Relationship Inventory
5. Styles of Management Inventory
6. Work Motivation Inventory

by Jay Hall  
Resource - Teleometrics Inc.  
Suite 424 South Post Oak Road  
Houston, Texas 77027

7. Supervisory Attitude

by Robert N. Ford (AT&T)  
Resource - University Associates  
P. O. Box 80637  
San Diego, California 92138

8. Organizational Climate

from "The Human Organization" by Rensis Likert  
McGraw-Hill Book Company



## Appendix D

### WEDNESDAY NIGHT MEETINGS

Regular weekly meetings of project interns and staff have been an important part of this endeavor. Such gatherings provided an opportunity for staff to facilitate learning, for interns to share problem and identify solutions and in general resulted in a warm camaraderie and increased learning.

FALL 1973

## OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT

## Areas of concentration in class:

1. Program Planning and Implementation Performance Area #1.0
2. Program Operation Performance Area #4.0

## Outline of class meetings:

<u>Place</u>	<u>Date</u>	<u>Tools</u>
Carbondale	9-26	Orientation to quarter's work; DVTE planning and budgeting forms; OE questionnaires and memoranda of agreement.
Clay City	10-3	DVTE planning and budgeting form; guest speaker Mr. Bill Hill; <u>Cluster 4.4</u> --Given knowledge of special reports....
Springfield	10-9	Springfield DVTE visit.
Carbondale	10-17*	<u>Cluster 1.1</u> --Given the task of planning a total vocational program....
Carbondale	10-24*	<u>Cluster 1.2</u> --Given the need for using external resources in program planning.... And <u>Cluster 4.3</u> --Given knowledge of working with advisory committees, institutional or community professionals....
Rend Lake	10-31*	<u>Cluster 1.3</u> --Given an operational education program....
Carbondale	11-7*	<u>Cluster 1.4</u> --Given the need to improve instruction and modify program components....
Wayne City	11-14	<u>Clusters 4.1 &amp; 4.6</u> --Given knowledge of staff problems and scheduling difficulties...and Given knowledge of vocational programs, scheduling of faculty and students....
	11-21	<u>No meeting</u>
Carbondale	11-28**	<u>Cluster 4.2</u> --Given information on student teaching policies, regulations, and institutional objectives....
Carbondale	12-5	<u>Cluster 4.5</u> --Given a knowledge of accident

prevention, legal requirements, and student special needs.... OSHA materials.

**12-12 Final examination week.**

- \* Extensive use of IOCP materials will be made. Also occupational education program evaluations, e.g., DVTE Three-Phase Evaluations, will be used.
- \*\* Information from SIU-C's Department of Professional Education Services will be used for this class period.

Winter 1974

Areas of concentration in class:

1. Recruitment Performance Area #2.0
2. Personnel Development and Management Performance Area #3.0

Outline of class meetings:

<u>Place</u>	<u>Date</u>	<u>Topic</u>
Carbondale	1-2	<u>OSHA Materials</u> ; Ramp, Johnson, and McLuckie on Safety....
Carbondale	1-9	<u>Cluster 2.1</u> --Given a packet of job descriptions....
Carmi	1-16	<u>Cluster 2.2</u> --Given a set of credentials and data relevant to position....
Carbondale	1-23 <sup>+</sup>	<u>Cluster 2.3</u> --Given training in interview process....
Carbondale	1-30	<u>Videotaping</u> of interview (See attached schedule of times, 10 minutes per person)
Carbondale	2-6	<u>Review videotapes</u> as a group....
Carbondale	2-13	Complete review of videotapes; <u>Cluster 2.4</u> --After evaluating credentials and interviewing persons....
Carbondale	2-20*	<u>Cluster 3.1</u> --Given a group of new staff members....
	2-27	<u>Cluster 3.2</u> --Given staff needs, individual characteristics, educational environment and budget....
	3-6	<u>Cluster 3.3</u> --Given individual performances accomplishments and personalities....
	3-13	Final Examination Night.

\*Possible Guest Speaker: Mr. Bill Eardley

Topic: Special Programs of DVTE

+Possible Guest Speaker: Mr. Herall Largent-Topic: Interviewing

## SPRING 1974

## Occupational Education Administration Project

## Areas of Concentration in Class:

1. Program Management Performance Area # 5.0
2. Public Relations and Publicity Performance Area #7.0

## Tentative outline of Class Meetings:

<u>Place</u>	<u>Date</u>	<u>Topic</u>
	3-27	<u>Cluster 7.1</u> --Given objectives of a community relations program and general problems associated...and <u>Cluster 7.3</u> --Given the community's formal and informal power structure...
Carbondale	4-4&5 (Thurs. & Fri.)	Conference on Innovations and current issues in Education. "Can Competencies Be Defined for Leadership?" Drs. Wayne Ramp and James Parker. Friday, April 5, 10:45 - 11:45 a.m., Student Center, Thebes Room.
Effingham	4-8&9 (Mon. & Tues.)	ISU ans SIU-C Joint Meeting with DVTE Staff. Ramada Inn. Monday, 10:00 a.m.--Tuesday, 2:00 p.m.
	4-17	<u>Cluster 7.2</u> --Given purposes of Oc Ed and description of the community...  <u>Cluster 5.4</u> --Given PR procedures and applicable legislation...
	4-24	<u>Cluster 5.2</u> --Given a school program and student guidance procedures...  <u>Cluster 5.1</u> --Given knowledge of supervisory, delegating and cooperative responsibilities...and  <u>Cluster 5.3</u> --Given knowledge of Management techniques...
	5-1	Mr. Hofstrand, Request for Proposal Procedures
Cape Girardeau, Missouri	5-8	Tour Charmin Paper Company

Page 2

- 5-15 Vocational Administration Development Program (VADP), Mr. Jim Vangiider, Charmin Paper Company. Session 1: Getting Acquainted.
- 5-22 VADP, Session 2: Listening Skills
- 5-29 VADP, Session 3: Consulting Skills
- 6-1 VADP, Session 4: Self-Awareness  
9:00 a.m.--noon  
Session 5: Self-Disclosure  
1:30 p.m.--4:30 p.m.  
Session 6: Awareness of Impact  
6:00 p.m.--9:00 p.m.
- 5-5 VADP, Session 7: Giving and Receiving Feedback

## Springfield

## Week of

- 6-17 DVTE Visitation
- 6-25 VADP, Session 8: Communication Process
- 6-27 VADP, Session 9: Styles of leadership
- 6-29 VADP, Session 10, 11, 12: organizational  
(Sat.) Climate, 9:00 a.m.--9:00 p.m.

**APPENDIX E****UNIVERSITY SUPERVISOR'S REPORTS**

Visitations to the local educational settings where the project participants were pursuing their respective internships were made twice each quarter by university supervisors. Typical reports of these visitations are included here.



Southern Illinois  
University at Carbondale  
Carbondale, Illinois 62901

Department of Occupational Education

December 14, 1973

M E M O R A N D U M

TO: OC ED ADM Staff

FROM: Jim Parker

SUBJECT: Intern Supervision Visit with Larry Swope and Paul Karber, Carbondale Vocational Center, October 23, 1973.

Present at meeting: Mr. Paul Karber, Director of Vocational-Technical Education, OC ED ADM Intern Larry Swope, and Jim Parker.

Purpose of meeting: The SIU-C Supervisor oriented Mr. Karber and Mr. Swope to the "field" part of the OC ED ADM Project. Mr. Karber and Mr. Swope oriented the SIU-C Supervisor to their local situation, program, and facilities.

General Comments: The working arrangements for Intern Swope in this situation are excellent. He is designated Supervisor of Trade and Industrial Education, has been assigned an office, and has ready access to his cooperating administrator as well as other occupational staff members.

Mr. Swope introduced me as his SIU-C OC ED ADM Supervisor to all vocational teachers in the center as well as the vocational counselor and center secretary. We toured the entire facility.

Mr. Swope in his two-hour a day internship period is conducting in-service training on the writing of student performance objectives for all the teaching staff at the center.

JCP:s1





Southern Illinois  
University at Carbondale  
Carbondale, Illinois 62901

Department of Occupational Education

December 7, 1973

MEMO TO: Drs. James Parker and Wayne Ramp  
FROM: Dale E. Kaiser  
SUBJECT: First field visit in the case of James Pflasterer and Eugene Holmes, Superintendent, Red Bud High School District.

1. My first visit to Red Bud High School concerning the intern program of Mr. James Pflasterer as supervised by the superintendent, Mr. Eugene Holmes, was conducted for approximately 2 hours on the afternoon of December 6, 1973. Both men were consulted at some length concerning the progress of Mr. Pflasterer and the opportunity potential at Red Bud High School. No major problems seem to exist at this time and a second visit was scheduled for the afternoon of December 18, 1973.
2. The following items are noted as major topics of discussion in our conference:
  - a. Concern was voiced by Mr. Pflasterer relative to the stated competency goals on the pre-assessment sheets and the question arose concerning re-wording of the competency to fit the Red Bud situation. I advised, as in the case of Mr. Kraft with Columbia, that the words "same as above" be used under the heading Situational Given, on the pre-assessment sheets. This entry signifies that efforts will be made to complete the competency goals as stated. Any deviation from this accomplishment is to be documented on the corresponding post-assessment sheets and competency levels marked accordingly. We all felt that this method would provide necessary competencies among the various interns and provide the best base for objective measurement of competency level accomplishment.
  - b. At Red Bud High School, the principal serves in a part-time capacity as Vocational Director. Consequently, Mr. Pflasterer should have adequate opportunity to assist the principal, Mr. Eson, in planning and implementing vocational pro-

grams. He will work directly with Mr. Holmes in the budget categories. He has already been given opportunity to participate a great deal and has many other activities scheduled for the Spring of 1974. In particular, he is assigned as evaluator of the SIU program of Vocational Careers and this should provide an invaluable experience for him.

- c. Fine cooperation exists between all parties concerned with Red Bud and it appears that Mr. Pflasterer will have considerable opportunity to complete most of the competencies listed in his workbook. He is keeping a card file documenting activities under each competency and was advised to transfer such documentation to his post-assessment sheets periodically throughout the academic year.
3. A second field visit has been scheduled for the afternoon of December 18, 1973, at which time I will pick up his complete book of pre-assessment forms. He has been advised to complete this book and have it initialed and/or commented on by Mr. Holmes prior to that date.

DEK:jad

CC: Dr. Jacob O Bach  
Mr. Eugene Holmes  
Mr. James Pflasterer



Southern Illinois  
University at Carbondale  
Carbondale, Illinois 62901

Department of Occupational Education

VISITATION WITH JACK RAWLINSON  
INTERN AT CARMİ HIGH SCHOOL  
BY FRED J. ARMISTEAD  
(November 15, 1973)

Mr. Frank Barbre, Cooperating Administrator, and I met with Intern Jack Rawlinson in Room 14, Carmi high school at 2:00 p.m.

Intern Rawlinson had been quite busy with the following tasks completed:

1. State Vocational Reimbursement forms for Vocational Nursing, Auto Mechanics, etc.
2. Follow-up for 1972-73 graduates in Vocational Education as of October 24, 1973.
3. Reimbursement Ratings of 1972-73 Vocational Courses in Basic Agriculture, Typing, Business Law, etc.
4. Attended Little Wabash Cooperative Vocational Center's Advisory Committee meeting, September 18, 1973. (These meetings are scheduled for the fourth Thursday of Each month at 7:00 p.m.)

Mr. Rawlinson and Mr. Barbre were on the evaluation team at Chester, Illinois and reported "a fine experience".

Mr. Barbre plans to take Intern Rawlinson to the Carmi Board of Education Meeting the second Monday of each month at 7:00 p.m.

We spent almost the entire time discussing the Portfolio of Competencies, yet Intern Rawlinson seemed to be perplexed by only one Performance. He will send the Pre-Assessment section by Mr. Barbre to me at SIU, November 26, 1973.

We agreed upon the next visitation as follows: Assemble at Room 14, Carmi High School at 2:05 p.m., December 14 and then go to the Vocational Center, seven miles beyond Carmi.

Distribution:

- Dr. Ramp
- Dr. Parker
- Dr. Bach
- Dr. Armistead (2 copies)



Southern Illinois  
University at Carbondale  
Carbondale, Illinois 62901

Department of Occupational Education

October 29, 1973

MEMO TO: Dr. Ramp  
Dr. Parker  
Dr. Armistead  
Dr. Bach

FROM: Dr. J. R. Verduin, Jr.

SUBJECT: Intern Roland Alexander

On October 24, I made my first visit to East St. Louis to observe Mr. Alexander in his intern situation. Mr. Alexander is a very fine, sincere person who has had extensive vocational experience as a teacher and military man (21 years, Air Force). He is open and very interested in this particular project.

I met with Mr. Leroy Ducksworth, principal of East St. Louis High School, Mr. James Little, Director of Vocational Education for the school district, Dr. Catherine Mason, Director of Student Personnel Services for the district, and Mrs. Marie Ware, a counselor.

The learning situation for Mr. Alexander seems to be rich in terms of vocational education opportunities in the school and the needs of the student population. With a school of 2850 students (10-12) the vocational offerings are considerable. And, with the students being predominantly from a lower socio-economic level there is a need for such extensive offerings.

Mr. Ducksworth, and Mr. Little, both capable men, are ready to assist Mr. Alexander in his program. They are interested in him, the program, and its objectives. I feel that he has the necessary support to pursue the competencies.

Mr. Alexander expressed a little confusion over the meaning of some of the competencies and I asked him to check with Dr. Parker for clarity.

Mr. Alexander has the two free hours as specified in the project even though they are split (one in A.M. and one in P.M.). He has been encouraged to attend appropriate professional meetings. There are no apparent financial (payment) problems. He is working on his pre-assessment concerns presently.

My next visit will be on November 15 at which time I'll spend the entire day reviewing facilities and programs. Also, a check will be made on pre-assessment progress and I'll have the opportunity to talk further with Mr. Alexander's supervisors. I also hope to lunch with the Superintendent and several central office staff members.

The entire situation looks very positive. The staff, the intern, and the opportunity should present a very meaningful learning experience.

**APPENDIX F**  
**MEMORANDUM OF UNDERSTANDING**

An internship program such as the Occupational Education Administration Project is a cooperative effort and whenever two or more autonomous parties join in such an endeavor, there is a need for a signed formal agreement before business begins. The following is an example of the agreement form employed in this project.

## MEMORANDUM OF UNDERSTANDING

This agreement entered into this First (1st) day of July, 1973, between the Board of Trustees of Southern Illinois University, located at Carbondale, Illinois, hereinafter referred to as SIU-C, and Carbondale Community High School District #165 hereinafter referred to as the District, WITNESSETH:

WHEREAS SIU-C has received an award from the State of Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, entitled, "Occupational Education Administration Training," hereinafter referred to as the Project, and

WHEREAS SAID award provides funding for the participation of up to sixteen individuals in said Project.

The Parties hereto agree as follows:

1) The District will release Larry E. Swope hereinafter called the Intern, one quarter time (or two hours per normal working day) during the Project period commencing July 1, 1973, and ending June 30, 1974, from normally assigned District duties to pursue an internship under the Project, and

2) The District will provide administrative supervision and facilities for the Intern to pursue the objectives of the Project, for the duration of the internship period.

3) Should the District fail to provide the Intern one quarter time, or its equivalent, for pursuit of the internship as stipulated in provision 1 above, the sum to be paid to the District by SIU-C, as stipulated in provision 4 below, shall be reduced, pro-rated to the amount of time provided by the District. It shall be the responsibility of the District to certify the amount of time provided to the Project.

4) SIU-C will pay the District the sum of Two hundred eighty-five (\$285) dollars for each month during the period that the Intern is released from normally obligated District duties as stipulated in provision 1 above, up to a maximum of 11 months, for which the District will provide certified compliance in writing to SIU-C as stipulated in provision 3 above. Payments shall be made by SIU-C invoice voucher on a quarterly basis.

BOARD OF EDUCATION  
 CARBONDALE COMMUNITY HIGH SCHOOL  
 DISTRICT #165

BOARD OF TRUSTEES OF  
 SOUTHERN ILLINOIS UNIVERSITY

By: Charles J. Lerner  
 Chairman  
 Board of Education

By: David R. Derge  
 David R. Derge  
 President  
 Southern Illinois University  
 at Carbondale

Recommended by: William T. Holder  
 William T. Holder  
 Superintendent of Schools

Wm T. Holder  
 1/6/84



**APPENDIX G**  
**PORTFOLIO ASSESSMENT SYSTEM**

The following forms are from the portfolio included in Occupational Education Leadership: A performance-based Approach, State of Illinois Division of Vocational and Technical Education, 1974. They served as a means of adapting each internship to its own unique circumstances while maintaining the control necessary to insure quality education. Instructions for using these forms are included in the portfolio from where they are taken.

## 2.1

## WRITING JOB DESCRIPTIONS

**IDEAL CONDITIONS:** Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:

**UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:** \_\_\_\_\_

*Mr. Smith has mentioned  
 Performance areas 2.1a  
 and 2.1b by locating  
 potential sources of  
 instructors for a new  
 automotive mechanics  
 program to be offered  
 next fall. He has written  
 the job descriptions for the  
 new position and it has  
 been accepted by the  
 Superintendent of Unit 2.  
 Dr. G. L. Jones 7-30-74*

2.1a determine sources from which applications may be received, i.e., colleges and universities.

Actual Conditions: Grant High School is planning to begin an auto mechanics program next fall.

Actual Performance: Auto mechanics instructors are prepared at Southern Illinois University (Carbondale).

Preassessment: Cognitive, Knowledge Affective, Responding Certification, JB Mode, on-the-job

Postassessment: Cognitive, Application Affective, Valuing Date Achieved, 7-5-74 Certification, JB Mode, Internship Importance, 1 2 3 4  
none very

2.1b determine alternate sources of employees such as neighboring schools and industry.

Actual Conditions: Same as 2.1a.

Actual Performance: Farm High School, Grant Community College and International Engine Company have Auto Mechanics Programs

Preassessment: Cognitive, Knowledge Affective, Responding Certification, JB Mode, on-the-job

Postassessment: Cognitive, Application Affective, Valuing Date Achieved, 7-28-74 Certification, JB Mode, Internship Importance, 1 2 3 4  
none very

**APPENDIX H**  
**PROGRAM EVALUATION FORMS & DATA**

During the project several different types of evaluation were undertaken. The following instruments are those that were employed in this effort.

OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT  
INTERN FOLLOW UP STUDY

Intern's Name \_\_\_\_\_ Code \_\_\_\_\_ CC1

Do you want us to send you notices of administrative position vacancies?

1. yes \_\_\_\_\_ no \_\_\_\_\_

If the answer to the above was yes, please indicate the address to which you want such notices sent.

Street \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_

We are certain that more information about your internship experiences to date and suggestions for improving the program in which you are enrolled can be of great assistance to us in our efforts to do a better job of preparing occupational education leaders in the future.

Would you please help us by taking a few minutes of your time to complete and return this questionnaire. On the basis of your experience, please place a check mark in the column to the right that best describes the value of each component to your personal development of leadership competency.

Please note, we are not content to have this be an average or less than average quality program compared to other university work which you have completed-- and you can help us achieve this goal. In the space provided, please give us your suggestions for improvement of those activities which you consider to have been average to below average.

Thanking you in advance

*James Parker*

James Parker, Assistant Project Director  
Occupational Education Administration Project

P.S. Please return this form to us by this next Friday, June 7th. We must have your critique for our final report which is due June 30, 1974.

*extremely valuable*  
*valuable*  
*average value*  
*less than average*  
*totally worthless*

EV    V    AV    LV    TW  
 1    2    3    4    5

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**PROGRAMATIC COMPONENTS**

2. Wednesday night seminars. . . . . ( ) ( ) ( ) ( ) ( ) CC2

Suggestions for improvement \_\_\_\_\_

\_\_\_\_\_

3. Evaluation Team Experience. . . . . ( ) ( ) ( ) ( ) ( ) CC3

Suggestions for improvement \_\_\_\_\_

\_\_\_\_\_

4. DVTE Activities . . . . . ( ) ( ) ( ) ( ) ( ) CC4

Suggestions for improvement \_\_\_\_\_

\_\_\_\_\_

5. DVTE Relationship . . . . . ( ) ( ) ( ) ( ) ( ) CC5

Suggestions for improvement \_\_\_\_\_

\_\_\_\_\_

6. Related Course Work . . . . . ( ) ( ) ( ) ( ) ( ) CC6

Suggestions for improvement \_\_\_\_\_

\_\_\_\_\_

7. Vocational Development Program (Charmin). . . . . ( ) ( ) ( ) ( ) ( ) CC7

Suggestions for improvement \_\_\_\_\_

\_\_\_\_\_

8. Performance Portfolio . . . . . ( ) ( ) ( ) ( ) ( ) CC8

Suggestions for improvement \_\_\_\_\_

\_\_\_\_\_

EV	V	AV	LV	TW
1	2	3	4	5

INSTRUCTIONAL COMPONENTS

Program Planning and Implementation

9. Occupational Program Planning . . . . . ( ) ( ) ( ) ( ) ( ) CC9  
 Suggestions for improvement \_\_\_\_\_

10. External Resources and Planning . . . . . ( ) ( ) ( ) ( ) ( ) CC10  
 Suggestions for improvement \_\_\_\_\_

11. Analyzing Operational Programs. . . . . ( ) ( ) ( ) ( ) ( ) CC11  
 Suggestions for improvement \_\_\_\_\_

12. Improving Instruction and Curriculum. . . . . ( ) ( ) ( ) ( ) ( ) CC12  
 Suggestions for improvement \_\_\_\_\_

Staff Recruitment

13. Writing Job Descriptions. . . . . ( ) ( ) ( ) ( ) ( ) CC13  
 Suggestions for improvement \_\_\_\_\_

14. Analyzing Applicant Credentials . . . . . ( ) ( ) ( ) ( ) ( ) CC14  
 Suggestions for improvement \_\_\_\_\_

15. Interviewing Candidates . . . . . ( ) ( ) ( ) ( ) ( ) CC15  
 Suggestions for improvement \_\_\_\_\_

Staff Recruitment (continued)

EV    V    AV    LA    TW

1    2    3    4    5

16. Choosing Staff Members . . . . . ( ) ( ) ( ) ( ) ( ) CC16

Suggestions for improvement \_\_\_\_\_

Personnel Development and Management

17. New Staff Orientation. . . . . ( ) ( ) ( ) ( ) ( ) CC17

Suggestions for improvement \_\_\_\_\_

18. Staff In-Service . . . . . ( ) ( ) ( ) ( ) ( ) CC18

Suggestions for improvement \_\_\_\_\_

19. Organizational Climate . . . . . ( ) ( ) ( ) ( ) ( ) CC19

Suggestions for improvement \_\_\_\_\_

Program Operation

20. Scheduling Staff . . . . . ( ) ( ) ( ) ( ) ( ) CC20

Suggestions for improvement \_\_\_\_\_

21. Student Teachers . . . . . ( ) ( ) ( ) ( ) ( ) CC21

Suggestions for improvement \_\_\_\_\_

22. Advisory Committees. . . . . ( ) ( ) ( ) ( ) ( ) CC22

Suggestions for improvement \_\_\_\_\_



- |   | EV<br>1 | V<br>2 | AV<br>3 | LA <sup>124</sup><br>4 | TW<br>5 |      |
|---|---------|--------|---------|------------------------|---------|------|
| <b><u>Program Operation</u> (continued)</b> |         |        |         |                        |         |      |
| .23. Data Collection and Reports. . . . .   | ( )     | ( )    | ( )     | ( )                    | ( )     | CC23 |
| Suggestions for improvement _____           |         |        |         |                        |         |      |
| _____                                       |         |        |         |                        |         |      |
| 24. Work Place Safety. . . . .              | ( )     | ( )    | ( )     | ( )                    | ( )     | CC24 |
| Suggestions for improvement _____           |         |        |         |                        |         |      |
| _____                                       |         |        |         |                        |         |      |
| 25. Curriculum/Time Evaluation . . . . .    | ( )     | ( )    | ( )     | ( )                    | ( )     | CC25 |
| Suggestions for improvement _____           |         |        |         |                        |         |      |
| _____                                       |         |        |         |                        |         |      |

**Program Management**

- |  |     |     |     |     |     |      |
|--|-----|-----|-----|-----|-----|------|
| 26. Supervisory Functions. . . . .           | ( ) | ( ) | ( ) | ( ) | ( ) | CC26 |
| Suggestions for improvement _____            |     |     |     |     |     |      |
| _____  |     |     |     |     |     |      |
| 27. Occupational Program Follow-up . . . . . | ( ) | ( ) | ( ) | ( ) | ( ) | CC27 |
| Suggestions for improvement _____            |     |     |     |     |     |      |
| _____  |     |     |     |     |     |      |
| 28. Management Style Development . . . . .   | ( ) | ( ) | ( ) | ( ) | ( ) | CC28 |
| Suggestions for improvement _____            |     |     |     |     |     |      |
| _____  |     |     |     |     |     |      |
| 29. Complying with Legislation . . . . .     | ( ) | ( ) | ( ) | ( ) | ( ) | CC29 |
| Suggestions for improvement _____            |     |     |     |     |     |      |
| _____  |     |     |     |     |     |      |

**Management of Physical Facilities, Supplies and Equipment**

- |  |     |     |     |     |     |      |
|--|-----|-----|-----|-----|-----|------|
| 30. Facility and Equipment Budgeting . . . . . | ( ) | ( ) | ( ) | ( ) | ( ) | CC30 |
| Suggestions for improvement _____              |     |     |     |     |     |      |
| _____  |     |     |     |     |     |      |

	EV	V	AV	LA <sup>125</sup>	TW
	1	2	3	4	5

Management of Physical Facilities, Supplies  
and Equipment (continued)

31. Purchasing Equipment . . . . . ( ) ( ) ( ) ( ) ( ) CC31  
 Suggestions for improvement \_\_\_\_\_

32. Utilizing Physical Facilities. . . . . ( ) ( ) ( ) ( ) ( ) CC32  
 Suggestions for improvement \_\_\_\_\_

Public Relations

33. Ascertaining Public Opinion. . . . . ( ) ( ) ( ) ( ) ( ) CC33  
 Suggestions for improvement \_\_\_\_\_

34. Publicizing Occupational Programs. . . . . ( ) ( ) ( ) ( ) ( ) CC34  
 Suggestions for improvement \_\_\_\_\_

35. Working with the Community . . . . . ( ) ( ) ( ) ( ) ( ) CC35  
 Suggestions for improvement \_\_\_\_\_

INTERN FOLLOW UP STUDY

We also want your help in evaluating the programs success in meeting the leadership needs of occupational education in Southern Illinois. Please answer the following questions with short statements as indicated.

1. What was your occupational education role (both full- and part-time positions) during the years prior to your participation in the Occupational Education Administration Project?

Position(s)	% time	Duties
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Do you plan to assume a greater occupational education leadership role than that which you had during the years prior to your participation in the Occupational Education Administration Project through additional duties and/or acceptance of a different position next year?

yes \_\_\_\_\_ no \_\_\_\_\_

If your answer to the above question was yes, please answer the following.

Title of new position(s)	% time	Duties
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. In a sentence or two please note any omissions or weaknesses in your occupational education administration preparation that have come to light as a result of your experience during the 1973-74 school year.

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4. In light of the above statement, what do you consider to be your continuing education needs during the next two years?

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5. In a sentence or two please state how, in addition to the fact that you have the necessary credentials, participation as an Occupational Education Administration Project intern increased your ability to function as an occupational education leader.

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6. Would you be willing to supervise an intern at some time in the future?

yes \_\_\_\_\_ no \_\_\_\_\_

7. Is there anything else that you would like to tell us about your experience as an Occupational Education Administration Project intern?

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(use reverse side if needed)

## RESPONSES FROM 1973-4 INTERN'S PROGRAM EVALUATION (N=13)

## PART I

Item Number	Responses	$\bar{X}$
1.	Yes = 12                      No = 1	
2.	5 4 5 4 5 5 5 4 4 4 4 3 5	4.38
3.	5 5 5 5 5 5 5 5 5 4 5 4 5	4.85
4.	5 4 4 4 4 3 3 4 5 4 3 3 5	3.92
5.	5 4 5 4 4 4 4 4 4 4 2 3 5	4.00
6.	4 4 4 na 4 4 4 5 4 4 4 4 4	4.33
7.	5 5 5 na 5 2 5 5 4 4 5 3 3	4.25
8.	3 4 4 1 4 5 4 5 5 5 3 2 2	3.62
9.	5 5 5 4 4 4 5 5 4 4 4 5 5	4.54
10.	5 4 4 4 4 4 5 5 4 4 4 3 5	4.23
11.	5 4 4 4 4 4 5 5 4 4 4 3 5	4.23
12.	5 4 5 3 4 4 5 4 5 3 4 4 5	4.23
13.	3 5 5 4 4 5 5 5 5 5 4 3 5	4.46
14.	4 4 4 4 3 4 4 4 4 5 4 4 5	4.62
15.	5 5 5 5 3 5 5 5 4 5 3 3 4	4.38
16.	5 5 4 4 3 5 4 4 4 5 3 3 5	4.15
17.	5 5 4 4 4 4 4 4 5 5 4 4 5	4.38
18.	5 5 4 4 5 5 5 4 4 5 3 4 5	4.46
19.	5 5 5 4 5 5 5 4 4 5 4 3 5	4.54
20.	5 3 5 4 3 5 4 5 3 5 4 3 5	4.15
21.	5 4 4 4 3 5 5 5 3 4 3 3 5	4.08
22.	5 4 5 3 5 5 4 5 4 4 3 4 5	4.31
23.	5 4 5 4 4 5 5 5 5 4 4 4 4	4.46

24.	5	4	5	4	4	5	4	5	3	4	4	3	5	4.23
25.	5	4	4	4	4	5	4	5	4	4	4	3	5	4.23
26.	5	5	5	4	5	5	4	4	5	3	5	4	4	4.46
27.	5	5	5	4	4	5	3	3	5	4	4	4	5	4.62
28.	5	4	5	3	5	4	5	4	4	4	4	3	3	4.08
29.	5	5	5	4	4	5	5	5	5	4	3	4	4	4.46
30.	5	4	5	4	4	3	5	5	5	4	4	3	5	4.31
31.	5	5	4	5	4	4	4	4	5	5	4	4	5	4.46
32.	5	4	5	5	4	4	4	5	4	5	4	3	5	4.38
33.	na	4	5	5	4	4	5	5	5	5	4	3	5	4.50
34.	5	5	5	5	4	4	4	5	4	5	4	4	5	4.54
35.	5	5	5	4	4	5	4	4	5	4	4	4	5	4.46

## PART II

1. Vocational/Technical Teachers (10)  
Vocational/Technical Teachers-Administrators (3)
2. Yes 10                      No 3  
Dean or Director  
Director  
Director/Placement Coordinator  
Educational Counseling/Placement  
Safety Director/Department Chairman  
Department Chairman
3. Writing Memo Releases; testing and counseling.  
Dismissal procedures; procedures a scheduling.  
School finance.  
Public Relations with superiors.  
Portfolio revision; adequate intern supervision.  
More internship time; more work on discipline, finance and law.  
Total school budget preparation.

- Other school district's duties detracted from internship accomplishments.  
 Several parts difficult to accomplish in full.  
 Personally not enough time during school day; more elapsed time.  
 Discipline of students; school law.  
 None.  
 Not enough preparation for the state book work and state forms.
4. Workshops and some coursework.  
 More experience on-the-job.  
 More group dynamics and guidance experience.  
 Courses to remedy personal deficiency's in administrative areas.  
 Courses in school law and finance  
 Budget.  
 Interpersonal relationships  
 In-service and workshop activities  
 The vast amount of material absorbed in a short 1 year period.  
 More maturity; get mentally ready.  
 Workshop on state book work and forms.
5. Bridges the gap between educational theory and practical application.  
 Confidence.  
 Sharing of information in a trusted group.  
 Good working of vocational education and where it should be going.  
 Knowledge of DVTE structure and role of vocational director.  
 Very valuable programs and ideas.  
 Increased confidence and knowledge.  
 Expanded concept and knowledge of vocational education; confidence to be a leader.  
 Exposure to and involvement with the duties and responsibilities of Occupational Education leadership.  
 My ability to function as an individual has increased.  
 I hear and I forget, I see and I remember; I do and I understand.  
 All aspects of the program have added something to my education.  
 Focus on leadership qualities;  
 Closer relations to administrators;  
 Respect for project personnel.
6. Yes 12 No 1
7. Most rewarding experience of all my Administrative endeavors.  
 Charmin experience will probably be most helpful.  
 Good program, but some schools don't realize a need for Vocational Director.

Press more for administrative appointment at the local level; was extremely fortunate to have worked with project staff.

Gained new perspective on vocational education.

Some performance statements are not possible to accomplish as an intern.

I'm tired!

Intern experience is valuable and Occupational Education has led the way.

A practical was to teach skills; "Experience is the best teacher."



## RESEARCH ASSISTANT'S INTERVIEW GUIDE

To Be Used with Cooperating Administrators

Cooperating Administrator \_\_\_\_\_ Interviewer \_\_\_\_\_

1. What significant contributions have resulted from your participation in the Occupational Education Administration Project?

In General: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Educational: (Example) Has supervision of an intern resulted in your gaining new insight into administrative theory and practice? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Consultative: (Example) Has your intern's university supervisor provided helpful assistance in solving local problems? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Programatic: (Example) Have you gained greater understanding of Occupational Education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Other: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Should there be a change in the manner in which the Occupational Education Administration Project will be conducted?

In General: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Local Operation: (Example) How much time was actually allotted daily (or weekly) to internship activities? Was this amount satisfactory?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

University Operation: (Example) What helps could the University provide to you and the intern? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Would you be willing to supervise another intern? yes \_\_\_ no \_\_\_

If the answer to the above statement was yes, please state the conditions under which you would be willing to supervise another intern. (Examples: Appointment/contractual conditions? Amount of time spent per day and time span conditions? Other?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX I****TRANSPORTABLE MODEL: REVIEW AND COMMENT**

Five different consultants reviewed and made comments about the transportable model, most of which were included in this revised manuscript. The following is typical of the comments received.

SOUTHERN ILLINOIS UNIVERSITY'S MODEL  
GRADUATE PROGRAM FOR VOCATIONAL DIRECTORS  
IN ILLINOIS

REACTION BY

DR. LOREN E. KLAUS, PRESIDENT  
SHAWNEE COMMUNITY COLLEGE  
ULLIN, ILLINOIS  
June 13, 1974

My general reactions to the Southern Illinois University's Model Graduate Program for Vocational Directors in Illinois is highly favorable. I think you are on the right track, and are moving in the right direction.

COMMENDATIONS

1. Working in cooperation with the Department of Vocational and Technical Education in the wedding of innovative practical concepts with the training of vocational education administrators.
2. The assessment of performance in behavioral terms for each of the identified 159 performances.
3. The method used in determining the desired competencies.
4. The maintenance of proficiency portfolio on each participant.
5. The outline following the program management competencies.
6. Determining the delivery system for the development of each competency, that is, work experience, internship, etc.
7. It is good to familiarize the interns with the people and organization chart of the Department of Vocational and Technical Education.

### CONCERNS

1. The desired competencies seemed to be valid, but I had difficulty relating philosophical statements to each other and the desired competencies.
2. The model seemed to excessively reflect "teacher power attitudes" rather than a "public welfare" approach.
3. There was little emphasis in the model expressing the chief administrators philosophy on what they expect of vocational administrators.
4. Cooperating superintendents should be selected carefully. They should head school systems recognized by high quality of their programs as viewed by the Department of Vocational and Technical Education. Certainly, cooperating superintendents should be knowledgeable about management by objectives, etc. I assume they were.
5. The model does not emphasize enough that vocational administrators work through and for the superintendent and board of education. And, for example, that through them a system is developed for contacting the power structure for staffing citizen's committees.
6. Little recognition is given that the public school system exists for the benefit of the public. And, is directed and controlled by the public's representatives, the Board of Education. There is insufficient recognition that the board and the superintendent--not the staff--are legally responsible for the operations of the school system.
7. The model seems to reflect a philosophy of professional elitism--"the teachers know best".
8. The model, perhaps unintentionally, reflects a powerful faculty power bias.
9. The model seemed to reflect a weak position in terms of product measurement and/or teacher rating. However, this problem may be solved if a good job is done in terms of measuring student competencies.
10. The model is intended to develop vocational education administrators and/or management. More input from practicing managers should be sought. This is important in view of the preponderance of quotes directly related to various national faculty union positions. Certainly, those view points should be

counterbalanced by statements from various association of school administrators and/or school board associations. Remember, the goal is not to develop spokesmen for the union, but for the public and management. In this day and age administrators who fail to recognize this issue are in trouble.

11. A significant segment of the model instructional staff should consist of experienced administrators.
12. The narrative speaks considerably of quality education, but the words are poorly defined.
13. There is something wrong with the philosophical statements. Some how they confuse and intimidate rather than clarify.

#### OTHER COMMENTS

1. The model should be clearly related to the IOCP materials or similar materials.
2. More emphasis should be placed on the role of an administrative leader in structuring positive changes rather than reacting to situations.
3. All students should have specific guidelines for determining whether or not the local short-range and long-range vocational programs are good ones. What yardstick of measurement is used? DVTE approval could be one.
4. The model stresses involvement of students, staff members, administrators and outside agencies in the evaluation of the vocational programs. It should be emphasized that all of this is done only with the approval of the superintendent and board of education.
5. The philosophy in the document consistently points out negative practices and traits of administrators. Certainly, the administrator of today needs to be alerted to the massive "bag of tricks" employed by teacher power groups at the national, state, and local levels.
6. The model stresses keeping staff members informed about all vocational programs and courses. It is equally important to keep the superintendent and board informed.
7. The program could become an open entry/open exit one based on performance rather than time spent.

**CONCLUSION**

The model program is excellent. By intent, criticism (hopefully constructive) dominated my reaction. But, the positive in the model far outweighs the negative. I can readily cite pages of strength. Suffice it to say you are the only people trying to solve the problem.

**APPENDIX J****INTERN FOLLOW-UP:  
OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT  
1972-73 GRADUATES**

In the belief that graduates who have been working a full year since internship would be able to provide valuable insight as to programmatic strength and weakness, the original eight project participants were contacted. Results of this inquiry are included in this report on the following pages.



**INTERN FOLLOW-UP:  
OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT  
1972-73 GRADUATES**

During the final weeks of the 1973-74 Occupational Education Administration Project a follow-up questionnaire was sent to each of the 1972-73 project graduates. A summation of the responses of seven (7) of the eight (8) graduates who completed and returned the questionnaires are provided below:

1. In response to a question concerning their current role in occupational education, the graduates reported the following: one (1) reported 15% time as a vocational director; one (1) reported 29% time as a vocational director; one (1) reported 37% time as a vocational director; one (1) reported 40% time as a vocational director; two (2) reported 50% time as a vocational director; and one (1) reported 100% time as an Assistant Dean of Students in a community college. The remaining time was spent in vocational teaching and/or as coordinators of cooperative vocational programs.
2. In response to a question concerning the graduates plans to assume a greater occupational leadership role next year, they reported the following: four (4) reported that they plan no change; one (1) reported a change from 15% to 30% time as a vocational director; one (1) reported he would be a full-time coordinator of adult and cooperative vocational programs; and one (1) reported a promotion to Dean of Students in a high school.
3. In a question to find out if there were any omissions or weaknesses in their preparation as occupational education administrators that had come to light as a result of their experiences during the 1973-74 school year, the graduates made the following statements:
  - (a) More time should be spent studying IOCP materials.
  - (b) Need more training in the preparation and presentation of proposals for new and changing programs.
  - (c) There should be more stress in the public relations area.
  - (d) Need training in convincing and selling superiors on sound vocational practices and methods.
  - (e) Vocational directors should serve as consultants to the Occupational Education Administration Project.

4. In answer to a question as to what their continuing educational needs would be during the next two years, the graduates made the following statements:

- (a) Would like in-service training programs that would better acquaint me with the five (5) occupational areas.
- (b) Would like to complete work for a level II certificate.
- (c) Would like to get more experience as a vocational director.
- (d) Continue to up-grade in the areas of career trends and job opportunities for program graduates.
- (e) Training in the area of salesmanship.
- (f) Intend to complete a specialist degree in Educational Administration and Special Education.

5. The following statements by the graduates are responses to a question of how participation as an intern in the Occupational Education Administration Project increased their ability to function as an occupational education leader:

- (a) The training enabled me to be readily accepted as vocational director. Departmental chairman and teachers readily seek my direction and advice now.
- (b) My training was based on actual situations.
- (c) Improved my abilities in supervision and in hiring staff.
- (d) I think I now know more about occupational education than the principals and superintendent with whom I work. This given me more confidence as well as authority.
- (e) The project provided me with the various methods and knowledge needed to perform the duties of an occupational education administrator in a more efficient manner.
- (f) I gained confidence in working with other people in the vocational area. The program broadened my concept of vocational education and I learned of many resources to help implement occupational programs.
- (g) The information taught in the related coursework was clarified by project staff and translated into action through on-the-job internship.

6. All responses to the question, "Would you be willing to supervise an intern at sometime in the future?" were answered "yes".

7. The following statements are responses to the question, "Is there anything else that you would like to tell us about your experiences as an Occupational Education Administration Project intern?"

- (a) This project and training has long been needed in our school systems. The project directors should be com-

mended for initiating such a training program. The training will definitely help the youth in our schools. Efficiency in vocational and occupational areas, developed by this project will give occupational education a greater push in communities and help to remove the negative stigma.

- (b) I personally feel very strongly about this project and its benefits. The manner in which it was administered by Dr. Ramp and Dr. Parker demonstrated the practicality of working with both occupational educators and educational administration personnel. This type of training should be continued in other areas of education.
- (c) It was a very worthwhile experience and I feel fortunate to have been a part of the original program.
- (d) The program was the most relevant educational program that I have ever experienced.

## APPENDIX K

## CONSULTANTS' REPORT

Southern Illinois University-Carbondale  
Occupational Education Administration Training Project  
DVTE-PDT-B4-074 & 3-P/6-C  
June 25, 1974

Submitted by:  
John O'Dell Ed. D.  
Superintendent  
Porta Community Unit 202  
Petersburg, Illinois

William J. Brandvold  
Director of Vocational & Technical Education  
Community Unit #2  
Mattoon, Illinois 61938

**Introduction:**

Southern Illinois University, through the Department of Occupational Education has implemented for the second year a project entitled, "Occupational Education Administration"Program Phase" and "Training Phase." Two basic objectives of the project were:

1. To implement the competency-based pre-service program for occupational education program administration that was developed by SIU in FY 1972, pilot tested in FY 1973 and implemented in FY 1974.
2. To develop instructional materials, guidelines, and techniques and organize these into a system for providing competency-based training program for administrators of occupational education.

With the rapid expansion of occupational education at the post-secondary level, the need for providing a relevant leadership training program is a necessity. This model competency-based graduate program identifies 159 essential competencies needed by occupational education administrators. The interns involved in the program are expected to develop understanding, familiarity and application of the 159 competencies identified. On site activity exploration strived to apply these competencies at the 90% level.

The consultants have interviewed interns, local school administrators, and project staff members as well as reading materials provided by the project staff. The follow-up study of interns was particularly helpful.

### Competencies

Southern Illinois University is to be commended for the planning and implementation of a program presenting the basic competencies needed by local vocational education administrators in a real on-site atmosphere. The relationship of theory and practice was also a vital ingredient of this program. This program and its thirteen interns were exposed to 159 competencies identified as essential in the role of a vocational education administrator. This program presents a systematic way, to assess and record the progress of each intern obtained through first hand on-the-job experiences.

Interviews and intern summaries indicated that this program in itself did not provide all of the answers to their functions as a vocation administrator, but did provide exposure so vital to their individual adjustment to vocational responsibilities and duties in directing a sound, well-rounded local program designed to meet the career needs and goals of students.

Efforts were made through weekly group meetings on campus to instruct the trainees regarding:

1. Methods in how to perform activities implied by the competency statements.
2. What constitutes success in the performance of vocational administrative activities.

3. Ways and/or methods of evaluation that can be used to determine the degree of success obtained by an intern's involvement in a locally directed vocational program.

It was suggested by a majority of interns that a member of the SIU occupational staff visit them more often on the job to assist them in their complete understanding of the sequence of competencies.

In addition, it was also strongly suggested that more detailed exposure be given to the areas of DVTE structure and funding procedures and more insight to student discipline problems and vocational guidance functions.

Commendations:

1. The writers are greatly impressed with the depth of the information that has been established for the bases for the occupational education training program. The realistic nature of providing the intern with experiences in the classroom and in the field with reinforcement from local administrators and university personnel appears to be extremely practical. The impression received from the evaluators interviews conveyed concurrence in this interpretation. It would appear that the success of the program is keyed to this basic philosophical premise, that competence is necessary for maximum effectiveness in the individual's profession and can best be obtained through a "broadside of experiences."

2. University interns chosen for the programs demonstrate that they have been carefully screened to maximize their potential for success. The interns appeared to be highly motivated, person-

able, and dedicated to the importance of occupational education in schools today.

3. The direction of the program has been maintained because of the continuity and dedication of Dr. Wayne Ramp and Dr. James Parker.

4. In the administration of such a complex sequence of learning experiences it is particularly significant that adequate safeguards for monitoring, evaluating, and correcting deficiencies have been provided for. The monitoring devices are thorough and provide the administrator and project director with insight into the program from interns, supervisors, local district administrators and outside personnel. There were indications that suggestions for improvements were implemented in FY 1974. The dynamic nature of a project that is self-correcting must be interpreted as being healthy and important to the overall outcome of the program.

5. In a program as broad and as intensive as this, a common complaint was the lack of time in which the intern was able to devote to the program. However, a remark often repeated, indicated that the trainees received additional perceptive and insight into their responsibility because of their instructional load. Although modification of the time requirement may be necessary, the continuance of the sequence and the challenge necessary to complete it result in important and valuable by-products in experience and insight.

6. Informal communication through the aegis of the group seminar produces a comradery that helps hold the program together as well as supplementing the interns experiences. Informal



communication assisted interns in their administrative placement difficulties in their program and added to the vitality of the project.

7. It appears to the evaluators that the objectives of the following program have been met:

- a. To provide in-service training, based on 159 known competencies, to teachers so that they will, upon completion of the program, become employed in leadership positions in local schools.

Reaction: The writers found that all but a few interns had been placed for next year although it was relatively early in the year. All the previous years interns had been placed.

- b. All participants in the program will be qualified in one year to receive the State of Illinois Level I General Supervisory Administrative Endorsement.

Reaction: Although the writers were not able to contact all interns, the indications were that the candidates would be able to complete this requirement.

- c. Program participants will be placed in leadership positions in vocational career education by September 1974.

Reaction: As indicated, all but a few have been placed at the time of this report.

- d. Refine, further develop, validate and publish a model university in-service leadership training program based on the 159 identified competencies.

Reaction: This objective was beyond the scope of the writers ability to determine. It was understood, however, that this specific

objective had been investigated by another consultant. See Summary statement number one.

- e. One hundred copies of the final report will be printed and transmitted to the Illinois Division of Vocational and Technical Education.

Reaction: This project was in the process of being completed but was not finished at the time of this writing.

#### Summary and Recommendations

This completes the second year of implementation of the "occupational education administration program phase." The project will continue on a limited funding basis FY 1975.

A majority of the objectives and competencies were given exposure to the interns with positive reaction to the continuation of the project.

The following recommendations are the result of the writers evaluation of the project.

1. Explore all avenues possible to establish similar programs throughout the vocationally oriented state teacher training institution.
2. Continue efforts to organize a project advisory board, utilizing a cross section of vocational positions for input and evaluation.
3. Stress more activities as they concern competencies in the areas of funding, DVTE organizational structure, vocational guidance and discipline procedures.
4. Provide, upon request by the intern or the local vocational administrator, consultant services to clarify project

purpose , sequence, and direction if missed through communications.

5. A key to the success of the program is the amount and quality of the university supervision given each intern. Some supervisors need additional training into their precise responsibility and the duties and responsibilities of a Vocational Director.
6. Unfortunately, the model and sequence of activities were not available to the evaluators or interns, because it was in the process of being printed. This model outline should be readily available for vocational educators as well as each intern.
7. The model should be presented to other departments for consideration. It appears to the writers that this program has application in its format to other areas such as school administration as well as vocational administration.
8. Develop a set of guidelines to assist in the selection of a well qualified, competency based individual who is responsible for the locally funded vocational program that would insure a rich professional experience for the intern as well as an objective and accurate evaluation.

#### Conclusion:

Although the weaknesses of a short term visitation for evaluation are apparent; there was so much information available that the writers are confident the major problems and strengths of the program have been identified, and recommendations made. Administratively,

the program is well organized and staffed with able personnel. Although there are areas of improvement, it is our conclusion that the program is effective and will provide a unique experience for the interns as well as other universities who may implement the program.

**APPENDIX L**  
**SELECTED BIBLIOGRAPHY**

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