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ABSTRACT

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on identification and validation of professional competencies (skills) important to vocational business education teachers. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided. The competency identification phase of the vocational business education component (one of nine project components) is described including a literature review and expansion of 65 competencies identified in an earlier study to 92, which were then ranked in importance by 24 members of the Florida Chapter of Delta Pi Epsilon, an honorary graduate business education fraternity dedicated to research in the field of business education. The 92 competencies are listed in a table with their mean importance ratings and rank. Appendixes contain instruments used in the study and a 34-item bibliography. (TA)

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT:

VOCATIONAL BUSINESS EDUCATION COMPONENT

COMPETENCY IDENTIFICATION PHASE:

PROFESSIONAL COMPETENCIES FOR VOCATIONAL BUSINESS EDUCATION TEACHERS IN FLORIDA

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1976

Final Report of
Competency Identification Phase
Of Vocational Business Education Component

Project No. VTAD-5 #6-0128

From September, 1975 to June, 1976

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT VOCATIONAL BUSINESS EDUCATION COMPONENT

PROFESSIONAL COMPETENCIES FOR VOCATIONAL BUSINESS EDUCATION TEACHERS IN FLORIDA

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FOREWORD

The competency-based teacher education (CBTE) movement is being explored as a viable alternative to the traditional time-based, course oriented approach to teacher education. The field of vocational-technical teacher education has been involved in CBTE for some time. Several states and teacher education institutions are developing and implementing competency-based programs aimed at preparing and certifying professionally competent vocational educators at various levels. Florida's commitment to competency-based vocational teacher education is well-known.

In an effort to promote CBTE for vocational education, the Florida Department of Education, Division of Vocational Education, funded the initial phase of an exemplary competency-based vocational teacher education project at Florida State University. This project, called Project ACTIVE, is aimed at developing a viable competency-based approach to preparing vocational teachers, administrators, supervisors, and related professionals.

Several individuals have contributed significantly to the progress of this project. Mr. Joe Mills, Director of Vocational Education, Division of Vocational Education, Florida State Department of Education, and Dr. Kenneth Eaddy, Chief, Bureau of Vocational Research, Dissemination and Evaluation, have demonstrated their personal and professional commitments to the competency-based approach. Their support and leadership have made this project possible.

The Business Education component of the project had several contributors. The project staff wishes to acknowledge the valuable contribution made by members of the Florida Chapter of Delta Pi Epsilon. Also acknowledged is the original research work done by Ms. Judy Lima upon which this project was based, and the valuable contribution made by Dr. Dolores Robinson of Florida State University.

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This report is one of a series that focuses on the competency and criteria identification phase of the Exemplary Competency-Based Vocational Teacher Education Project at Florida State University. Each report covers one of the teaching, leadership, or special needs components within the project. This series of reports is listed below:

Report No.

TEACHING COMPONENTS

1. COOPERATIVE VOCATIONAL EDUCATION
2. INDUSTRIAL ARTS (competency ident. only)
3. TRADE AND INDUSTRIAL (also delivery system)
4. VOCATIONAL BUSINESS EDUCATION

LEADERSHIP COMPONENTS

5. ADMINISTRATION/SUPERVISION
6. CAREER EDUCATION
7. RESEARCH AND EVALUATION

SPECIAL NEEDS COMPONENTS

8. DISADVANTAGED
9. HANDICAPPED

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OVERVIEW

COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION

Very few movements in education have received more widespread attention than the competency-based teacher education (CBTE) movement. Houston and Howsam (1972) reported that rarely, if ever, has any movement swept through teacher education so rapidly or captured the attention of so many in so short a time as has the competency-based movement. Already well underway, the approach offers promise of renovating and regenerating teacher education. Equally significant, the authors added, it appears probable that it will do so in record time.

For those who doubt whether competency-based teacher education is with us to stay, the following sampling of national involvement in CBTE may be somewhat surprising (Andreyka and Blank, 1976):

- over 30 states report either legislative/administrative support for CBTE or are studying the concept seriously;
- nearly a hundred teacher education institutions report either "total" CBTE programs or alternative programs;
- there are at least 20 national consortia, institutes, centers or other groups whose primary or major function is the promotion of the CBTE movement; and
- literally hundreds of articles, position papers, monographs and other publications dealing specifically with CBTE appear monthly.

It seems, then, that much of the time we now spend philosophizing and debating the relative merits and demerits of CBTE and whether it will survive should, perhaps, be directed toward implementing the concept and making it work.

Origin of the CBTE Movement

Like any major educational trend, it is impossible to establish the exact date marking the beginning of the competency-based teacher education movement. The concept seems to have evolved slowly and steadily during the past two decades. Schmieder (1973) has identified some of the motivational forces that appear to have given impetus to the CBTE movement:

1. Introspection of the Educational Community
2. Emphasis on accountability

3. Increased focus of political action on fiscal issues

4. Management organization movement

5. Press for personalization and individualization of education

6. Desire of state education departments to develop more effective certification processes and standards.

Elam (1971) in one of the earliest in-depth looks at the competency-based teacher education movement, placed the origins of CBTE somewhat earlier. He pointed out that CBTE predates the current rage for accountability and most probably has its roots in the general conditions present in society and the institutional responses to them characteristic of the Sixties.

The vocational teacher education field has been involved in the CBTE movement for some time. Early studies by Walsh (1960), Courtney (1968), Crawford (1967), Ratner (1967) and others were aimed at identifying competencies important to vocational and technical teachers and related personnel. The comprehensive competency-based vocational teacher education research and development project at the Center for Vocational Education (Cotrell, et al, 1971) was begun in 1967, before the development of much of the current popularity of CBTE.

Need For Competency-Based Vocational Teacher Education

For many years, vocational and technical teachers, administrators, supervisors and related personnel have received their professional preparation in traditional university-based programs. These programs usually consist of a series of courses focusing upon the acquisition of knowledge and which culminate in a paper and pencil evaluation. This course-oriented approach for preparing teachers and individuals in leadership roles is coming under criticism for not meeting the real needs of practitioners (Finch and Hamilton, 1975; Norton et al, 1975).

Among the shortcomings associated with the traditional approach are:

1. Objectives are vague or general

2. Program is content and textbook-oriented

3. Assessment is only cognitive in scope

4. Content and objectives are based upon tradition

5. Program focuses on general principles but seldom relates these to the problems faced by educators

6. Instruction is not tailored to the needs of individuals

7. The end product is not systematically evaluated

8. Minimum standards of acceptable performance are not established.

Finch and Hamilton (1975) reported that many of the professional courses completed by vocational and technical teachers are offered in random sequence and often focus on principles and techniques related only generally to the teacher's actual role in the classroom and laboratory. Schaefer (1971) reported that present vocational teacher education programs amount to nothing more than small encounters with a large and complex personnel development problem.

Competency-Based Vocational Teacher Education Programs

An increasing number of vocational-technical teacher education programs are exploring the competency-based approach for preparing teachers, administrators, supervisors, and related professionals. Some programs have primarily focused on the professional needs of teachers in particular service areas while others have addressed the professional needs of vocational-technical educators in several service areas and levels. While space does not permit a detailed review of competency-based vocational-technical teacher education programs currently in operation, the following does give a brief overview of some CBTE research and development activities which have focused on identifying competencies needed by vocational educators at various levels and in several service areas.

A study by Courtney (1968) identified the need for a common core approach to competency identification. Courtney reported that much of the controversy surrounding teacher education deals with determining what should be included in programs. A second study (Courtney and Halfin, 1969) involved the identification of professional competencies needed by instructors in vocational agriculture, home economics, trade and industrial education, distributive education, and business education. Forty randomly selected teachers from four different states participated in the study. An important aspect of this research was the use of factor analysis for grouping competencies into categories.

Spaziani and Courtney (1971) conducted a research project in which secondary and community college teachers were asked

to rate 99 professional competencies. The rating scale used was an adaptation of Bloom's taxonomy of educational objectives (Bloom, 1956). Competencies were rated according to level of proficiency needed by teachers: knowledge, comprehension, application, analysis, synthesis, or evaluation.

Terry, Thompson, and Evans (1972) completed a study in Illinois in which 107 vocational educators from all service areas were assembled and asked to identify and categorize professional competencies needed by vocational and technical teachers. Four-hundred-seventy-seven competencies were identified in this manner.

A comprehensive common core CBTE research and development project was conducted by the Center for Vocational Education at The Ohio State University (Cotrell et al., 1971). First, professional competencies (performance elements) common to teachers in all vocational service areas were identified as well as additional competencies important to teacher-coordinators in cooperative vocational education programs. Performance-oriented objectives were then developed for each performance element identified. A total of 384 performance elements were identified by the Center's research.

Next, self-instructional curricular materials based upon the competencies previously identified were developed. Modules were developed that were designed to help teacher trainees attain specific professional competencies. More than 100 separate modules in 10 categories were developed that incorporated the 384 performance elements (Center for Vocational Education, 1974).

These competency-based teacher education modules underwent advanced testing at Colorado State University, Rutgers University, and Florida State University during 1975 (Center for Vocational Education, 1975). Ten additional test sites were added during the Fall of 1975, one in each of the 10 United States Office of Education regions (Hamilton, 1975).

Volger and Patton (1974) reported on a department-wide CBTE program in the University of Michigan occupational educational program. This program was designed to prepare trade and industrial, health occupations, vocational business, and distributive education teachers with generic professional competencies. This program began in 1971 and is now fully implemented. Competencies originally identified by the Center for Vocational Education constituted the basis of the program.

Competency-Based Vocational Teacher Education In Florida

There has been a considerable amount of research and development activity in competency-based vocational-technical teacher education in Florida. In its 1974 report, the Florida State Advisory Council for Vocational-Technical Education recommended that efforts to identify unique competencies needed by teachers in specific vocational program areas be continued and upgraded (Florida Department of Education, 1974). It was reported that during fiscal year 1974 work was begun in State Department funded projects to identify unique professional competencies in home economics, industrial, and diversified education.

In a publication entitled The Florida Program For Improving the Training, Evaluation, and Licensure of Educational Personnel (Florida Department of Education, 1971) it was reported that the executive committee of the Teacher Education Advisory Council requested that a plan be devised to improve teacher education and certification in this state. Current research and development activities reported included:

1. Develop comprehensive statements of teacher competencies and develop instruments for assessing them

2. Conduct research to demonstrate the relationship between teaching competency and student learning

3. Identify and produce material for training teachers and other educational personnel in specified competencies

4. Assist institutions and school districts with staff development for teacher training personnel.

A study was conducted in 1972 (Lima) to identify competencies important to Florida's business education teachers. In 1974, a study was conducted in Florida aimed at identifying common and unique competencies for teacher coordinators in work experience and diversified cooperative training programs. A study completed in 1975 (Perkins) identified 164 professional competencies important to Florida's trade and industrial education teachers.

Phase I of a competency-based teacher education project aimed at trade and industrial education teachers has been completed in the state of Florida (Andreyka, 1975). This program has identified 32 entry level competencies needed by that state's T & I teachers. Also identified were assessment criteria that may be used to assess mastery of the competencies. The project also involved the review of samples of competency-based teacher education instructional materials available from

throughout the country. A wide variety of individuals was involved in competency and criteria identification and validation. Participating were trade and industrial education teachers, administrators and supervisors, teacher educators, state department representatives, Board of Regents representative, and the Florida Industrial Education Association.

Phase II of this project addressed four major issues involved in implementing CBTE. These issues were implementation of CBTE in the university setting, development of a viable preservice and inservice program and the identification of alternative funding sources for competency-based teacher education.

A study completed in 1976 (Blank) identified over 100 professional competencies important to community college technical instructors in engineering, health, distributive, business, and public service technologies in Florida.

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT AT FLORIDA STATE UNIVERSITY

Florida State University as well as other universities in Florida and throughout the nation currently prepare teachers and related professionals using the traditional course-oriented approach. These traditional teacher education programs usually vary in content relevance and overall program quality. The FSU Competency-Based Vocational Teacher Education Project was initiated because of feelings by many vocational educators that traditional university courses might not be meeting the real needs of vocational teachers and related professionals.

The Exemplary Competency-Based Vocational Teacher Education Project at Florida State University is aimed at developing and implementing a totally competency-based professional vocational education program. Called Project ACTIVE (Attaining Competence for Teaching In Vocational Education), the project's intention is to overcome many of the shortcomings of the traditional course-oriented approach to preparing professionally competent vocational and technical teachers and related personnel. This is an exemplary project and could serve as a research base for developing a CBTE model for other Florida universities and also other states.

This report is one of a series and it focuses on one component of the project. Other reports have been prepared describing the other teaching, leadership and special needs components within the project. This series of reports covers the initial phase of the project: *Competency and Criteria Identification*. Listed below is the report number for each component.

Goals and Objectives

The long-range goal of the project is to develop an exemplary competency-based vocational teacher education and leadership development program. The project is aimed at meeting the professional needs of the following groups, both at the preservice and inservice levels:

Report No.

TEACHING COMPONENTS

1. Cooperative Vocational Education
2. Industrial Arts
3. Trade and Industrial
4. Vocational Business Education

LEADERSHIP COMPONENTS

5. Administrators/Supervisors
6. Career Education Specialists
7. Researchers

SPECIAL NEEDS COMPONENTS

8. Disadvantaged
9. Handicapped

The research effort was designed to accomplish the following objectives:

**1. Identification and validation of professional competencies (skills) important to vocational teachers and professional support personnel.

**2. Identification and validation of specific assessment criteria for assessing mastery of competencies.

3. Development and/or adoption of performance-based, self-paced learning packages designed to help participants master important competencies.

4. Development of evaluation instruments and strategies providing for objective assessment of competency mastery while the participant is performing in an actual school situation.

5. Implementation of a competency-based program in a traditional university setting.

6. Development of instruments and strategies for overall program evaluation.

**The first two objectives have been accomplished and they are the focus of this series of reports.

Conceptual Model

The first step in the exemplary project was to develop the conceptual framework of the CBTE program. After reviewing various conceptual models of CBTE programs (Elam, 1971; Houston and Howsam, 1972; Norton et al, 1975) the project staff developed a model which would be suitable for vocational-technical teacher education (Andreyka and Blank, 1976). Figure 1 shows a schematic of this model while Figure 2 explains each element of the model in more detail.

Figure 1

CBTE CONCEPTUAL MODEL

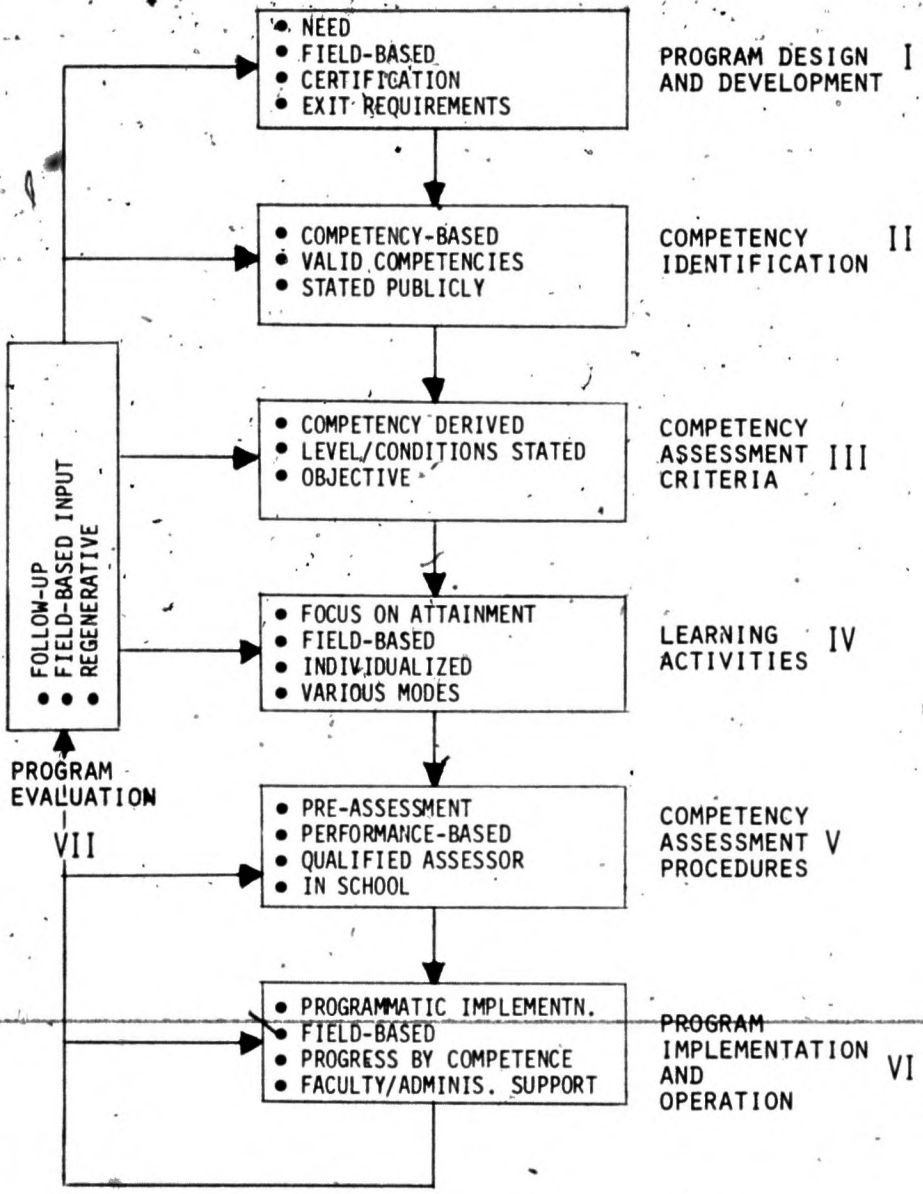

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Figure 2

Elements of CBTE Conceptual Model

I. Program Design and Development

A. *Need Identification.* A thorough statement should be provided on the need for the program, including its advantages over the present program and benefits to prospective teachers and their potential students.

B. *Field Based Design Effort.* Evidence should be available that input was received from teachers, state department personnel, parents, students, principals, advisory committees and professional organizations during program design.

C. *Certification.* Program should produce certifiable individuals; certification personnel should be consulted to allow for certification by mastery of competencies rather than by course completion.

D. *Emphasis on Exit Requirements.* The program should place primary emphasis on recording mastery of competencies and eliminating non-relevant entrance requirements.

II. Competency Identification

A. *Basis for Program.* The program should be based solely on appropriate prespecified competencies that have been identified as being important to teachers.

B. *Valid Competencies.* Competencies should be validated by consensus of opinion of qualified experts, or sound research base such as task analysis, teacher poll, literature search or other.

C. *Statement of Competencies.* Teacher trainees should be able to demonstrate, whenever possible, the mastery of competencies as they are stated, and competencies should be made public in advance.

III. Competency Assessment Criteria

A. *Derived from Competencies.* Criteria for assessing competency mastery should be based solely on the competencies themselves.

B. *Expected Level of Performance and Conditions.* The

expected level of performance for successful mastery and under what conditions should be stated and made public in advance.

C. *Objective Assessment Criteria.* Assessment criteria should be specific and objective and based on observable performance by teacher trainee.

IV. Learning Activities

A. *Focused on Competency Attainment.* Learning activities should be focused solely on helping teacher trainees master pre-specified competencies.

B. *Field Based.* Learning activities should be based on actual teaching conditions wherever practical.

C. *Different Modes Available.* Various modes of instruction should be utilized including mediated instruction.

D. *Individualized Instruction.* Self-instructional and self-paced instruction should be available where practical.

V. Competency Assessment Procedures

A. *Pre-Assessment.* Opportunities should be available for pre-assessment for diagnostic purposes and to permit credit for competencies already mastered.

B. *Based on Performance.* Competency mastery should be based primarily on teacher-trainees performance and/or desired change in behavior of students.

C. *Setting.* Assessment should be carried out in an actual school setting whenever practical.

D. *Qualified Assessor.* Assessment should be carried out by one or more qualified resource persons who have teaching experience.

VI. Program Implementation and Operation

A. *Programmatic Implementation.* Total program should be competency based rather than course by course substitution.

B. *Faculty/Administrative Support.* Program should have necessary faculty and administrative support to function on a competency based format.

C. *Field Based.* Program implementation should involve teachers, state department, parents, principals, professional organizations, students and others.

D. *Progress by Competence.* Teacher trainees should proceed through program based on competency mastery rather than by course or time frame.

VII. Program Evaluation

A. *Follow-up.* Follow-up procedures should be established to determine if graduates are as effective as graduates from other programs.

B. *Field Based.* Program evaluation should receive input from various sources in the schools.

C. *Used for Program Improvement.* Program evaluation data should be used directly to improve the program.

Competency and Criteria Identification Phase

This series of reports covers the initial phase of the project which identified professional competencies important to practitioners in each component of the project. Also identified were specific assessment criteria that may be used to assess mastery of the competencies. Subsequent phases of the project will be based upon these professional competencies identified and validated as important to vocational teachers, administrators and related support personnel throughout Florida. Professional competencies important to practitioners within each area of the project were identified, along with assessment criteria, by surveying vocational educators in the field.

Preliminary lists of competencies were identified in each component within the three major areas of the project--teaching, leadership and special needs. Each preliminary competency list was submitted to a jury consisting of persons with expertise in the appropriate area, for preliminary validation. Jury members had broad latitude to revise, add, or delete competency statements.

Based on comments of jury members, the competency statements were revised, compiled on a survey instrument, and submitted to a sample of practitioners in the field for each component of the project with the assumption that teachers and other professionals were qualified to identify competencies most important to them.

These survey instruments were mailed to vocational and technical teachers, administrators, supervisors, researchers, career education specialists and cooperative vocational education teacher-coordinators. These individuals rated each competency as to its importance to them in their positions. Data from returned instruments were analyzed to identify significant differences among sub-groups within each component.

For each competency validated as important, specific, objective assessment criteria were written that may be used by an evaluator to assess whether individuals have mastered the competency. Preliminary criteria statements were written for each competency, submitted to a jury comprised of individuals with expertise and experience in that particular area, and revised based upon a synthesis of jurors' comments.

Later phases of the project will include the adoption and development of learning materials, development of assessment strategies and instruments, implementation in the university setting, and development of program evaluation techniques. This report describes the competency and assessment criteria identification phase for one component within the project. Additional reports have been prepared describing the competency and criteria identification phase of the other teaching, leadership and special needs components.

VOCATIONAL BUSINESS EDUCATION COMPONENT—
Competency Identification

CHAPTER 1

INTRODUCTION - COMPETENCY IDENTIFICATION PHASE

Teachers and supervisors of vocational business education programs should be equipped with the professional competencies needed to successfully fulfill their respective roles. In an age of accountability, vocational business education teachers and supervisors face the challenge of providing relevant education to meet the needs of today's changing society and labor force.

Little research appears to have been completed towards identifying competencies needed by vocational business educators despite an increasing amount of research and development in the area of performance or competency-based vocational teacher education.

Need

The increasing emphasis on competency-based education and certification demands that research efforts be initiated to identify the unique competencies that vocational business education teachers should possess. These competencies are needed in order to deliver quality instruction to business education students.

The Florida State Department of Education has announced its commitment to competency-based education. Before this goal is reached, all areas of vocational education should identify competencies important to teachers in each area.

Purpose

The purpose of this study was to validate a list of professional business education teacher competencies previously identified in the state of Florida. Many of these previously identified competencies were rewritten in terms of specific professional competencies for validation.

CHAPTER 2

REVIEW OF RELATED RESEARCH

The review of research focused on the field of competency-based vocational business education with a variety of sources surveyed to identify professional competencies that might be important to Florida's vocational business education teachers.

A Michigan Department of Education study (Kohrman, 1975) identified as its major thrust those curricular objectives or professional competencies expected of beginning vocational teachers including business educators. A list of some 60 competencies was developed along with 200 enabling behaviors which were prepared as a means of achieving the competencies. The list of competencies was to serve as a framework for the development of instructional materials in the various required professional education courses for vocational education teachers at Western Michigan University.

Another study (Halfin and Courtney, 1971) determined that its central problem was to ascertain the common training needs and requirements for teachers of vocational education. The study represented secondary level teachers of vocational-agriculture, trade and industry, home economics, business, and distributive education. Many professional competencies were found to be common to all five groups of vocational teachers.

A study involving teacher-coordinators in vocational business and office education was conducted at the University of Michigan (Michigan State Department of Education, 1970). In this study, a competency examination was developed to assist in certification as well as to increase the supply of vocational business and office education teachers. The rationale for the examination was derived from reviewing literature and gathering information from 12 states, 25 coordinators, and from "before and after" questionnaires completed by graduate students. The examination was designed to test competencies in technical content and skills, professional vocational teacher education, and work experience.

A study (Miller) was conducted in 1971 in order to determine professional education competencies needed by selected community college instructors. A random sampling of 160 business and distributive education teachers was mailed a 99-item questionnaire. Data were analyzed based on the responses to the 99 competencies. Competencies which clustered under the factor of instructional management and teaching-learning process were judged to require the highest level of proficiency.

The primary purpose of a 1971 study (Brown) was to determine the relationship between student and supervisor evaluations of the effectiveness of business teachers. A secondary purpose was to identify qualities of effective business teachers through the use of a performance specimen checklist and a rating scale. A series of qualities was identified that characterized effective business education teachers.

A project report in Texas (Pope, n.d.) describes a study in that state for determining the areas of commonality in teacher competencies across vocational-technical service areas at the secondary and post-secondary levels. Competencies were categorized into the following performance areas: instruction, program planning development and evaluation, management, guidance, school-community relations, student vocational organization, professional role and development, and coordination. Of the 291 competencies identified as important, 146 were considered common to the five service areas surveyed. Another 44 were common to four out of the five areas. Secondary areas surveyed included: trade and industrial education, distributive education, gainful homemaking, vocational office education, and health. Programs surveyed at the post-secondary level were: distributive and marketing, office education, technical education, industrial education, and health occupations. Some nine performance elements in the category of school-community relations were identified which no program area considered as important. Complete study information is given, including a listing of the teacher competencies and their statistical data.

A model for a competency-based instructional system (Cook and Richey, 1975) is described in the first of a series of booklets outlining the competency-based teacher education program, including business education, developed by the vocational and applied arts education staff at Wayne State University, including business education. Key facets of the program presented are instructional systems and accountability. The booklet is divided into two parts. Part One presents the model of the program. This includes system elements such as competencies, performance objectives, needs assessment, delivery systems, and evaluation. Part Two presents an accountability model designed to facilitate the implementation of an instructional system.

Cotrell, et al, (1971) reported the first phase of a project initiated to develop, demonstrate and test curricula for the preparation and inservice education of vocational and technical teachers. In this phase, 237 performance elements were identified by using the analysis technique, and common, mixed and unique elements were identified by a task force representing seven vocational service areas.

An additional 30 performance elements were identified and 147 performance elements were verified through a national critical incident study. Performance oriented general objectives were written for 226 of the performance elements. A major conclusion was that a large body of common performance elements exist for all vocational service areas.

A Florida Study (Lima, 1972) identified 65 professional competencies in eight categories which were important to business education teachers. Competencies were identified by student teachers, teacher educators, first and third year teachers, as well as business education teachers in Hillsborough County. The Florida State University CBTE project staff utilized the competencies identified during the project as a basis for the instrument used in the study described in this report.

CHAPTER 3

METHODOLOGY FOR IDENTIFYING COMPETENCIES

The methodology utilized for the study was a descriptive survey using a questionnaire submitted to business education teachers in Florida.

Selection of the Subjects

The subjects consisted of 24 members of the Florida Chapter of Delta Pi Epsilon, an honorary graduate business education fraternity dedicated to research in the field of business education. Members of this organization were chosen to rate the importance of professional competencies on the instrument because they were all certified business education teachers, administrators, supervisors, or teacher educators, and they represented various regions of the state as well as various school levels.

Development of the Instrument

The review of related research revealed that a similar project had been completed in Florida in 1972 (Lima). This project identified 65 professional competencies important to Florida's business education teachers. Although the results of this project were considered to be very valid by the project staff, many of the 65 competency statements identified during the 1972 project were found to be somewhat broad.

The project staff reviewed the 65 competencies and partitioned the competencies considered too broad into two or more separate statements. For example, the original competency statement, "construct post-tests to measure the degree to which the objectives have been met" was broken down into three more specific competencies, dealing with the assessment of mastery of cognitive, psychomotor and affective performance objectives.

The original 65 competencies were expanded into 92 competency statements in this manner. The instrument (Appendix A) was distributed to the gourp of 24 business education teacher previously identified. Respondents were asked to rate each of the 92 competency statements according to its importance to a business education teacher. The responses of the 24 business education teachers were tabulated and the mean importance ratings for each of the 92 items were computed.

CHAPTER 4

FINDINGS AND CONCLUSIONS

Findings

This section presents the findings of the study based on an analysis of the data from the instruments. Table 1 shows the mean importance ratings for each of the 92 competency statements. Also included in Table 1 is the importance rank of each item.

Conclusion

Based on the analysis of data, several conclusions may be drawn. It appears as if there are a large number of professional competencies important to Florida's business education teachers. All of the 92 competency statements on the instruments received a mean importance rating of 3.500 or less (1 = very important and 6 = not important) on the 6 point rating scale. The lowest rated item received a mean importance rating of 2.958 while the most important item was rated 1.391.

Table 1

Importance Ratings of Competencies by Business Education Teachers

Rank / Avg. Mean	Item	Competency
1 / 1.3913	4	Plan the instructional content (skills and knowledges) for occupational areas to be taught.
2 / 1.4583	61	Assist students in career planning.
5 / 1.5000	6	Develop instructional units of study.
5 / 1.5000	32	Provide instruction for slower and more capable students.
5 / 1.5000	65	Use acceptable written and oral communication skills.
5 / 1.5000	76	Maintain control over learning environment.
5 / 1.5000	77	Handle classroom routines efficiently.
8.5 / 1.5417	7	Select and develop instructional content of lessons.
8.5 / 1.5417	60	Counsel with individual students.
10 / 1.5883	54	Interpret tests results for placement and/or advancement.
12 / 1.6250	20	Give explicit directions for carrying out instructional activities.
12 / 1.6250	70	Determine equipment needs for business education laboratories.
12 / 1.6250	17	Obtain and maintain student participation in the learning process.
15 / 1.6667	1	Determine community employment needs.
15 / 1.6667	47	Construct pre-tests to identify student entry-level skills.
15 / 1.6667	53	Analyze test results against the stated objectives.
17 / 1.6818	49	Assess student mastery of psychomotor skill in relation to student performance objectives using performance tests.
18 / 1.6957	71	Determine laboratory arrangement (conducive to individual work stations, job work flow, and varying group sizes of student interaction).
19 / 1.7000	92	Utilize the "Competency-based Instruction" pattern.
20.5 / 1.7083	11	Select tools, equipment, and supplies appropriate for the learning activities.
20.5 / 1.7083	31	Employ reinforcement techniques.
23.5 / 1.7500	80	Develop and maintain professional working relationships with teachers, administrative personnel, and school staff.
23.5 / 1.7500	91	Utilize the "Simulated Office Training" instructional pattern.
23.5 / 1.7500	67	Be knowledgeable of the legal and ethical responsibilities of teachers.
23.5 / 1.7500	12	Develop flexible classroom procedures and routines to implement the identified objectives.
27 / 1.7917	69	Determine facility needs for business education laboratories.

Table 1 (continued)

Rank Avg. Mean	Item	Competency
27 1.7917	5	Write student performance objectives.
27 1.7917	68	Validate successful work experiences in business occupations.
29 1.8182	48	Assess student mastery of knowledge in relation to student performance objectives using various test items.
30.5 1.8333	28	Direct students in applying problem-solving techniques.
30.5 1.8333	66	Be affiliated with professional organizations and participate in their activities.
32 1.8750	10	Select teaching strategies and delivery systems.
33.5 1.9167	2	Plan the curriculum based on occupational data.
33.5 1.9167	18	Demonstrate skills to be acquired by students.
35 1.9474	89	Utilize the "Job Centered Curriculum" instructional pattern.
37.5 1.9583	13	Develop a system for collecting and filing instructional materials.
37.5 1.9583	36	Direct individualized instruction.
37.5 1.9583	56	Use evaluations to provide feedback and instruction modification.
37.5 1.9583	63	Present information to students on occupational areas.
42 2.0000	15	Select training stations for students who elect occupational training.
42 2.0000	50	Assess student attitudes in relation to student performance objectives using various test items.
42 2.0000	62	Assist student in seeking employment.
42 2.0000	55	Evaluate attainment of objectives using observational techniques.
42 2.0000	19	Supervise the use of individualized instructional materials and equipment.
46.5 2.0417	8	Use student input in identifying and/or planning and/or modifying learning activities.
46.5 2.0417	34	Demonstrate a manipulative skill.
46.5 2.0417	35	Demonstrate a concept or principle.
46.5 2.0417	57	Develop a measuring system in which the attainment of objectives serves as the criteria for assigning grades.
49 2.0435	52	Administer teacher-developed or commercially-prepared evaluation instruments under tests conditions conducive to obtaining reliable results.
51 2.0833	16	Select and prepare instructional materials such as handouts, etc.
51 2.0833	30	Employ oral questioning techniques.
51 2.0833	81	Work effectively as a member of a teaching team.

Table 1 (continued)

Rank Avg. Mean	Item	Competency
53.5 2.1250	9	Plan for individualized and small group instruction.
53.5 2.1250	75	Formulate standards of student behavior in the learning environment.
55 2.1304	27	Direct student laboratory experiences.
56 2.1579	90	Utilize the "Occupational Clustering" instructional pattern.
58.5 2.1667	33	Present information through an illustrated talk.
58.5 2.1667	40	Illustrate with models and real objects.
58.5 2.1667	64	Use available library resources for research and updating of knowledge.
58.5 2.1667	73	Maintain files and records on student data: a. progress; b. attendance; and c. follow-up.
61 2.2174	78	Develop and implement a public relations program to familiarize parents, members of the school and community with the activities of the business program.
65 2.2500	3	Utilize the services of an advisory committee in identifying curriculum needs.
65 2.2500	26	Direct student study of texts and references.
65 2.2500	72	Maintain running inventory of supplies and equipment.
65 2.2500	83	Interpret the Functional Program Approach for the development of skills, knowledges, and attitudes required for employment in business occupations.
65 2.2500	85	Demonstrate teaching techniques used in Business Administration.
65 2.2500	86	Demonstrate teaching techniques used in Business Data Processing.
65 2.2500	88	Demonstrate teaching techniques used in Business Information Processing.
70 2.2917	22	Conduct group discussions.
70 2.2917	59	Utilize school guidance services and cooperate with guidance personnel.
70 2.2917	79	Conduct parent-teacher conferences.
72 2.3043	84	Identify the job titles in the four occupational clusters toward which the business education programs are providing community needed job entry skills.
74 2.3333	25	Employ the techniques of role playing and simulation.
74 2.3333	46	Present information with the chalkboard.
74 2.3333	51	Select commercially prepared tests in Business Education that are both valid and reliable.
76.5 2.3750	41	Present information with overhead projector.

Table 1 (continued)

Rank Avg. Mean	Item	Competency
76.5 2.3750	43	Present information with films.
78 2.3913	38	Present information using a subject matter expert.
79.5 2.4167	42	Present information with filmstrips and slides.
79.5 2.4167	82	Participate in co-curricular activities.
81 2.4500	87	Demonstrate teaching techniques used in Business Operations.
82 2.4583	45	Direct programmed instruction.
83.5 2.5000	23	Stimulate learning through brainstorming and buzz group techniques.
83.5 2.5000	24	Direct students in instructing other students.
85 2.5217	29	Direct the project method.
86 2.5417	74	Prepare administrative reports which are a part of comprehensive planning.
87 2.6667	21	Direct individual and group field trips.
88 2.7083	14	Conduct follow-up studies of graduates.
89 2.8333	39	Illustrate with bulletin boards.
90 2.9167	58	Analyze cumulative student records.
91.5 2.9583	37	Conduct team teaching.
91.5 2.9583	44	Present information with televised materials.

APPENDIXES

APPENDIX A

BUSINESS EDUCATION

INSTRUCTIONS

Listed below are various skills that are based on competencies identified as important to Business Education teachers during a statewide project. Several of these original competency statements have been broken down into two or more specific competency statements on this instrument. Please read each item carefully and rate its importance to a Business Education teacher by circling the appropriate number to the right. The first item has been marked as an example.

	Very important					Not important
0. Use sound principles of public speaking	1	(2)	3	4	5	6
1. Determine community employment needs	1	2	3	4	5	6
2. Plan the curriculum based on occupational data.	1	2	3	4	5	6
3. Utilize the services of an advisory committee in identifying curriculum needs.	1	2	3	4	5	6
4. Plan the instructional content (skills and knowledges) for occupational areas to be taught	1	2	3	4	5	6
5. Write student performance objectives	1	2	3	4	5	6
6. Develop instructional units of study	1	2	3	4	5	6
7. Select and develop instructional content of lessons	1	2	3	4	5	6
8. Use student input in identifying and/or planning and/or modifying learning activities.	1	2	3	4	5	6
9. Plan for individualized and small group instruction	1	2	3	4	5	6
10. Select teaching strategies and delivery systems	1	2	3	4	5	6
11. Select tools, equipment, and supplies appropriate for the learning activities.	1	2	3	4	5	6
12. Develop flexible classroom procedures and routines to implement the identified objectives	1	2	3	4	5	6
13. Develop a system for collecting and filing instructional materials	1	2	3	4	5	6
14. Conduct follow-up studies of graduates	1	2	3	4	5	6
15. Select training stations for students who elect occupational training	1	2	3	4	5	6
16. Select and prepare instructional materials such as handouts, etc.	1	2	3	4	5	6
17. Obtain and maintain student participation in the learning process	1	2	3	4	5	6
18. Demonstrate skills to be acquired by students	1	2	3	4	5	6
19. Supervise the use of individualized instructional materials and equipment.	1	2	3	4	5	6
20. Give explicit directions for carrying out instructional activities	1	2	3	4	5	6
21. Direct individual and group field trips	1	2	3	4	5	6
22. Conduct group discussions.	1	2	3	4	5	6
23. Stimulate learning through brainstorming and buzz group techniques	1	2	3	4	5	6
24. Direct students in instructing other students	1	2	3	4	5	6
25. Employ the techniques of role playing and simulation.	1	2	3	4	5	6
26. Direct student study of texts and references	1	2	3	4	5	6
27. Direct student laboratory experiences.	1	2	3	4	5	6
28. Direct students in applying problem-solving techniques	1	2	3	4	5	6
29. Direct the project method.	1	2	3	4	5	6
30. Employ oral questioning techniques.	1	2	3	4	5	6
31. Employ reinforcement techniques.	1	2	3	4	5	6
32. Provide instruction for slower and more capable students	1	2	3	4	5	6
33. Present information through an illustrated talk	1	2	3	4	5	6
34. Demonstrate a manipulative skill	1	2	3	4	5	6
35. Demonstrate a concept or principal.	1	2	3	4	5	6
36. Direct individualized instruction	1	2	3	4	5	6
37. Conduct team teaching	1	2	3	4	5	6
38. Present information using a subject matter expert.	1	2	3	4	5	6

over

	Very important					Not important
39. Illustrate with bulletin boards	1	2	3	4	5	6
40. Illustrate with models and real objects	1	2	3	4	5	6
41. Present information with overhead projector	1	2	3	4	5	6
42. Present information with filmstrips and slides	1	2	3	4	5	6
43. Present information with films	1	2	3	4	5	6
44. Present information with televised materials	1	2	3	4	5	6
45. Direct programmed instruction	1	2	3	4	5	6
46. Present information with the chalkboard	1	2	3	4	5	6
47. Construct pre-tests to identify student entry-level skills	1	2	3	4	5	6
48. Assess student mastery of knowledge in relation to student performance objectives using various test items	1	2	3	4	5	6
49. Assess student mastery of psychomotor skill in relation to student performance objectives using performance tests	1	2	3	4	5	6
50. Assess student attitudes in relation to student performance objectives using various test items	1	2	3	4	5	6
51. Select commercially prepared tests in Business Education that are both valid and reliable	1	2	3	4	5	6
52. Administer teacher-developed or commercially-prepared evaluation instruments under test conditions conducive to obtaining reliable results	1	2	3	4	5	6
53. Analyze test results against the stated objectives	1	2	3	4	5	6
54. Interpret test results for placement and/or advancement	1	2	3	4	5	6
55. Evaluate attainment of objectives using observational techniques	1	2	3	4	5	6
56. Use evaluations to provide feedback and instruction modification	1	2	3	4	5	6
57. Develop a measuring system in which the attainment of objectives serves as the criteria for assigning grades	1	2	3	4	5	6
58. Analyze cummulative student records	1	2	3	4	5	6
59. Utilize school guidance services and cooperate with guidance personnel	1	2	3	4	5	6
60. Counsel with individual students	1	2	3	4	5	6
61. Assist students in career planning	1	2	3	4	5	6
62. Assist student in seeking employment	1	2	3	4	5	6
63. Present information to students on occupational areas	1	2	3	4	5	6
64. Use available library resources for research and updating of knowledge	1	2	3	4	5	6
65. Use acceptable written and oral communication skills	1	2	3	4	5	6
66. Be affiliated with professional organizations and participate in their activities	1	2	3	4	5	6
67. Be knowledgeable of the legal and ethical responsibilities of teachers	1	2	3	4	5	6
68. Validate successful work experience in business occupations	1	2	3	4	5	6
69. Determine facility needs for business education laboratories	1	2	3	4	5	6
70. Determine equipment needs for business education laboratories	1	2	3	4	5	6
71. Determine laboratory arrangement (conducive to individual work stations, job work flow, and varying group sizes of student interaction)	1	2	3	4	5	6
72. Maintain running inventory of supplies and equipment	1	2	3	4	5	6
73. Maintain files and records on student data: a. progress, b. attendance, and c. follow-up	1	2	3	4	5	6
74. Prepare administrative reports which are a part of comprehensive planning	1	2	3	4	5	6
75. Formulate standards of student behavior in the learning environment	1	2	3	4	5	6

continued

	Very important					Not important
76. Maintain control over learning environment	1	2	3	4	5	6
77. Handle classroom routines efficiently	1	2	3	4	5	6
78. Develop and implement a public relations program to familiarize parents, members of the school and community with the activities of the business program	1	2	3	4	5	6
79. Conduct parent-teacher conferences	1	2	3	4	5	6
80. Develop and maintain professional working relationships with teachers, administrative personnel, and school staff	1	2	3	4	5	6
81. Work effectively as a member of a teaching team.	1	2	3	4	5	6
82. Participate in co-curricular activities	1	2	3	4	5	6
83. Interpret the Functional Program Approach for the development of skills, knowledges, and attitudes required for employment in business occupations	1	2	3	4	5	6
84. Identify the job titles in the four occupational clusters toward which the business education programs are providing community needed job entry skills	1	2	3	4	5	6
85. Demonstrate teaching techniques used in Business Administration	1	2	3	4	5	6
86. Demonstrate teaching techniques used in Business Data Processing	1	2	3	4	5	6
87. Demonstrate teaching techniques used in Business Operations.	1	2	3	4	5	6
88. Demonstrate teaching techniques used in Business Information Processing.	1	2	3	4	5	6
89. Utilize the "Job Centered Curriculum" instructional pattern.	1	2	3	4	5	6
90. Utilize the "Occupational Clustering" instructional pattern.	1	2	3	4	5	6
91. Utilize the "Simulated Office Training" instructional pattern	1	2	3	4	5	6
92. Utilize the "Competency-based Instruction" pattern.	1	2	3	4	5	6

In the blanks below, please add any additional Business Education skills which you feel are important. Please rate the importance of these additional skills in the same way.

93. _____	1	2	3	4	5	6
94. _____	1	2	3	4	5	6
95. _____	1	2	3	4	5	6
96. _____	1	2	3	4	5	6
97. _____	1	2	3	4	5	6
98. _____	1	2	3	4	5	6
99. _____	1	2	3	4	5	6
100. _____	1	2	3	4	5	6

continued

Please check appropriate response for each item as it applies to you in your current position.

PROFESSIONAL DATA

1. Your present position: _____
2. Level: _____middle school; _____secondary school;
   _____community college; _____area vo-tech school;
   _____university; other: _____
3. Specific subject area taught: _____
4. Number of years teaching in Business Education:
   _____1-5 _____6-10 _____11-15 _____16-25 _____over 25
5. Number of years fulltime Business experience outside of education:
   _____1-5 _____6-10 _____11-15 _____16-25 _____over 25
6. Number of years teaching at all levels:
   _____1-5 _____6-10 _____11-15 _____16-25 _____over 25
7. Highest degree held: _____high school; _____Associate; _____Bachelor's
   _____Masters; _____AMS/Specialist; _____Doctorate
8. Sex: _____Male; _____Female
9. Would you like to participate in further activities associated with this project?
   _____Yes; _____No
10. If Yes:
    Name _____

    Address _____ City _____

    State _____ Zip _____ Phone _____

VOCATIONAL EDUCATION
Florida State University
Tallahassee, Florida
32306

THANK YOU. PLEASE PLACE THE COMPLETED QUESTIONNAIRE IN THE SELF-ADDRESSED STAMPED ENVELOPE PROVIDED, AND RETURN IT TO US BY MAIL.

Florida State University

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