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ABSTRACT

The purpose of this study was to identify the reading-related teaching competencies that will be of potential use to vocational teachers if they are to develop the reading skills necessary for classroom instruction and job success. Questionnaires were sent to 591 teachers in all areas of vocational education. Questionnaire items were rated according to degree of importance as perceived by the vocational teachers for their particular program areas. Results revealed six tasks which were generic to all programs. Tasks included the following: (1) determine students' strengths and weaknesses; (2) select teaching techniques that meet the instructional needs of individual students; (3) assign students to master specialized technical vocabulary related to course of instruction; (4) encourage students to use the correct definitions of words; (5) encourage students to interpret information, draw conclusions, and predict outcomes when reading; and (6) assign students to read a sequence of events, methods or steps, or to follow written directions. Each individual program identified twelve to twenty-six competencies unique to their area. (Survey instruments are appended.) (LRA)

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READING RELATED TEACHING COMPETENCIES IDENTIFIED
FOR FLORIDA VOCATIONAL TEACHERS

FINAL REPORT

Project No. VTAD 91C13

September 1978 to June 1979

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U.S. DEPARTMENT OF HEALTH,
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SUMMARY

The purpose of the project described in this final report was to develop a competency-based teacher education instructional delivery system to train vocational teachers to incorporate reading and math instruction into their subject matter teaching, without making reading and math experts of them. The study was based on an earlier survey (Holladay, 1977), which identified reading-related teaching competencies for Trade & Industrial (T & I) teachers. The instrument was developed based on the instrument used in the earlier survey and was sent to a stratified sample based on the total state population of vocational education teachers in the following vocational program areas: Agriculture, Business Education, Distributive Education, Diverse Occupations, Industrial Arts, Home Economics, and Public Service Occupations.

Questionnaires were sent to 591 vocational teachers in order to receive a minimum of 400 questionnaires needed for the study. Based on the actual mailout, a return rate of 67% was received; however, for the needed sample size of 400, a 10% return rate (417 questionnaires) was received. This response rate was more than adequate for the needs of the survey, and therefore a formal followup was not necessary.

The survey respondents identified reading-related teaching tasks based on a list of 58 questionnaire items. The items were rated according to degree of importance as perceived by the vocational teachers for their particular program area. Results revealed six tasks which were generic to all program areas; each individual program identified from 12 to 26 competencies unique to their given areas. The report details the generic and

specific reading-related teaching competencies for each group of vocational education teachers.

It appears from the teaching tasks identified that vocational teachers would benefit from training that would develop teaching competencies in the following broad categories of reading instruction: diagnosis, readability/reading material, preparing materials, vocabulary instruction, comprehension instruction, and study skills instruction. It was therefore recommended that the general and specific reading-related teaching competencies be included in preservice and inservice teacher training components for vocational education teachers and spelled out in certification requirements for teacher training institutions and district staff development planners.

The teaching competencies identified in this study will serve as the basis for the teacher training system being developed under this reading and math CBTE project which is described herein. The system will center around self-paced individualized learning modules which will include assessment criteria and learning activities for each competency identified. Other components of the system will include a teacher handbook and trainer guide as well as a delivery system.

ACKNOWLEDGEMENTS

The success of this study would not have been possible without the assistance of many individuals. Special thanks is extended to some key staff members, without whom the project could not have been completed. "Kit" (Levena) Turner deserves special appreciation for serving as my assistant in managing the project and completing many administrative tasks, as well as editing the work of various staff members. Kathy Simmons has my deep gratitude for her dedication, patience, and efficiency in serving as secretary and producing the volume of typing needed to complete the survey, as well as typing and retyping the many rewrites of the modules being developed. Thanks is extended to Dr. Pamela Williams, Reading Coordinator for the project, who lent her expertise in reading to help develop the preliminary and final instrument and to identify categories of reading instruction needed by vocational teachers. Appreciation is expressed to graduate assistants Beth Schwartz and Shirli Schiffman for their considerable assistance in the survey mailout, and special thanks to Beth for her help in keypinching and preparation of the return data for computer analysis.

Thanks is extended to the Panels of Experts, DOE consultants for their help with preliminary lists of teaching tasks, and for their guidance of the overall project to help it meet its objectives. The project staff is also indebted to the DOE Regional consultants who not only reviewed the preliminary competency lists but also assisted in selecting outstanding vocational teachers to serve as respondents in identifying the teaching competencies. Gratitude is

also expressed to these consultants for their assistance in some of the followup to insure the outstanding return rate received.

Finally, grateful acknowledgement is given to the vocational education teachers throughout the state who responded to the questionnaire. Their cooperation; overall enthusiasm and promptness provided an overwhelming impetus on the survey, and eliminated the problem of making a formal follow-up course, the study would not have been possible without them.

Donna Horlvy Reardon, Ed.
Project Director

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CHAPTER 1

INTRODUCTION

It is evident from Florida's Statewide Assessment Program that there is a need to improve the basic reading and math skills of secondary students. Since group statistics are not presently available, it is assumed that there is little difference between the non-vocational and the vocational student's reading and math abilities. The reading deficiencies of vocational students has been verified in several studies done in other states (Bentley & Galloway, 1961; Calhoun & Horner, 1975; Fields, 1972; and McKell, 1970).

These studies revealed a wide range in the reading abilities among vocational students with a substantial percent of the students being reading-limited learners (those students who are unable to comprehend a considerable part of their reading materials, but who are not functional illiterates). For example, the results of the Vocational Reading Power Survey administered by the Oakland County School, Michigan (1972) revealed that the majority of their students in four area vocational education centers were reading-limited learners. The instructors in these centers indicated that about half of their students could not read independently; consequently, the majority of the instructors had to spend time explaining the textbooks. Also, a majority of these instructors felt that their textbooks were only partially effective and, therefore, 80% of the teachers had to prepare their own instructional materials. It's also assumed that Florida does not differ significantly from Michigan and other states in the type of students served and in their learning deficiencies.

A review of literature indicates that vocational teachers lack proficiency to satisfactorily deal with vocational students who have reading and math learning deficiencies. Few actual teaching techniques have been suggested for providing reading instruction in the secondary school classroom. Most of the instructional techniques that have been developed have been techniques to help the teacher analyze the reading level of the student and the readability of materials, rather than techniques to improve the students' reading skills. At the same time, most teacher training institutions have not incorporated into their teaching methods courses the few reading and math teaching techniques already developed.

Florida has recently changed its teacher certification requirements to include training in the teaching of reading for secondary school teachers.

The State Board of Education Administrative Rules (Chapter 5, section 6A-5.62, Para. 2(j) 4, p. 115), requires that all teachers develop an awareness of, and the competencies to deal with, a child's ability to read as it relates to the course taught. It is the intent of this certification requirement to help teachers identify the reading problems that their students are encountering and provide the necessary instruction to insure learning. It is not the intent of this certification requirement to make teachers become reading specialists, but to integrate reading instruction into content teaching. For example, auto mechanics students need to possess the necessary reading skills to use a parts catalog, and this type of instruction can be provided by the instructor. According to John S. Staples (Administrator, Certification and Program Approval, SDE), the exact reading teaching competencies that secondary teachers must demonstrate have not been spelled out, but the responsibility for providing this reading instruction lies with teacher education institutions for preservice teachers and with local school districts for inservice teachers.

One approach to teacher training that has gained national visibility and momentum is Competency-Based Teacher Education (CBTE). The strength of this approach is the mastery of identified competencies needed for successful teaching. Thus far, the application of CBTE to vocational education has centered on the teaching of occupational theory and practice. Little has been done to systematically identify teaching competencies necessary for secondary vocational teachers to provide reading and math instruction in conjunction with subject-matter teaching. One study that has been done for vocational education was the Identification of Competencies Needed by Florida Trade and Industrial Teachers to Incorporate Reading Instruction into Subject-Matter Teaching (Horlivy, 1977).

OVERVIEW OF
THE VOCATIONAL READING AND MATH CBTE PROJECT

Need for a Teacher
Training System

In order to insure a high probability of student success in the classroom, it becomes essential that vocational teachers increase their awareness of, and competency to deal with, students' reading and math learning deficiencies. The need is great therefore for developing an instructional delivery system that would provide vocational teachers with the opportunity to master the necessary competencies to teach those reading and math skills needed by their students for classroom learning.

A review of existing teacher training programs and teaching techniques/materials for the teaching of reading in the content areas revealed that they would not meet the needs of vocational teachers. The existing programs and/or materials were either not designed for vocational teachers, did not adequately teach concepts that could be readily used or adapted for classroom use, or were not feasible because they required additional materials or hardware such as computer terminals. Most reading teacher training systems are geared to elementary preservice teachers or reading specialists. Those geared to content area or vocational teachers did not apply enough practice for use in the classroom. Nearly all required purchasing materials or using other sources in conjunction with training programs, thus lacking a self-contained instructional approach. Some of the materials and programs reviewed are as follows: (a) Vocational Reading Power Project, Reading the Content Area Modules, White Bear Lake, Minn: Minnesota Instructional Materials Center (no data given); (b) J. Simmons' modularized preservice course developed for Teaching Reading in the Content Areas, FSU, Tallahassee FL 1975 (Exxon Project - title unofficial); (c) Inservice Reading Resource Kit and Project Reading Alert, New York State Education Dept.,

Albany, Bureau of Reading Education, 1974; (d) H. Forgan and C. Mangrum, III, Teaching Content Area Reading Skills, Merrill: Columbus OH, 1976 (published revision of program developed for Florida's Dade County School System); (e) H. Sartain and P. Stanton, eds., Modular Preparation for Teaching Reading: A Professional Program for Preservice and Continuing Education, Newark: IRA, 1973; and (f) E. Steglitz and R. Rude, Methods and Materials in Teaching Reading: A Competency Based Approach, Providence, 1974.

Purpose and Objectives

In order to meet the need for suitable teacher training programs with techniques for teaching reading in the classroom, a project was funded at Florida State University in 1978. The project extended the Horlivy study and its purposes were to: develop, disseminate and evaluate the effectiveness of a vocational reading and math competency-based teacher education delivery system. The system was designed to train preservice and inservice vocational teachers to teach reading and math in conjunction with their subject-matter teaching. It was not intended that the system would make reading and math specialists of the vocational teachers, but that it would enhance their overall teaching strategies which in turn will improve the learning abilities of their students.

Specific objectives of the study were to:

- a. identify reading related teaching competencies needed by vocational teachers in program areas other than Trade & Industrial (T & I) Education (competencies in this area had already been identified in the Horlivy study);
- b. identify the math-related teaching competencies needed by vocational teachers for all vocational program areas;

c. develop a competency-based teacher education instructional delivery system to train vocational teachers to incorporate reading and math instruction into content teaching; and

d. develop a dissemination and diffusion model.

Characteristics of the Teacher Training System

The Teacher Training System to be developed under this project will:

- a. be designed on a competency-based teacher education approach including the following components:
 - (1) identification of teaching competencies
 - (2) assessment criteria for each competency identified
 - (3) learning activities for each competency
 - (4) individualized self-paced learning modules
 - (5) a management system for learning activities and materials (modules)
 - (6) a delivery system;
- b. be designed, developed and evaluated using a systems model of instructional design;
- c. contain programmed instructional units using pretesting, identified entering competencies, branching, learning options, posttesting, extended activities for alternate learning, and glossary of terms;
- d. be available for use in its entirety or in individual units as needed;
- e. be used to supplement or substitute inservice training programs designed by local school districts to meet certification requirements; and
- f. be used to supplement preservice teacher training programs designed to meet certification requirements.

Potential Impact of the Project

Improvement of vocational instructors' teaching techniques should bear a direct relationship to student performance. The introduction of reading and math instruction into the classroom should provide students with the ability to master their learning deficiencies and utilize these basic skills by applying them to the real world. As students improve their basic skills, they enhance their employment opportunity through improved job skills, and by possessing the ability to update (retrain) themselves, are able to keep up

with rapid technological changes. Also, there is a high probability that if students succeed in the classroom, there will be a marked improvement in their scores on the Statewide Assessment Test. This could lead to a positive long range effect on the economy by increasing the quality and quantity of the nation's manpower.

Another benefit accruing from the project could be the alleviation of the problems of local school districts and teacher training institutions in how to train their teachers to teach reading and math in content areas. The CBTE instructional delivery system proposed for this project would provide a means for training large numbers of teachers quickly and efficiently. This system could provide a solution that would greatly reduce the time, money, material and human resources such agencies would expend to accomplish the same objectives, as well as eliminate duplication of efforts from one district or institution to another.

IDENTIFICATION OF READING-RELATED TEACHING COMPETENCIES

Since the Harlivity (1977) study had identified reading competencies for T & I teachers, the first objective of this project was to conduct a survey to identify reading teaching competencies in the eight other vocational program areas. The methodology used in this T & I study served as a basis for identifying the reading-related competencies needed by teachers in the other program areas, which are described below.

Agribusiness and Natural Resources Education is an organized program area combining instruction in agricultural production and management; manufacturing and distribution of agricultural equipment and supplies; preparing, storing, and marketing agri products; and environmental protection and use of

natural resources. Occupational clusters in which programs are offered in Florida are as follows:

- Agricultural Production
- Agricultural Supplies/Services
- Agricultural Mechanics
- Agricultural Products
- Ornamental Horticulture
- Agricultural (Natural) Resources
- Forestry

Business and Office Education is a planned specialized instructional program structured to prepare students for employment in a cluster of business occupations or in a specific occupation chosen as a career objective. The clusters of Business Education programs offered in Florida are:

- Management and Personnel
- Accounting and Data Processing
- Clerical and Secretarial
- Material Processing
- Word Processing

Distributive Education is comprised of programs of occupational instruction in the field of distribution, marketing, merchandising, and management. It combines classroom subject matter learning with on-the-job learning to prepare students for occupations that deal with the flow of goods and services, including their appropriate utilization, from producer to the consumer or user. Learning activities include selling, and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research and management.

Diversified Occupations Education is comprised of Diversified Cooperative Training (DCT), Work Experience, and Job Entry programs, which provide students with the opportunity to learn occupational skills from on-the-job training. Work Experience programs are offered in grades 7 through 12 for

for potential school dropouts. This program is preventative, preparatory, and sometimes remedial in nature. The program is preventative in that it encourages students to remain in school by providing relevant education, i.e., developing a realistic understanding of the connection between the world of work and study. It is preparatory in that it gives actual work experience which helps the individual to choose a vocation. DCT programs are offered at the secondary level in grades 11 and 12 and at the post secondary level. This program is designed to prepare individuals for employment through experiences provided by cooperative methods which involve the correlation of knowledge and skills gained through class instruction and on-the-job training. Class instruction supports the on-the-job training by providing the job-related information needed by each student in a given occupation. Job Entry programs are designed to provide selected twelfth grade students with an opportunity to secure entry level job experience under school supervision prior to graduation from high school. This program does not require related classroom instruction.

Health Occupations Education is an instructional program designed to train students at the secondary and post secondary levels to acquire the knowledge and skills needed in providing care and health services to patients. Instruction is organized to prepare individuals for occupations that provide diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people. For occupations that render health services directly to patients, instruction includes experience in appropriate clinical situations. For occupations that render health services which do not involve direct services to patients, the instructional program provides experience in laboratories and/or appropriate work situations.

Home Economics Education programs include various combinations of subject matter and learning experiences designed for preparing individuals for the occupation of homemaking and for wage-earning in food management, production and services; clothing management, production and services; home furnishings, equipment and services; child care, guidance and services; and institutional and home management and supportive services. Home Economics education is comprised of the following subject matter areas:

- Human Development
- Housing and Home Furnishings
- Textiles and Clothing
- Food and Nutrition
- Management and Family Economics

Technical Oriented Industrial Arts Education is a cluster of courses offered at the upper senior high level designed to prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs at the post secondary level. It is not the intent of this program to prepare individuals for entry level employment, but rather to provide an array of basic skills pertaining to further or advanced skill development. These pre-technical high school courses cover the following subject areas:

- Technically Oriented Architectural Drawing
- Technically Oriented Engineering Drawing
- Technically Oriented General Electronics
- Technically Oriented Graphic Arts
- Technically Oriented Power Mechanics
- Technically Oriented Construction
- Technically Oriented Research and Development
- Technically Oriented Industrial Materials and Processes
- Technically Oriented Aviation Careers

Public Service Occupations Education programs prepare individuals for employment in occupations that deliver services needed by society as whole -- services that are in the public interest, normally supported by

revenues. These occupations perform the functions necessary to accomplish the mission of local, county, state, and federal government except for military service. The public service education program is grouped into the following eight major occupational areas that have been recommended by the U. S. Office of Education:

- Government Agency Management
- Social and Economic Services
- Educational Services
- Resources Management
- Urban, Rural, and Community Development
- Public Safety, Corrections, and Judicial Services
- Regulatory Services and Records
- Transportation Management

CHAPTER 2

METHODOLOGY

The procedures used to identify reading-related teaching competencies for vocational teachers are based on those used in a previous study, Identification of Competencies Needed by Florida Trade and Industrial Teachers to Incorporate Reading Instruction into Subject-Matter Teaching, 1977. Modifications were made in the methods as needed to suit the breadth of the study discussed here.

DEVELOPMENT OF INSTRUMENT

A list of reading-related teaching tasks was prepared and divided into two major groups -- teacher-oriented teaching tasks and student-oriented teaching tasks. The teacher-oriented teaching tasks were broken down into four categories: (1) Diagnosis; (2) Readability/Reading Materials; (3) Preparing Materials; and (4) Other. The four categories used for student-oriented teaching tasks were: (1) Types of Materials Read and Their Use; (2) Vocabulary; (3) Comprehension; and (4) Study Skills. This preliminary list of teaching tasks was first submitted to the panels of experts for review and reaction.

These panels of experts were chosen to represent the following areas: Reading, Instructional Design, Test and Measurement, Trade & Industrial (T & I), Agriculture, Business Education, Distributive Education, Diversified Occupations, Health & Public Services, Home Economics, and Industrial Arts. Panel members were selected to serve on the appropriate panel representing their expertise and experience; they were asked to advise the Vocational Reading & Math CBTE Project in their areas of expertise with relation to the teaching competencies to be identified, the content of the developed material, and/or the design of the instructional training system. (See Appendix A for cover letters and Panel of Experts Acceptance Form.) In order to meet the first objective of identifying teaching competencies, the reading panel and all panels representing the vocational program areas (with the exception of T & I), were asked to critique the preliminary list of reading teaching tasks in the following manner: by indicating whether each task was a valid one for their subject fields; by revising task statements where needed; and by adding to the list any task they felt to be important

to vocational teachers in their areas. (See Appendix B for copy of Preliminary List and cover letter to panel members.)

In addition to the panels of experts, the preliminary list was sent to the Department of Education regional consultants representing the following vocational program areas:

- Agribusiness and Natural Resources Education
- Business Education
- Distributive Education
- Diversified Occupations (DCT & Work Experience)
- Health Occupations
- Home Economics Education
- Technical Oriented Industrial Arts Education
- Public Service Occupations

(A copy of the cover letter is found in Appendix B.) The combined comments of these two groups of educators were used as a basis for the questionnaire that was designed for vocational classroom teachers to identify those teaching tasks considered to be important. The questionnaire format fieldtested in the T & I study mentioned previously was used on this study.

The vocational classroom teachers surveyed were asked to indicate the degree of importance of the list of 58 reading-related teaching tasks on a rating scale of 1 to 5, with 5 being "very important" and 1 being "not important." The respondents were informed that their opinions would be pooled with that of other master teachers like themselves from around the State to arrive at a general consensus of the importance of these tasks to their occupational training areas. Space was provided for respondents to add any tasks not included in the instrument which they felt to be important to their subject areas. Appendix C provides copies of the questionnaire and cover letters from the State Director for Vocational Education and the project director for the Vocational Reading & Math CBTE Project.

In order to secure a picture of vocational teachers' needs for training in teaching reading in the content area, the Professional Data Section of the questionnaire included questions on the types and adequacy of reading teaching training, desired information on reading, and the degree of usage of various types of instructional materials.

SELECTION OF THE VOCATIONAL TEACHER RESPONDENTS

The respondents selected for this study were vocational teachers from occupational preparatory programs at the high school, adult education, area vocational-technical center, and community college levels representing Agriculture, Business, Distributive, Diversified, Health, Home Economics, Technical Oriented Industrial Arts at the senior high school level, and Public Service Education.

According to Florida Department of Education annual reports for Vocational Education, FY 77-78, to the U. S. Office of Education (OE Form 346.2 & .3), there were at that time 16,841 part-time and full-time vocational teachers in Florida responsible for an enrollment of 997,309 vocational education students. The largest concentration of vocational teachers was in the area of Trade and Industrial Education -- 3,707 teachers. Table 1 provides the total number of vocational teachers in Florida for the other program areas. These figures do not include pre-vocational teachers, teachers for remedial programs, or teachers in the IMTS program.

The total number of respondents needed for this study was 400 (based on a population of 10,395 vocational teachers). This sample size of 400 teachers provides for a 95% confidence level and a one-tenth standard

deviation for accuracy using J. K. Brewer's formula for adequate sample size (1979).¹ In order to determine the sample size for each of the program areas, the sample size of 400 was stratified using the number of teachers in each program area as compared to the total number of teachers. For example, the 504 agriculture teachers represent 4.84% of the 10,395 total; therefore the sample size for this small group of vocational teachers was 19 (4.84% of 400).

In order to insure the minimum return of 400 questionnaires, an additional 200 questionnaires were sent. These 200 were also stratified based on the relationship of each group's number of teachers to the total number of all groups. The stratified minimum sample size, based on 400, and the stratified maximum sample size, based on 600, for the entire State is provided in Table 1. To have equal representation throughout Florida, the number of teachers needed for the study was divided among the five regions (see Table 1). Population density was not considered a factor in the distribution of the number of teachers from the five regions because of the disproportionate number of programs in relation to population, e.g., agricultural programs in rural areas.

The State level DOE consultant for Industrial Arts Education and the regional level DOE consultants representing the other vocational program areas were called upon to recommend outstanding vocational classroom teachers from their regions to participate in the study. (NOTE: Since there are no regional consultants for Industrial Arts, the State level consultant was called upon.) The rationale for asking DOE consultants to make the teacher

¹James K. Brewer, Adequate Sample Size for Interval Estimation and Hypothesis Testing: A Comparison, Tallahassee, Florida: Florida State University, 1979.

Table 1

The Number Of Vocational Teacher Respondents Selected

<u>Vocational Program Area (Excluding Pre-Voc)</u>	<u>State Total # Teachers</u>	<u>Minimum Sample Size for State</u>	<u>Maximum Sample Size for State</u>	<u>Minimum Sample for Each Region</u>	<u>Maximum Sample for Each Region</u>	<u>Question- naires sent</u>
Agri-Business & Natural Resources Education	504	19	29	4	6	30
Business Education	2,245	86	130	18	26	132
Distributive Education	1,514	58	87	12	17	83
Diversified Occupations	644	25	37	5	8	42
Health Occupations	1,587	61	92	13	18	83
Home Economics	2,414	93	139	19	28	141
Technical Oriented Ind. Arts (at Sr. Hi. level)	379	15	22	3	5	23
Public Service Occupa- tions	1,108	43	64	9	13	57
Total # of Teachers:	10,395					
Minimum Sample Need for Entire State:	400					
Maximum Sample Need for Entire State:			600			
Total Number of Questionnaires Sent:						591

selection is that their job function requires them to be in constant contact with teachers through program reviews, field-work, workshops, etc.

These consultants were asked to provide a list of professional teachers who would be representative of secondary, post secondary, and adult programs, and whom the consultants felt would be very knowledgeable in their subject areas. The teachers were also chosen to represent a geographical cross-section of their regions. The number of recommended teachers requested from each program area was based on the maximum sample size per region for each program area (see Table 1).

ADMINISTRATION OF THE QUESTIONNAIRE FOR VOCATIONAL TEACHERS

A total of 591 questionnaires was sent to the vocational classroom teachers representing the eight occupational areas surveyed for this study. Table 1 provides a breakdown of the total number of instruments sent for each occupational program area. A letter of endorsement from Joe D. Mills, State Director for Vocational Education, accompanied the project director's cover letter and the questionnaire (see Appendix C).

The questionnaires were mailed out within a two week period. The last group of teachers to receive the survey was Distributive Education; this accounts for the delayed returns of this group. Each regional consultant received a complimentary copy of the cover letters and questionnaire, along with his/her recommended list of respondents. Appendix D provides copies of the memoranda that were sent to these consultants. (NOTE: There is no memorandum for the DOE consultant for Industrial Arts since his complimentary copies were hand delivered.)

The respondents were provided with a stamped pre-addressed envelope and were requested to return the questionnaires within two weeks. Since the response rate for these questionnaires was outstanding, only a partial follow-up was done by making follow-up telephone calls to regional program areas from which a minimum sample size had not been obtained.

CHAPTER 3

ANALYSIS OF DATA

This chapter presents the statistical analysis of the responses received from vocational classroom teachers on the importance of reading related teaching tasks. The purpose of this study is to identify generic and specific tasks needed by vocational education teachers to incorporate reading instruction into content area teaching. This chapter also presents profile data on the respondents, as well as a view of the teachers' perceptions of their training needs for teaching reading in their classrooms.

COMPLETED QUESTIONNAIRES

A total of 429 questionnaires were returned by vocational classroom teachers -- a return rate of 73% based on 591 questionnaires sent, and a return rate of 107% based on the 400 minimum number of responses needed for the study. Of these 429 questionnaires, two were partially completed (one for Home Ec and one for Public Service), and ten arrived after the cut-off period for the analysis of the data (four for Distributive, three for Home Ec, two for Industrial Arts, and one for Public Service). Therefore, the analysis for this study is based on 417 completed questionnaires. Table 2 provides the breakdown of the number of respondents by program area, the rate of returns based on the total number of questionnaires sent for each area, and the rate of returns based on the minimum sample size needed for the study. The geographic representation of the respondents by the five

Table 2

Questionnaire Rate of Return

Program Area	Questionnaires Sent	Minimum Sample Needed	Questionnaires Received	Rate of Return	
				591 Q %	400 Q %
Agri	30	19	23	77%	121%
Business	132	86	93	70%	108%
Distributive	83	58	59 (55)*	71%	102%
Diversified	42	25	31	74%	124%
Health	83	61	66	80%	108%
Home Economics	141	93	96 (92)	68%	103%
Industrial Arts	23	15	16 (14)	70%	100%
Public Service	57	43	45 (43)	79%	104%
TOTALS:	591	400	429 (417)	73%	107%

* () Completed questionnaires received before deadline.

state regions for each program area, as well as for the entire state is presented in Table 3.

Table 3

Number of Respondents by Region and for Entire State

Program Area	Minimum Sample Needed for each Region	Total for State					
			I	II	III	IV	V
Agri	4	23	3	5	5	5	5
Business	18	93	21	16	18	20	18
Distributive	12	55	15	8	12	11	9
Diversified	5	31	6	5	8	7	5
Health	13	66	13	12	11	16	14
Home Economics	19	92	20	20	19	20	13
Industrial Arts	3	14	4	1	2	3	4
Public Service	9	43	8	8	8	5	14
TOTALS:	78	417	90	75	83	87	82

The return rate of 73%/107% is more than sufficient for this study. The equal dissemination of respondents represents the entire state with a high of 90 responses from Region I and the lowest representation of 75 in Region II. Region II was the only area of the state to fall below the minimum sample size needed, and at that it was below by only three responses. The representation of the eight program areas was adequately met for this study. The completed questionnaires received before the deadline period fell slightly short for three programs. For Distributive, 55 questionnaires were used for the analysis, representing 95% of the needed 58; for Home Ec the 92 used represented 99% of the needed 93; and for Industrial Arts, a total of 14 was 93% of the needed 15 questionnaires.

PROFILE OF RESPONDENTS

The Professional Data Sheet attached to the questionnaire sought information on the respondents' professional background, needs/desires for training in teaching reading in the content area, and the degree of usage of various types of instructional materials. Tables 4 through 8 provide a profile of the respondents relative to the data received. Since all of the 417 respondents did not complete the professional data portion of the questionnaire, the figures in the tables do not reflect this total number.

The number of years the respondents had taught vocational courses is indicated in Table 4. Twenty-four percent of the teachers had between one and five years of teaching experience in vocational education and seventy-four percent had six or more years of experience as vocational teachers. Twenty-six percent of the respondents had fifteen or more years of teaching experience.

The number of years of full-time experience in the occupation in which the respondents were presently teaching is presented in Table 5. A total of 373 teachers had related occupational experience and only 10% (44/417) of the teachers lack this experience -- Home Ec had the highest concentration of non-related work experience of 30% (28/92). The majority of the teachers, 52%, had six or more years of related occupational experience, and 37% had less than six years. The data presented in Tables 4 and 5 appears to support the criterion that the respondents selected be outstanding vocational education teachers who are knowledgeable in their subject areas.

Table 4

Number of Years of Teaching Experience

Program Area	N	Number of Years				
		1-2	3-5	6-9	10-14	15 or more
Agri	23	2	5	3	4	9
Business	93	4	12	19	25	33
Distributive	55	5	14	19	11	6
Diversified	31		7	10	9	3
Health	66	11	14	18	13	8
Home Economics	92	2	9	26	19	33
Industrial Arts	14		1	3	3	7
Public Service	43	4	11	9	8	10
TOTALS:	417	28	73	207	92	109

Table 5

Number of Years of Full-Time Occupational Experience in the Occupation Taught

Program Area	N	Number of Years				
		1-2	3-5	6-9	10-14	15 or more
Agri	23	3	5	4	1	8
Business	93	27	33	9	14	10
Distributive	55	5	19	9	8	13
Diversified	31	2	13	4	5	3
Health	66	2	7	16	16	23
Home Economics	92	19	12	12	10	11
Industrial Arts	14	3	1	2	1	2
Public Service	43	2	3	5	11	20
TOTALS:	417	63	93	61	66	90

The types of professional teacher preparation received by the respondents related to teaching reading in the content area is shown in Table 6. Only seven respondents failed to complete this section of the questionnaire. The majority (52%) of the respondents had not received any training in teaching reading-related instruction. Of the 194 respondents that had received training, 36% indicated that the training adequately met their needs, while 64% felt that their training had not met their needs. Most of the training received was in the form of inservice workshops at the district level, as indicated by 123 respondents. Another form of inservice training, which was received by 54 teachers, was a course at the university level for recertification credit. Twenty-eight respondents had reading teaching training as part of their preservice training program.

Based on this information, there appears to be a need to develop a system to provide training to vocational education teachers so that they can teach reading as part of their subject matter teaching.

To provide a further picture of vocational teachers' need for training in teaching reading, the respondents were asked whether they would like information or training in eight areas of reading. Table 7 provides the types of information or training the different groups of vocational education teachers indicated a desire to receive.

For the purpose of determining what reading and non-reading materials were used in vocational classes, the respondents were asked to indicate their degree of usage by rating ten instructional materials on a scale of 1 to 3, with 1 = not at all, 2 = sometimes, and 3 = often. Table 8 illustrates the mean responses of the eight groups of vocational teachers based on the scale of 1 to 3 for each of the materials. Since

Table 6

Types of Training Received by Respondents for Teaching Reading in the Content Area

Program Area	N	No Training Received	Inservice workshop at District	University Course	Pre-Service Training	Other	Adequately Meet Needs	
							yes	no
Agri	23	14	7	1	4		5	5
Business	93	53	24	7	6	6	14	23
Distributive	55	31	13	7	4	1	10	14
Diversified	31	13	12	4	3	1	4	13
Health	66	40	13	12	4	4	8	17
Home Economics	92	28	43	13	6	14	25	36
Industrial Arts	14	9	4	1			1	3
Public Service	43	28	7	9	1	5	2	14
TOTALS:	417	216	123	54	28	31	69	125

Table 7

Types of Information or Training on Reading Instruction
that Respondents Indicated a Desire to Receive

Program Area	N	Act of Reading	Diagnosis	Readability	Content Area Reading Skills	Vocabulary	Comprehension	Study Skills	Rewriting Techniques
Agri	23	4	4	1	10	6	6	11	4
Business	93	21	25	14	45	32	32	30	20
Distributive	55	9	14	8	21	10	20	19	20
Diversified	31	9	8	6	13	10	15	12	9
Health	66	12	24	17	25	18	31	35	24
Home Economics	92	15	21	16	33	15	26	35	28
Industrial Arts	14		1		3	3	4		1
Public Service	43	6	9	7	9	10	18	12	14
TOTALS:	417	76	106	69	159	104	152	154	120

Table 8

Mean Frequency of Materials Used, As Indicated

by the Respondents Based on a Scale of 1-3*

Materials	Overall Mean Total N=417	Agri N=23	B.E. N=93	D.E. N=55	D.O. N=31	Health N=66	Home Ec N=92	Ind. Art N=14	Public N=43
1. State adopted texts	2.492** (388)***	2.565 (23)	2.744 (90)	2.654 (52)	2.448 (29)	1.914 (58)	2.744 (90)	2.571 (14)	1.812 (32)
2. Texts not on state adopted list	2.361 (391)	2.348 (23)	2.281 (89)	2.358 (53)	2.357 (28)	2.644 (59)	2.187 (91)	2.538 (13)	2.486 (35)
3. Hand books & manuals	2.533 (396)	2.609 (23)	2.615 (91)	2.547 (53)	2.666 (27)	2.583 (60)	2.295 (88)	2.571 (14)	2.625 (40)
4. State developed materials	2.227 (383)	2.652 (23)	2.281 (89)	2.269 (52)	2.286 (28)	1.864 (59)	2.454 (88)	1.769 (13)	1.871 (31)
5. Own prepared materials	2.714 (402)	2.609 (23)	2.703 (91)	2.641 (53)	2.714 (28)	2.825 (63)	2.780 (91)	2.615 (13)	2.600 (40)
6. Audio tapes	2.188 (392)	2.043 (23)	2.242 (91)	2.173 (52)	2.345 (29)	2.483 (60)	2.023 (88)	1.500 (14)	2.229 (35)
7. Video tapes	1.987 (384)	1.609 (23)	1.773 (88)	2.064 (47)	2.071 (28)	2.254 (63)	1.964 (84)	1.714 (14)	2.270 (37)
8. Visuals, e.g., transparencies	2.414 (401)	2.304 (23)	2.293 (92)	2.321 (53)	2.250 (28)	2.693 (62)	2.461 (89)	2.214 (14)	2.525 (40)

Table 8 (continued)

Materials	Overall Mean Total N=417	Agri N=23	B.E. N=93	D.E. N=55	D.O. N=31	Health N=66	Home Ec N=92	Ind.Art N=14	Public N=43
9. Individualized programmed materials	2.215 (395)	2.130 (23)	2.374 (91)	2.545 (55)	2.518 (27)	2.161 (62)	2.092 (87)	1.857 (14)	1.667 (36)
10. Low reading level materials	1.662 (388)	1.869 (23)	1.589 (90)	1.480 (50)	2.143 (28)	1.541 (61)	1.921 (89)	1.538 (13)	1.176 (34)

*1 = Not at All, 2 = Sometimes, and 3 = Often.

**Mean response based on a scale of 1-3

***Number of responses that the mean response is based on.

not all respondents answered this eighth question on the Professional Data Sheet, the number of responses on which each individual mean is based appears in parenthesis below each mean; e.g., state adopted texts had an overall mean of 2.492 or 2.5 based on 388 responses, a high mean of 2.744 based on 90 Business teachers' responses, and a low mean of 1.812 from 32 Public Service teachers. The instructional material that received the highest overall mean response (2.714) was "own prepared materials." Since 402 respondents indicated that they prepare their own materials for their students to read/use, it would appear that vocational teachers would probably find it helpful to receive training in writing techniques and readability in order to insure that the materials developed will meet the reading needs of vocational students. Video tapes received a low rating, and this may be due to the high cost of video equipment. The lowest rating was recorded for low reading level materials (1.662) which is probably explained by the low availability of this type of material for occupational training programs. It appears that the Public Service teachers either have a lack of access to low level materials or do not have a need for them (as indicated by their low mean of 1.176).

Of the 417 teachers participating in this study, 379 indicated that they would like to have the results of the survey. Table 9 provides a breakdown by program area of the numbers of respondents desiring and not desiring the results.

Table 9
 Number of Respondents Desiring
 the Results of the Survey

Program Area	N	Yes	No
Agri	23	21	2
Business	93	91	2
Distributive	55	48	6
Diversified	31	28	1
Health	66	61	3
Home Economics	92	82	9
Industrial Arts	14	10	2
Public Service	43	38	5
TOTALS:	417	379	30

ANALYSIS OF THE RESPONSES
ON THE TEACHING TASKS

Correlation of D.C.T. and W.E.
Teacher Responses

Since the Diversified Occupational program area is composed of DCT (Diversified Cooperative Training) and Work Experience (W.E.) teacher-coordinators, with DCT being offered at the 10 - 12th grade level and Work Experience at the 7 - 9th grade level, the decision had to be made on whether to combine these two groups or to keep them separate. To determine whether each group agreed on the degree of importance of the 58 reading-related teaching tasks listed on the questionnaire, a t-test for significant difference was computed for each item. Only three tasks received significantly different degrees of importance,

Table 10

Degree of Agreement Between DCT and W.E. Teachers
on All 58 Questionnaire Items

Teaching Tasks	Mean		df	T Value
	DCT	W.E.		
4. Select/obtain reference books, technical manuals, periodical, ..., for student use.	4.875	3.933	21.83	3.62**
17. Assign students to read textbooks & other materials outside of class.	3.875	2.800	29	2.15*
39. Assign students to answer review questions from textbooks	4.187	3.333	29	2.14*

as shown in Table 10. The first task, that of selecting reference materials (item #4) had the highest degree of significant difference, but both groups gave this task a high rating for importance. Item 17 received a low importance rating from Work Experience teachers (2.800) as compared to the DCT teachers' mean response (3.875). Work Experience teachers may be more reluctant to assign out-of-class reading because their program is geared to the potential drop-out (who is also younger than the DCT students). The same explanation probably applies to item 39 -- assigning students to answer review questions from textbooks. Since there were only three teaching tasks that received significantly different importance ratings, the decision was made to combine these two groups' responses under the category of Diversified Occupations.

Comparison of Responses from the Groups of Vocational Teachers

Table 11 provides the comparison of the responses received from the eight groups of vocational teachers concerning the importance of reading-related teaching tasks performed in vocational classes. For each teaching task listed on the questionnaire, nine sets of figures are provided. The first set of figures supply the mean importance rating (M) based on the total number of respondents (N = 417), and the rank (R) of each item based on the mean importance ratings (in other words, an indication of which tasks were perceived to be most important to vocational training). The same information is provided for each of the eight groups of vocational teachers. In addition, the F-ratio is provided for each item to indicate the degree of variance among the responses made by the eight groups of teachers. Based on this one-way analysis of variance and the Duncan test of significance, Table 11 includes a listing of those teaching tasks for which a significant difference appeared among the responses made by the eight groups of teachers at the .05 level of significance or better.

Also shown on Table 11 is an indicator of where significant differences were found among the mean importance ratings as reported by the various groups of teachers. Pairs of ratings that were significantly different are identified by the letters in parentheses appearing below the mean rating (A = Agri, B = Business, D = Distributive, C = Diversified, H = Health, E = Home Ec, I = Industrial Arts, and P = Public Service). For example, in Task 1 on Table 11, the mean ratings for Agri (4.364) and Industrial Arts (4.357) were significantly lower than the mean ratings for Business (4.736), Diversified (4.839), and Health (4.828) at the .05

Table 11

COMPARISON OF THE RESPONSES RECEIVED FROM THE 8 GROUPS OF TEACHERS ABOUT THE IMPORTANCE OF TASKS PERFORMED IN VOCATIONAL EDUCATION

Item #	TEACHING TASKS	TOTAL N=417	Agri. 'A' N=23	B.E. 'B' N=93	D.E. 'D' N=55	D.O. 'C' N=31	Health 'H' N=66	Home E. 'E' N=92	Ind.Art 'I' N=14	Public 'P' N=43	P-Ratio
1.	Determine students' strengths and weaknesses	R=1st M=4.673	R=6th M=4.364 (B,C,H)	R=5th M=4.736 (A,I)	R=2nd M=4.623	R=1st M=4.839 (A,I)	R=1st M=4.828 (A,I)	R=3rd M=4.674	R=8th M=4.357 (B,C,H)	R=2nd M=4.512	2.361*
2.	Select teaching techniques that meet the instructional needs of indiv. students	R=2nd M=4.663	R=1st M=4.636 (I,P)	R=3rd M=4.824 (I,P)	R=3rd M=4.538 (I,P)	R=3rd M=4.742 (I,P)	R=6th M=4.698 (I,P)	R=1st M=4.813 (I,P)	R=13th M=4.143 (A,B,D, C,H,E)	R=8th M=4.214 (A,B,D, C,H,E)	6.118***
3.	Select/obtain text-books for student use	R=10th M=4.307	R=15th M=4.055	R=10th M=4.404 (I)	R=7th M=4.404 (I)	R=8th M=4.467 (I)	R=16th M=4.422 (I)	R=14th M=4.308 (I)	R=28th M=3.786 (B,D,C, H,E)	R=17th M=4.000	2.230*
4.	Select/obtain refer. books, techn. manuals ...for student use	R=19th M=4.184	R=7th M=4.318	R=32nd M=3.978	R=9th M=4.288	R=9th M=4.419	R=22nd M=4.203	R=11th M=4.330	R=21st M=3.929	R=17th M=4.000	2.027
5.	Determine the reading level or difficulty of reading materials	R=24th M=4.089	R=28th M=3.954	R=31st M=4.000	R=18th M=4.075	R=9th M=4.419 (I,P)	R=27th M=4.127	R=10th M=4.348 (I,P)	R=28th M=3.786 (C,E)	R=35th M=3.595 (C,E)	3.131**
6.	Provide low level reading material for poor readers	R=35th M=3.745	R=16th M=4.043 (H,P)	R=33rd M=3.921 (P)	R=47th M=3.461 (C,E,P)	R=15th M=4.290 (D,H,P)	R=45th M=3.371 (A,C,E, P)	R=17th M=4.286 (D,H,P)	R=32nd M=3.714 (P)	R=54th M=2.548 (A,B,D, C,H,E,I)	11.761***

N = Number of responses
R = Rank order of the mean ratings
M = Mean of the ratings

*Significant at the .05 level
**Significant at the .01 level
***Significant at the .001 level

49

50

Table 11 (continued)

Item #	TEACHING TASKS	TOTAL N=417	Agri. 'A' N=23	B.E. 'B' N=93	D.E. 'D' N=55	D.O. 'C' N=31	Health 'H' N=66	Home Ec 'E' N=92	Ind.Art 'I' N=14	Public 'P' N=43	F-Ratio
7.	Provide higher level reading materials for better readers	R=33rd M=3.837	R=16th M=4.043 (P)	R=35th M=3.854 (P)	R=34th M=3.769 (P)	R=24th M=4.129 (P)	R=37th M=3.778 (P)	R=28th M=4.076 (P)	R=37th M=3.571	R=45th M=3.195 (A,B,D, C,H,E)	3.066**
8.	Rewrite commercially prepared materials such as text parts... manual for students	R=57th M=2.646	R=57th M=2.783	R=57th M=2.473	R=56th M=2.717	R=57th M=3.000	R=55th M=2.672	R=57th M=2.725	R=51st M=2.923	R=57th M=2.326	1.430
9.	Write syllabus, content outline, or performance objectives for student to use	R=22nd M=4.165	R=8th M=4.261	R=25th M=4.130 (H)	R=20th M=4.056 (H)	R=42nd M=3.774 (H)	R=5th M=4.703 (B,D,C, E,I,P)	R=27th M=4.098 (H)	R=28th M=3.786 (H)	R=12th M=4.070 (H)	4.044**
10.	Develop written mat'l for students to read e.g. fact-infor sheet	R=39th M=3.667	R=40th M=3.609	R=43rd M=3.559	R=44th M=3.491	R=47th M=3.767	R=35th M=3.953	R=38th M=3.772	R=25th M=3.857	R=39th M=3.372	1.603
11.	Develop original instructional material -- assignment sheets, lesson or job sheets	R=20th M=4.180	R=20th M=4.000	R=21st M=4.204 (P)	R=15th M=4.132 (P)	R=15th M=4.290 (P)	R=19th M=4.344 (P)	R=13th M=4.315 (P)	R=8th M=4.357 (P)	R=32nd M=3.605 (B,D,C, H,E,I)	3.176**
12.	Prepare test items, or written tests	R=5th M=4.444	R=28th M=3.954 (B,D,C, H,E,P)	R=14th M=4.355 (A)	R=5th M=4.453 (A)	R=6th M=4.516 (A,I)	R=3rd M=4.750 (A,I)	R=8th M=4.380 (A)	R=17th M=4.071 (C,H,P)	R=1st M=4.628 (A,I)	3.514**
13.	Provide remedial work in the content area for poor readers	R=44th M=3.558	R=33rd M=3.818 (P)	R=39th M=3.648	R=48th M=3.396	R=33rd M=3.968 (P)	R=46th M=3.297	R=36th M=3.813 (P)	R=40th M=3.357	R=49th M=3.048 (A,C,E)	2.813**
14.	Provide remedial work ... for poor readers with help from a reading specialist	R=47th M=3.463	R=46th M=3.409	R=50th M=3.396	R=50th M=3.358	R=49th M=3.677	R=43rd M=3.468	R=42nd M=3.689	R=39th M=3.538	R=48th M=3.095	.988

Table 11 (continued)

Item #	TEACHING TASKS	TOTAL N=417	Agri. 'A' N=23	B.E. 'B' N=93	D.E. 'D' N=55	D.O. 'C' N=31	Health 'H' N=66	Home Ec 'P' N=92	Ind. Art 'I' N=14	Public 'P' N=43	F-Ratio
15.	Direct students in instructing other students	R=48th M=3.442 (I)	R=41st M=3.591 (I)	R=49th M=3.409 (I)	R=37th M=3.679 (I)	R=53rd M=3.516 (I)	R=48th M=3.125 (I)	R=45th M=3.522 (I)	R=11th M=4.214 (A,B,D, C,H,E,P)	R=46th M=3.139 (I)	2.626*
16.	Assign students to read textbooks and other materials in class	R=50th M=3.361	R=49th M=3.348 (P)	R=48th M=3.419 (P)	R=37th M=3.679 (H,P)	R=38th M=3.935 (H,I,P)	R=51st M=2.891 (D,C,E)	R=41st M=3.717 (H,P)	R=46th M=3.143 (C,P)	R=55th M=2.429 (A,B,D, C,E,I)	7.773***
17.	Assign students to read textbooks and other materials outside of class	R=42nd M=3.586	R=53rd M=3.130 (H,P)	R=45th M=3.533 (H)	R=48th M=3.396 (H,P)	R=56th M=3.355 (H,P)	R=24th M=4.172 (A,B,D, C,E,I)	R=47th M=3.429 (H,P)	R=50th M=2.929 (H,P)	R=15th M=4.023 (A,D,C, E,I)	4.854***
18.	Assign students to use self-instruction materials such as programmed mat'l...	R=23rd M=4.150	R=20th M=4.000 (D,C,I, P)	R=12th M=4.376 (I,P)	R=5th M=4.453 (A,I,P)	R=6th M=4.516 (A,E,I, P)	R=20th M=4.297 (I,P)	R=29th M=4.033 (C,I,P)	R=37th M=3.571 (A,B,D, C,H,E)	R=42nd M=3.326 (A,B,D, C,H,E)	9.985***
19.	Assign students to master specialized technical vocabulary	R=12th M=4.272	R=13th M=4.087	R=20th M=4.215	R=10th M=4.283	R=20th M=4.161	R=9th M=4.593	R=15th M=4.297	R=19th M=4.000	R=11th M=4.116	1.762
20.	Assign students to master abbreviations & symbols related to course of instruction	R=14th M=4.238	R=25th M=3.913 (H,E)	R=18th M=4.258	R=30th M=3.830 (H,E)	R=30th M=4.064 (H)	R=7th M=4.656 (A,D,C, E,I,P)	R=6th M=4.494 (A,D,H, I,P)	R=25th M=3.857 (H,E)	R=19th M=3.953 (H,E)	6.261***
21.	Assign students to master vocabulary words with common meanings...	R=16th M=4.226	R=30th M=3.870 (H,E)	R=17th M=4.312 (I)	R=25th M=3.962	R=18th M=4.258 (I)	R=18th M=4.406 (A,I)	R=7th M=4.406 (A,I)	R=28th M=3.786 (B,C,H, E)	R=15th M=4.023	3.048**
22.	Assign students to master the names of tools, patterns, plans, equipment...	R=9th M=4.323	R=4th M=4.478 (C)	R=29th M=4.022 (H,E)	R=18th M=4.075 (H,E)	R=37th M=3.965 (A,H,E, I)	R=10th M=4.578 (B,D,C, P)	R=2nd M=4.769 (B,D,C, P)	R=4th M=4.500 (C)	R=13th M=4.024 (H,E)	7.210***

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Table 11. (continued)

Item #	TEACHING TASKS	TOTAL N=417	Agri. 'A' N=23	B.E. 'B' N=93	D.E. 'D' N=55	D.O. 'C' N=31	Health 'H' N=66	Home Ec 'E' N=92	Ind.Art 'I' N=14	Public 'P' N=43	F-Ratio
23.	Encourage students to use new words in writing	R=28th M=3.995	R=35th M=3.739 (H)	R=25th M=4.130	R=35th M=3.755	R=20th M=4.161	R=21st M=4.265 (A)	R=34th M=3.911	R=15th M=4.077	R=27th M=3.767	2.377*
24.	Encourage students to use the dictionary	R=6th M=4.433	R=25th M=3.913 (B,D,C, H,I)	R=2nd M=4.837 (A,D,E, P)	R=8th M=4.396 (A,B)	R=4th M=4.677 (A,D,E, P)	R=12th M=4.531 (A,P)	R=21st M=4.200 (B,C)	R=3rd M=4.538 (A,P)	R=13th M=4.023 (B,C,H, I)	7.575***
25.	Encourage students to use glossaries found in texts & other reading mat'l.	R=8th M=4.361	R=25th M=3.913 (B,C,H, E,I)	R=8th M=4.565 (A,P)	R=11th M=4.264	R=9th M=4.419 (A,P)	R=12th M=4.531 (A,P)	R=9th M=4.367 (A,P)	R=4th M=4.500 (A,P)	R=20th M=3.930 (B,C,H, E,I)	3.802***
26.	Encourage students to use the correct definitions of words	R=3rd M=4.562	R=13th M=4.087 (B,D,C, H,E)	R=6th M=4.677 (A)	R=4th M=4.461 (A,H)	R=5th M=4.581 (A)	R=2nd M=4.825 (A,D,I, P)	R=4th M=4.571 (A)	R=7th M=4.385 (H)	R=4th M=4.326 (H)	4.257***
27.	Assign/encourage students to keep a record of new words	R=51st M=3.276	R=47th M=3.391 (I)	R=47th M=3.452 (I)	R=52nd M=3.077	R=50th M=3.581 (I,P)	R=40th M=3.578 (I,P)	R=52nd M=3.178 (I)	R=54th M=2.538 (A,B,C, H,E)	R=50th M=2.884 (C,H)	3.478**
28.	Request students to read for main idea	R=25th M=4.041	R=20th M=4.000	R=19th M=4.236 (I,P)	R=27th M=3.868	R=28th M=4.097 (P)	R=26th M=4.141 (P)	R=24th M=4.152 (P)	R=32nd M=3.714 (B)	R=36th M=3.535 (B,C,H, E)	2.988**
29.	Request students to read for details	R=29th M=3.903	R=30th M=3.870	R=23rd M=4.161 (D)	R=41st M=3.585 (B)	R=28th M=4.097	R=33rd M=3.985	R=37th M=3.791	R=32nd M=3.714	R=24th M=3.791	2.158*
30.	Assign students to read to make judgments & evaluate info	R=15th M=4.229	R=11th M=4.130	R=22nd M=4.193	R=14th M=4.151	R=24th M=4.129	R=14th M=4.476	R=30th M=4.220	R=21st M=3.929	R=5th M=4.279	1.122

Table 11 (continued)

Item	TEACHING TASKS	TOTAL N=417	Agri. 'A' N=23	B.E. 'B' N=93	D.E. 'D' N=55	D.O. 'C' N=31	Health 'H' N=66	Home Ec 'E' N=92	Ind.Art 'I' N=14	Public 'P' N=43	F-Ratio
31.	Assign students to interpret infor-draw conclusions-predict	R=18th M=4.214	R=8th M=4.261	R=24th M=4.129	R=17th M=4.113	R=20th M=4.161	R=14th M=4.476	R=22nd M=4.196	R=17th M=4.071	R=6th M=4.233	.971
32.	Assign students to make comparisons of information read	R=32nd M=3.854	R=34th M=3.783	R=36th M=3.785	R=37th M=3.679	R=40th M=3.871	R=32nd M=4.000	R=31st M=4.011	R=35th M=3.692	R=28th M=3.744	.817
33.	Assign students to read for sequence of events, methods, or to follow directions	R=4th M=4.504	R=5th M=4.391	R=7th M=4.645 (P)	R=12th M=4.245 (H)	R=13th M=4.323 (H)	R=4th M=4.734 (D,C,P)	R=5th M=4.554	R=2nd M=4.571	R=6th M=4.233 (B,H)	3.390**
34.	Request students to visualize...outcome of follow. directions	R=21st M=4.177	R=16th M=4.043 (I)	R=11th M=4.380 (D,P)	R=27th M=3.868 (I)	R=19th M=4.193	R=24th M=4.172	R=18th M=4.272	R=1st M=4.643 (A,D,P)	R=21st M=3.837 (B,I)	3.005**
35.	Request students to recognize propaganda or emotional writing	R=37th M=3.699	R=42nd M=3.565	R=42nd M=3.565	R=20th M=4.056 (H,I,P)	R=33rd M=3.968 (H,I)	R=47th M=3.270 (D,C,E)	R=26th M=4.110 (H,I,P)	R=48th M=3.077 (D,C,E)	R=39th M=3.372 (D,E)	4.822***
36.	Assign students to organize-summarize information read	R=26th M=4.015	R=26th M=4.088	R=30th M=4.021	R=23rd M=4.038	R=24th M=4.129	R=22nd M=4.203	R=30th M=4.022	R=43rd M=3.231	R=24th M=3.791	1.846
37.	Encourage students to relate what they read to prior knowledge & past experi.	R=17th M=4.216	R=16th M=4.043 (H)	R=28th M=4.065 (H)	R=13th M=4.226 (I)	R=24th M=4.129 (H)	R=8th M=4.609 (A,B,C, I,P)	R=18th M=4.272 (I)	R=35th M=3.692 (D,H,E)	R=10th M=4.139 (H)	2.946**
38.	Encourage students to use book parts--table of content, index...appendix, etc.	R=13th M=4.243	R=20th M=4.000	R=9th M=4.452 (D,P)	R=25th M=3.962 (B)	R=13th M=4.323 (P)	R=16th M=4.422 (P)	R=15th M=4.297 (P)	R=8th M=4.357 (P)	R=24th M=3.791 (B,C,H, E,I)	3.889***

Table 11 (continued)

Item #	TEACHING TASKS	TOTAL N=417	Agri. 'A' N=23	B.E. 'B' N=93	D.E. 'D' N=55	D.O. 'C' N=31	Health 'H' N=66	Home Ec 'E' N=92	Ind.Art 'I' N=14	Public 'P' N=43	F-Ratio
39.	Assign students to answer review questions from textbooks	R=43rd M=3.570	R=51st M=3.261	R=46th M=3.527	R=44th M=3.491	R=42nd M=3.774	R=39th M=3.703	R=46th M=3.467	R=27th M=3.846	R=30th M=3.721	.861
40.	Assign students to read graphic material --pictures/sketches/illustrations/figures	R=31st M=3.864	R=36th M=3.696	R=38th M=3.710	R=32nd M=3.774	R=31st M=4.032	R=31st M=4.031	R=32nd M=4.000	R=11th M=4.286	R=32nd M=3.605	1.914
41.	Assign students to read graphic material --diagrams/schematics blueprints/patterns..	R=45th M=3.518	R=36th M=3.696 (D,I)	R=54th M=3.109 (C,E,I)	R=55th M=2.906 (A,C,E,I)	R=48th M=3.742 (B,D,I)	R=44th M=3.375 (E,I)	R=25th M=4.121 (B,D,H,P)	R=4th M=4.500 (A,B,D,C,H,P)	R=37th M=3.512 (H,I)	8.553***
42.	Assign students to use/read maps, globes, atlases	R=56th M=2.695	R=55th M=3.043 (H)	R=55th M=2.913 (H)	R=57th M=2.491 (C,H,P)	R=53rd M=3.516 (D,H,E,I)	R=57th M=1.841 (A,B,D,C,E,I,P)	R=58th M=2.533 (C,H,P)	R=52nd M=2.714 (C,H)	R=43rd M=3.317 (D,H,E)	7.735***
43.	Assign students to read cartoons	R=58th M=2.363	R=58th M=2.217 (E,P)	R=58th M=2.441 (H,P)	R=58th M=2.283 (E,P)	R=58th M=2.839 (H,P)	R=58th M=1.714 (B,C,E,I)	R=55th M=2.989 (A,D,H,P)	R=55th M=2.385 (H,P)	R=58th M=1.610 (A,B,D,C,E,I)	9.207***
44.	Assign students to read graphs, such as line or bar graphs	R=53rd M=3.185	R=56th M=3.000 (C)	R=52nd M=3.258	R=46th M=3.472	R=42nd M=3.774 (A,H,E)	R=52nd M=2.859 (C)	R=55th M=2.989 (C)	R=42nd M=3.286	R=44th M=3.210	2.486*
45.	Assign students to read charts/tables/schedules	R=40th M=3.634	R=36th M=3.696	R=37th M=3.731	R=41st M=3.585	R=39th M=3.903	R=41st M=3.540	R=40th M=3.725	R=13th M=4.143	R=37th M=3.512	.888
46.	Request students to locate info in library card catalog/bibliographies...	R=46th M=3.513	R=47th M=3.391	R=41st M=3.582	R=43rd M=3.590	R=42nd M=3.774	R=42nd M=3.469	R=43rd M=3.659	R=48th M=3.077	R=46th M=3.139	1.224

Table 11 (continued)

Item #	TEACHING TASKS	TOTAL N=417	Agri. 'A' N=23	'B.E. 'B' N=93	D.E. 'D' N=55	D.O. 'C' N=31	Health 'H' N=66	Home Ec 'E' N=92	Ind. Art 'I' N=14	Public 'P' N=43	F-Ra
47.	Request students to locate information in encyclopedias	R=54th M=3.129	R=52nd M=3.217	R=53rd M=3.118 (C)	R=51st M=3.113 (C)	R=41st M=3.839 (B,D,I, P)	R=53rd M=2.766 (C)	R=51st M=3.341	R=53rd M=2.667 (C)	R=52nd M=2.837 (C)	2.965**
48.	Request students to locate info in trade ref. books/journals	R=36th M=3.744	R=30th M=3.870	R=40th M=3.645	R=24th M=3.982	R=20th M=4.161 (E)	R=34th M=3.984	R=49th M=3.385 (C)	R=23rd M=3.923	R=31st M=3.651	3.000**
49.	Request students to locate information in telephone books/directories	R=49th M=3.399	R=50th M=3.304 (B,C,H, I,P)	R=16th M=4.344 (A,H,E, I,P)	R=29th M=3.849 (H,E,I, P)	R=12th M=4.355 (A,H,E, I,P)	R=56th M=2.143 (A,B,D, C,E)	R=49th M=3.385 (B,D,C, H,I,P)	R=55th M=2.385 (A,B,D, C,E)	R=53rd M=2.605 (A,B,D, C,E)	28.258***
50.	Request students to outline assigned readings	R=55th M=2.983	R=45th M=3.435 (B,C,I)	R=56th M=2.731 (A,C,I)	R=54th M=2.924 (I)	R=53rd M=3.516 (B,I,P)	R=49th M=3.109 (I)	R=53rd M=3.088 (I)	R=58th M=2.000 (A,B,D, C,H,E,P)	R=51st M=2.860 (C,I)	3.351**
51.	Encourage students to take lecture notes and/or notes on reading assignments	R=30th M=3.895	R=20th M=4.000 (I)	R=43rd M=3.559 (P)	R=31st M=3.792 (P)	R=42nd M=3.774 (P)	R=28th M=4.109 (I)	R=33rd M=3.967 (I)	R=40th M=3.357 (A,H,E, P)	R=3rd M=4.500 (B,D,C, I)	4.184***
52.	Assign students to practice filling out actual forms, such as repair orders...	R=7th M=4.426	R=3rd M=4.522 (H,I,P)	R=4th M=4.785 (H,I,P)	R=1st M=4.758 (H,I,P)	R=2nd M=4.806 (H,I,P)	R=29th M=4.047 (A,B,D, C)	R=11th M=4.330 (P)	R=19th M=4.000 (A,B,D, C)	R=23rd M=3.80 (A,B,D, C,E)	8.297***
53.	Assign students to determine what materials to read to solve a problem	R=27th M=3.998	R=8th M=4.261	R=27th M=4.097	R=20th M=4.056	R=32nd M=4.000	R=29th M=4.047	R=35th M=3.824	R=15th M=4.077	R=21st M=3.837	.930

Table 11 (continued)

Item	TEACHING TASKS	TOTAL N=417	Agri. 'A' N=23	B.E. 'B' N=93	D.E. 'D' N=55	D.O. 'C' N=31	Health 'H' N=66	Home Ec 'E' N=92	Ind.Art 'I' N=14	Public 'P' N=43	F-Ratio
54.	Request students to alphabetize	R=52nd M=3.247	R=54th M=3.045 (B)	R=13th M=4.370 (A,D,C, H,E,I,P)	R=53rd M=3.019 (B)	R=51st M=3.548 (B,H,I, P)	R=54th M=2.703 (B,C)	R=53rd M=3.088 (B,I,P)	R=55th M=2.385 (B,C,E)	R=56th M=2.419 (B,C)	16.130***
55.	Encourage students to adjust their reading rate & techniques	R=41st M=3.610	R=42nd M=3.565	R=34th M=3.802	R=40th M=3.623	R=51st M=3.548	R=38th M=3.766	R=48th M=3.418	R=43rd M=3.231	R=41st M=3.357	1.643
56.	Request students to proofread	R=34th M=3.815	R=44th M=3.522 (B)	R=1st M=4.849 (A,D,C, H,E,I,P)	R=32nd M=3.774 (B,H,I)	R=33rd M=3.968 (B,H,I)	R=50th M=3.015 (B,D,C)	R=44th M=3.571 (B)	R=46th M=3.143 (B,D,C)	R=32nd M=3.605 (B)	15.522***
57.	Assist students in developing good study techniques	R=11th M=4.298	R=2nd M=4.565	R=14th M=4.355	R=15th M=4.132	R=15th M=4.290	R=11th M=4.562	R=23rd M=4.178	R=23rd M=3.923	R=9th M=4.209	1.818
58.	Assign students to write papers in which they have to use the school library...	R=38th M=3.676	R=36th M=3.696	R=51st M=3.391	R=35th M=3.755	R=33rd M=3.968	R=36th M=3.781	R=39th M=3.769	R=43rd M=3.231	R=28th M=3.744	1.277

level of significance; but not significantly different from the other three groups of teachers -- Distributive, Home Ec, and Public Service. Since this first teaching task had received mean ratings from all eight groups of 4.000 or higher, it appears that this task is important to all groups, with slightly varying degrees of importance. This slight variation in responses to the first task is evident in the ranking given by each group; e.g., Diversified and Health teachers ranked this diagnosis teaching task as having the highest priority of importance, whereas Industrial Arts teachers ranked it eighth.

Items which had the highest degrees of disagreement among the groups of teachers were tasks 49, 54, 56, and 11. Requesting students to locate information in telephone books/directories (item 49) received a low mean rating of 2.143, 2.385, and 2.605 from Health, Industrial Arts, and Public Service teachers respectively, as compared to the high mean rating received from Business (4.344) and Diversified (4.355) teachers. The three remaining groups mean ratings range from 3.304 to 3.849. From this type of information, it can be concluded that task 49 is unique only to Business Education and to Diversified Occupational programs, using a mean of 4.000 or higher as a criterion.

Requesting students to alphabetize (item 54) and requesting students to proofread (item 56) appeared to be important only to Business Education with proofreading receiving the highest rank for all 58 teaching tasks listed on the questionnaire for Business programs.

Rank Order of Teaching Tasks

Based on the information in Table 11, Table 12 was prepared. Table 12 provides a rank ordering of the teaching tasks based on the mean importance ratings given for each task or item by all respondents and by each of the eight groups of vocational teachers. Those teaching tasks that received a mean rating of 4.000 or higher are marked by one asterisk, and those teaching tasks that received a mean rating of less than 3.000 are indicated by two asterisks. Twenty-six teaching tasks were found to have a mean importance rating of 4.000 or higher by the total group of respondents (N = 417) as shown in the first column of ranked items. For the individual groups of vocational teachers, 24 tasks were important to Agri; 31 to Business; 23 to Distributive; 32 to Diversified, Health, and Home Ec; 20 to Industrial Arts; and 18 to Public Service.

The teaching tasks that received low ratings from the total group of teachers, that of less than a 3.000 mean rating, were four items that were ranked 55th through 58th. For the individual groups' item rankings, two items were ranked as "not important" for Agri, four for Business, five for Distributive, two for Diversified, eight for Health, four for Home Ec, nine for Industrial Arts, and nine for Public Service.

Two tasks that stand out as being unimportant to all eight groups of vocational teachers are:

Item #8. Rewrite commercially-prepared materials such as textbook parts, pamphlets, manuals, etc., for student use

Item #43. Assign students to read cartoons

Table 12

The Rank Order Of Teaching Tasks By Mean Ratings

Rank Order	Total N=417	Agri. N=23	B.E. N=93	D.E. N=55	D.O. N=31	Health N=66	Home Ec N=92	Ind.Arts. N=14	Public N=43
1	1*	2*	56*	52*	1*	1*	2*	34*	12*
2	2*	57*	24*	1*	52*	26*	22*	33*	1*
3	26*	52*	2*	2*	2*	12*	1*	24	51*
4	33*	22*	52*	26*	24*	33*	26*	22,25,41*	26*
5	12*	33*	1*	12,18*	26*	9*	33*	--	30*
6	24*	1*	26*	--	12,18*	2*	20*	--	31,33*
7	52*	4*	33*	3*	--	20*	21*	26*	--
8	25*	9,31,53*	25*	24*	3*	37*	12*	1,11,38*	2*
9	22*	--	38*	4*	4,5,25*	19*	25*	--	57*
10	3*	--	3*	19*	--	22*	5*	--	37*
11	57*	30*	34*	25*	--	57*	4,52*	40,15*	19*
12	19*	36*	18*	33*	49*	24,25*	--	--	9*
13	38*	19,26*	54*	37*	33,38*	--	11*	2,45*	22,24*
14	20*	--	12,57*	30*	--	30,31*	3*	--	--

*Teaching tasks that received a mean rating 4.000 or higher.

Table 12 (continued)

Rank Order	Total N=417	Agri. N=23	B.E. N=93	D.E. N=55	D.O. N=31	Health N=66	Home Ec N=92	Ind.Arts. N=14	Public N=43
15	30*	3*	--	11,57*	6,11,57*	--	19,38*	23,53*	17,21*
16	21*	6,7, 34,37*	49*	--	--	3,38*	--	--	--
17	37*	--	21*	31*	--	--	6*	12,31*	3,4*
18	31*	--	20*	5,22*	21*	21*	34,37*	--	--
19	4*	--	28*	--	34*	11*	--	19,52*	20
20	11*	11,18,28, 38,51*	19*	9,35,53*	19,23, 31,48*	18*	30*	--	25
21	34*	--	11*	--	--	23*	24*	4,30	34,53
22	9*	--	30*	--	--	4,36*	31*	--	--
23	18*	--	29*	36*	--	--	57*	48,57	52
24	5*	--	31*	48	7,30, 36,37*	17,34*	28*	--	29,36,38
25	28*	20,24,25	9,23*	21,38	--	--	41*	10,20	--
26	36*	--	--	--	--	28*	35*	--	--
27	53	--	53*	28,34	--	5*	9*	39	23
28	23	5,12	37*	--	28,29*	51*	7*	3,5,9,21	32,58
29	29	--	22*	49	--	52,53*	18*	--	--

teaching tasks that received a mean rating 4.000 or higher.

Table 12 (continued)

Rank Order	Total N=417	Agri. N=23	B.E. N=93	D.E. N=55	D.O. N=31	Health N=66	Home Ec N=92	Ind.Arts. N=14	Public N=43
30	51	21,29,48	36*	20	20,40,53*	--	36*	--	39
31	40	--	5*	51	--	40*	32*	--	48
32	32	--	4	40,56	--	32*	40*	6,28,29	11,40,56
33	7	13	6	--	13,35,56,58	29	51	--	--
34	56	32	55	7	--	48	23	--	--
35	6	23	7	23,58	--	10	53	32,37	5
36	48	40,41,45,58	32	--	--	58	13	--	28
37	35	--	45	15,16,32	22	7	29	7,18	41,45
38	58	--	40	--	16	55	10	--	--
39	10	--	13	--	45	39	58	14	10,35
40	45	10	48	55	32	27	45	13,51	--
41	55	15	46	29,45	47	45	16	--	55
42	17	35,55	35	--	9,39,44,46,51	46	14	44	18
43	39	--	10,51	46	--	14	46	36,55,58	42
44	13	56	--	10,39	--	41	56	--	44

*Teaching tasks that received a mean rating 4.000 or higher.

Table 12 (continued)

Rank Order	Total N=417	Agri. N=23	B.E. N=93	D.E. N=55	D.O. N=31	Health N=66	Home Ec N=92	Ind&Arts. N=14	Public N=43
45	41	50	17	--	--	6	15	--	7
46	46	14	39	44	--	13	39	16,56	15,46
47	14	27,46	27	6	10	35	17	--	--
48	15	--	16	13,17	41	15	55	35,46	14
49	49	16	15	--	14	50	48,49	--	13
50	16	49	14	14	27	56	--	17*	27*
51	27	39	58	47	54,55	16**	47	8**	50**
52	54	47	44	27	--	44**	27	42**	47**
53	44	17	47	54	15,42,50	47**	50,54	47**	49**
54	47	54	41	50**	--	54**	--	27**	6**
55	50**	42	42**	41**	--	8**	43,44**	43,49, 54**	16**
56	42**	44	50**	8**	17	49**	--	--	54**
57	8**	8**	8**	42**	8*	42**	8**	--	8**
58	43**	43**	43**	43**	43**	43**	42**	50**	43**

*Teaching tasks that received a mean rating 4.000 or higher.

**Teaching tasks that received a mean rating of less than 3.000.

Those items that fell between a mean of 3.000 and 3.999 might be considered moderately important to vocational teachers and could be used in teaching training programs as optional teaching competencies to be mastered by vocational teachers, depending on the particular needs of the students they are serving and the reading demands of their course of instruction.

Generic Reading-Related Teaching Tasks

It appears from the information presented in Tables 11 and 12 that a considerable number of reading-related teaching tasks were rated "important." The overall ratings, based on the opinions of all the respondents as a group, indicated that there were as many as 26 tasks (45% of the 58 items listed on the questionnaire) rated as important (mean of 4.000 or higher). However, only six of these 26 tasks were generic to each of the eight groups of vocational teachers. These six common teaching tasks had all received mean ratings of 4.000 or higher by each of the eight groups of respondents, with varying degrees of importance; e.g., questionnaire item 1, "*Determining students' strengths and weaknesses*", was ranked sixth by Agri teachers, fifth by Business teachers, second by D. E. and Public Service teachers, first by Diversified and Health teachers, third by Home Ec teachers, and eighth by Industrial Arts teachers.

Table 13 provides a list of the six generic reading-related teaching tasks important to all eight groups of vocational teachers. The questionnaire item number is referenced in parenthesis. The rank order of the teaching tasks, based on the overall mean ratings from the 417 respondents, is also provided in parenthesis at the end of each task description. The

Table 13

The Six Generic Reading-Related Teaching Tasks
Important to Vocational Teachers

Item*
#

Diagnosis

1. (1) Determine students' strengths and weaknesses (ranked 1st)**

Readability

2. (2) Select teaching techniques that meet the instructional needs of individual students (ranked 2nd)

Vocabulary

3. (19) Assign students to master specialized/technical vocabulary related to course of instruction (ranked 5th)
4. (26) Encourage students to use the correct definitions of words (ranked 3rd)

Comprehension

5. (31) Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading (ranked 6th)
6. (33) Assign students to read for sequence of events, methods or steps, or to follow written directions (ranked 4th)

*Item # refers to the teaching task number used on the questionnaire

**Rank order of teaching tasks for importance by all vocational teachers, based on the overall mean ratings

six teaching tasks represent four categories of reading instruction -- diagnosis, readability, vocabulary, and comprehension. The first two categories represent teacher-oriented teaching tasks, or tasks that are performed by teachers that may affect student learning indirectly, e.g., selecting textbooks for students to use. The other two categories of reading instruction are classified as student oriented teaching tasks that involve students directly in the learning process; for example, a teacher requiring a student to read a textbook for related information or procedures.

Reading-Related Teaching Tasks Unique to each Group of Vocational Teachers

Tables 14 through 21 list the generic and specific reading-related teaching tasks important to the individual groups of vocational teachers. Each table includes a list of the generic teaching tasks (in italic print), and a list of the teaching tasks unique to the given group. The rank order of importance of each task, as rated by the given individual group of vocational teachers, is provided in parentheses following each task description. The reading-related teaching tasks are clustered into categories of reading instruction. The categories for teacher-oriented teaching tasks are diagnosis, readability/reading materials, and preparing materials. The student-oriented teaching task categories include vocabulary, comprehension, and study skills.

Table 14

The 6 Generic and 18 Specific Reading-Related Teaching Tasks Important to Vocational Agri Teachers

Item*
#

Diagnosis

- Generic** 1. Determine students' strengths and weaknesses (ranked 6th)***

Readability/Reading Materials

- Generic** 2. Select teaching techniques that meet the instructional needs of individual students (ranked 1st)
3. Select/obtain textbooks for student use (ranked 15th)
4. Select/obtain reference books, technical manuals, periodicals, pamphlets, brochures, newsletters, etc., for student use (ranked 7th)
6. Provide low level reading material for poor readers (ranked 16th)
7. Provide higher level reading materials for better readers (ranked 16th)
18. Assign students to use self-instructional materials such as programmed materials, assignment sheets, lesson sheets, study guides, etc. (ranked 20th)

Preparing Materials

9. Write syllabus, content outline, or performance objectives for students to use throughout a unit of instruction (ranked 8th)
11. Develop original instructional material such as assignment sheets, lesson sheets, job sheets, study guides, etc. (ranked 20th)

*Item # refers to the teaching task number used on the questionnaire

**Generic - those reading related teaching tasks that are important to all vocational teachers

***Rank order of teaching tasks for importance by Agri teachers based on the mean ratings

Table 14 (continued)

Vocabulary

- Generic** 19. Assign students to master specialized/technical vocabulary related to course of instruction (ranked 13)
22. Assign students to master the names of tools, patterns, plans, equipment, materials, etc. (ranked 4th)
- Generic** 26. Encourage students to use the correct definitions of words (ranked 13th)

Comprehension

28. Request students to read for main idea (ranked 20th)
30. Assign/encourage students to read to make judgements and/or evaluate information (ranked 11th)
- Generic** 31. Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading (ranked 8th)
- Generic** 33. Assign students to read for sequence of events, methods or steps, or to follow written directions (ranked 5th)
34. Request students to visualize what the final product or outcome of following directions will be (ranked 16th)
36. Assign students to organize/summarize information read (ranked 12th)
37. Encourage students to relate what they read to prior knowledge and past experiences (ranked 16th)

Study Skills

38. Encourage students to use book parts or textbook aids such as table of contents, index, chapter headings, introductions, summaries, glossary, appendix, etc. (ranked 20th)
51. Encourage students to take lecture notes and/or notes on reading assignments (ranked 20th)
53. Assign/encourage students to determine what materials to read to solve a problem (ranked 8th)
52. Assign students to practice filling out actual forms, such as repair orders, supply order forms, job application forms, etc. (written simulations) (ranked 3rd)
57. Assist students in developing good study techniques (ranked 2nd)

Table 15

The 6 Generic and 25 Specific Reading-Related Teaching Tasks Important to Vocational Business Teachers

<u>Item*</u> <u>#</u>	<u>Diagnosis</u>
Generic** 1.	Determine students' strengths and weaknesses (ranked 5th)***
	<u>Readability/Reading Materials</u>
Generic** 2.	Select teaching techniques that meet the instructional needs of individual students (ranked 3rd)
3.	Select/obtain textbooks for student use (ranked 10th)
5.	Determine the reading level or difficulty of reading materials (ranked 81st)
18.	Assign students to use self-instructional materials such as programmed materials, assignment sheets, lesson sheets, study guides, etc. (ranked 12th)
	<u>Preparing Materials</u>
9.	Write syllabus, content outline, or performance objectives for students to use throughout a unit of instruction (ranked 25th)
11.	Develop original instructional material such as assignment sheets, lesson sheets, job sheets, study guides, etc. (ranked 21st)
12.	Prepare test items or written test (ranked 14th)

*Item # refers to the teaching task number used on the questionnaire.

**Generic - those reading related teaching tasks that are important to all vocational teachers

***Rank order of teaching tasks for importance by Business Education teachers based on the mean ratings

Table 15 (continued)

Vocabulary

- Generic*** 19. Assign students to master specialized/technical vocabulary related to course of instruction (ranked 20th)
20. Assign students to master abbreviations and symbols related to course of instruction (ranked 18th)
21. Assign students to master vocabulary words that have common meanings but also have a specialized meaning related to the course of instruction (ranked 17th)
22. Assign students to master the names of tools, patterns, plans, equipment, materials, etc. (ranked 29th)
23. Encourage students to use new words in writing (ranked 25th)
24. Encourage students to use the dictionary (ranked 2nd)
25. Encourage students to use glossaries found in textbooks and other reading materials (ranked 8th)
- Generic*** 26. Encourage students to use the correct definitions of words (ranked 6th)

Comprehension

28. Request students to read for main idea (ranked 19th)
29. Request students to read for details (23rd)
30. Assign/encourage students to read to make judgements and/or evaluate information (ranked 22nd)
- Generic*** 31. Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading (ranked 24th)
- Generic*** 33. Assign students to read for sequence of events, methods or steps, or to follow written directions (ranked 7th)
34. Request students to visualize what the final product or outcome of following directions will be (ranked 11th)
36. Assign students to organize/summarize information read (ranked 30th)
37. Encourage students to relate what they read to prior knowledge and past experiences (ranked 28th)

Table 15 (continued)

Study Skills

38. Encourage students to use book parts or textbook aids such as table of contents, index, chapter headings, introductions, summaries, glossary, appendix, etc. (ranked 9th)
49. Request students to locate information in telephone books/directories (ranked 16th)
52. Assign students to practice filling out actual forms, such as repair orders, supply order forms, job application forms, etc. (written simulations) (ranked 4th)
53. Assign/encourage students to determine what materials to read to solve a problem (ranked 27th)
54. Request students to alphabetize (ranked 13th)
56. Request students to proofread (ranked 1st)
57. Assist students in developing good study techniques (ranked 14th)

Table 16

The 6 Generic and 17 Specific Reading-Related Teaching Tasks
Important to Vocational Distributive Education Teachers

<u>Item*</u> <u>#</u>	<u>Diagnosis</u>
<i>Generic**</i>	1. Determine students' strengths and weaknesses (ranked 2nd)***
<u>Readability/Reading Materials</u>	
<i>Generic**</i>	2. Select teaching techniques that meet the instructional needs of individual students (ranked 3rd)
	3. Select/obtain textbooks for student use (ranked 7th)
	4. Select/obtain reference books, technical manuals, periodicals, pamphlets, brochures, newsletters, etc., for student use (ranked 9th)
	5. Determine the reading level or difficulty of reading materials (ranked 18th)
	18. Assign students to use self-instructional materials such as programmed materials, assignment sheets, lesson sheets, study guides, etc. (ranked 5th)
<u>Preparing Materials</u>	
	9. Write syllabus, content outline, or performance objectives for students to use throughout a unit of instruction (ranked 20th)
	11. Develop original instructional material such as assignment sheets, lesson sheets, job sheets, study guides, etc. (ranked 15th)
	12. Prepare test items or written tests (ranked 5th)
<i>Generic**</i>	19. Assign students to master specialized/technical vocabulary related to course of instruction (ranked 10th)

*Item # refers to the teaching task number used on the questionnaire

**Generic - those reading related teaching tasks that are important to all vocational teachers

***Rank order of teaching tasks for importance by Distributive Education teachers based on the mean ratings

Table 16 (continued)

Vocabulary

22. Assign students to master the names of tools, patterns, plans, equipment, materials, etc. (ranked 18th)
24. Encourage students to use the dictionary (ranked 8th)
25. Encourage students to use glossaries found in textbooks and other reading materials (ranked 11th)
- Generic** 26. Encourage students to use the correct definitions of words (ranked 4th)

Comprehension

30. Assign/encourage students to read to make judgements and/or evaluate information (ranked 14th)
- Generic** 31. Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading (ranked 17th)
- Generic** 33. Assign students to read for sequence of events, methods or steps to follow written directions (ranked 12th)
35. Request students to recognize propaganda or emotional writing in such materials as advertisements (ranked 20th)
36. Assign students to organize/summarize information read (ranked 3rd)
37. Encourage students to relate what they read to prior knowledge and past experiences (ranked 13th)

Study Skills

52. Assign students to practice filling out actual forms, such as repair orders, supply order forms, job application forms, etc. (written simulations) (ranked 1st)
53. Assign/encourage students to determine what materials to read to solve a problem (ranked 20th)
57. Assist students in developing good study techniques (ranked 15th)

Table 17

The 6 Generic and 26 Specific Reading-Related Teaching Tasks
Important to Vocational Diversified Occupational Teachers

<u>Item*</u> <u>#</u>	<u>Diagnosis</u>
Generic**	1. Determine students' strengths and weaknesses (ranked 1st)***
	<u>Readability/Reading Materials</u>
Generic**	2. Select teaching techniques that meet the instructional needs of individual students (ranked 3rd)
	3. Select/obtain textbooks for student use (ranked 8th)
	4. Select/obtain reference books, technical manuals, periodicals, pamphlets, brochures, newsletters, etc., for student use (ranked 9th)
	5. Determine the reading level or difficulty of reading materials (ranked 9th)
	6. Provide low level reading material for poor readers (ranked 15th)
	Provide higher level of reading materials for better readers (ranked 24th)
	18. Assign students to use self-instructional materials such as programmed materials, assignment sheets, lesson sheets, study guides, etc. (ranked 6th)
	<u>Preparing Materials</u>
	11. Develop original instructional material such as assignment sheets, lesson sheets, job sheets, study guides, etc. (ranked 15th)

*Item # refers to the teaching task number used on the questionnaire

**Generic - those reading related teaching tasks that are important to all vocational teachers

***Rank order of teaching tasks for importance by Diversified Occupational teachers based on the mean ratings

Table 17 (continued)

12. Prepare test items or written tests (ranked 6th)

Vocabulary

- Generic** 19. Assign students to master specialized/technical vocabulary related to course of instruction (ranked 20th)
20. Assign students to master abbreviations and symbols related to course of instruction (ranked 30th)
21. Assign students to master vocabulary words that have common meanings but also have a specialized meaning related to the course of instruction (ranked 18th)
23. Encourage students to use new words in writing (ranked 20th)
24. Encourage students to use the dictionary (ranked 4th)
25. Encourage students to use glossaries found in textbooks and other reading materials (ranked 9th)
- Generic** 26. Encourage students to use the correct definitions of words (ranked 5th)

Comprehension

28. Request students to read for main idea (ranked 28th)
29. Request students to read for details (ranked 28th)
30. Assign/encourage students to read to make judgements and/or evaluate information (ranked 24th)
- Generic** 31. Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading (ranked 20th)
- Generic** 33. Assign students to read for sequence of events, methods or steps, or to follow written directions (ranked 13th)
34. Request students to visualize what the final product or outcome of following directions will be (ranked 19th)
36. Assign students to organize/summarize information read (ranked 24th)
37. Encourage students to relate what they read to prior knowledge and past experiences (ranked 24th)

Table 17 (continued)

Study Skills

38. Encourage students to use book parts or textbook aids such as table of contents, index, chapter headings, introductions, summaries, glossary, appendix, etc. (*ranked 13th*)
40. Assign students to use/read graphic materials such as pictures/sketches/illustrations/figures (*ranked 30th*)
48. Request students to locate information in trade reference books/handbooks/journals (*ranked 20th*)
49. Request students to locate information in telephone books/directories (*ranked 12th*)
52. Assign students to practice filling out actual forms, such as repair orders, supply order forms, job application forms, etc. (written simulations) (*ranked 2nd*)
53. Assign/encourage students to determine what materials to read to solve a problem (*ranked 30th*)
57. Assist students in developing good study techniques (*ranked 15th*)

Table 18

The 6 Generic and 26 Specific Reading-Related Teaching Tasks
Important to Vocational Health Occupational Teachers

<u>Item*</u> <u>#</u>	<u>Diagnosis</u>
Generic**	1. Determine students' strengths and weaknesses (ranked 1st)***
	<u>Readability/Reading Materials</u>
Generic**	2. Select teaching techniques that meet the instructional needs of individual students (ranked 6th)
	3. Select/obtain textbooks for student use (ranked 16th)
	4. Select/obtain reference books, technical manuals, periodicals, pamphlets, brochures, newsletters, etc., for student use (ranked 22nd)
	5. Determine the reading level of difficulty or reading materials (ranked 27th)
	18. Assign students to use self-instructional materials such as programmed materials, assignment sheets, lesson sheets, study guides, etc. (ranked 20th)
	<u>Preparing Materials</u>
	9. Write syllabus, content outline, or performance objectives for students to use throughout a unit of instruction (ranked 5th)
	11. Develop original instructional material such as assignment sheets, lesson sheets, job sheets, study guides, etc. (ranked 19th)
	12. Prepare test items or written tests (ranked 3rd)
	17. Assign students to read textbooks and other materials outside of class (ranked 24th)

*Item # refers to the teaching task number used in the questionnaire

**Generic - those reading related teaching tasks that are important to all vocational teachers

***Rank order of teaching tasks for importance by Health Occupational teachers based on the mean ratings

Table 18 (continued)

Vocabulary

- Generic*** 19. Assign students to master specialized/technical vocabulary related to course of instruction (ranked 9th)
20. Assign students to master abbreviations and symbols related to course of instruction (ranked 7th)
21. Assign students to master vocabulary words that have common meanings but also have a specialized meaning related to the course of instruction (ranked 18th)
22. Assign students to master the names of tools, patterns, plans, equipment, materials, etc. (ranked 10th)
23. Encourage students to use new words in writing (ranked 21st)
24. Encourage students to use the dictionary (ranked 12th)
25. Encourage students to use glossaries found in textbooks and other reading materials (ranked 12th)
- Generic*** 26. Encourage students to use the correct definitions of words (ranked 2nd)

Comprehension

28. Request students to read for main idea (ranked 26th)
30. Assign/encourage students to read to make judgements and/or evaluate information (ranked 14th)
- Generic*** 31. Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading (ranked 14th)
32. Assign students to make comparisons of information read (ranked 2nd)
- Generic*** 33. Assign students to read for sequence of events, methods or steps, or to follow written directions (ranked 4th)
34. Request students to visualize what the final product or outcome of following directions will be (ranked 24th)
36. Assign students to organize/summarize information read (ranked 22nd)
37. Encourage students to relate what they read to prior knowledge and past experiences (ranked 8th)

Table 18 (continued)

Study Skills

38. Encourage students to use book parts or textbook aids such as table of contents, index, chapter headings, introductions, summaries, glossary, appendix, etc. (*ranked 16th*)
40. Assign students to use/read graphic material such as pictures/sketches/illustrations/figures (*ranked 31st*)
51. Encourage students to take lecture notes and/or notes on reading assignments (*ranked 28th*)
52. Assign students to practice filling out actual forms, such as repair orders, supply order forms, job application forms, etc. (written simulations) (*ranked 29th*)
53. Assign/encourage students to determine what materials to read to solve a problem (*ranked 29th*)
57. Assist students in developing good study techniques (*ranked 11th*)

Table 19

The 6 Generic and 26 Specific Reading-Related Teaching Tasks
Important to Vocational Home Economics Teachers

<u>Item*</u> <u>#</u>	<u>Diagnosis</u>
Generic**	1. Determine students' strengths and weaknesses (ranked 3rd)***
	<u>Readability/Reading Materials</u>
Generic**	2. Select teaching techniques that meet the instructional needs of individual students (ranked 1st)
	3. Select/obtain textbooks for student use (ranked 14th)
	4. Select/obtain reference books, technical manuals, periodicals, pamphlets, brochures, newsletters, etc., for student use (ranked 11th)
	5. Determine the reading level or difficulty of reading materials (ranked 10th)
	6. Provide low level reading material for poor readers (ranked 17th)
	7. Provide higher level reading materials for better readers (ranked 28th)
	18. Assign students to use self-instructional materials such as programmed materials, assignment sheets, lesson sheets, study guides, etc. (ranked 29th)
	<u>Preparing Materials</u>
	9. Write syllabus, content outline, or performance objectives for students to use throughout a unit of instruction (ranked 27th)

*Item # refers to the teaching task number used on the questionnaire

**Generic - those reading related teaching tasks that are important to all vocational teachers

***Rank order of teaching tasks for importance by Home Economics teachers based on the mean ratings

Table 19 (continued)

11. Develop original instructional material such as assignment sheets, lesson sheets, job sheets, study guides, etc. (ranked 13th)
12. Prepare test items or written tests (ranked 8th)

Vocabulary

- Generic**
19. Assign students to master specialized/technical vocabulary related to course of instruction (ranked 15th)
 20. Assign students to master abbreviations and symbols related to course of instruction (ranked 6th)
 21. Assign students to master vocabulary words that have common meanings but also have a specialized meaning related to the course of instruction (ranked 7th)
 22. Assign students to master the names of tools, patterns, plans, equipment, materials, etc. (ranked 2nd)
 24. Encourage students to use the dictionary (ranked 21st)
 25. Encourage students to use glossaries found in textbooks and other reading materials (ranked 9th)
- Generic**
26. Encourage students to use the correct definitions of words (ranked 4th)

Comprehension

28. Request students to read for main idea (ranked 24th)
 30. Assign/encourage students to read to make judgements and/or evaluate information (ranked 20th)
- Generic**
31. Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading (ranked 22nd)
 32. Assign students to make comparisons of information read (ranked 31st)
- Generic**
33. Assign students to read for sequence of events, methods or steps, or to follow written directions (ranked 5th)
 34. Request students to visualize what the final product or outcome of following directions will be (ranked 18th)

Table 19 (continued)

35. Request students to recognize propaganda or emotional writing in such materials as advertisements (ranked 26th)
36. Assign students to organize/summarize information read (ranked 30th)
37. Encourage students to relate what they read to prior knowledge and past experiences (ranked 18th)

Study Skills

38. Encourage students to use book parts or textbook aids such as table of contents, index, chapter headings, introductions, summaries, glossary, appendix, etc. (ranked 15th)
40. Assign students to use/read graphic material such as pictures/sketches/illustrations/figures (ranked 32nd)
41. Assign students to use/read graphic material such as diagrams/schematics/blueprints/patterns/plans (ranked 25th)
52. Assign students to practice filling out actual forms, such as repair orders, supply order forms, job application forms, etc. (written simulations) (ranked 11th)
57. Assist students in developing good study techniques (ranked 23rd)

Table 20

The 6 Generic and 14 Specific Reading-Related Teaching Tasks
Important to Vocational Technical Oriented Industrial
Arts Teachers at the Senior High Level

Item*

#

Diagnosis

- ~~Generic**~~ 1. Determine students' strengths and weaknesses (ranked 8th)***

Readability/Reading Materials

- Generic** 2. Select teaching techniques that meet the instructional needs of individual students (ranked 13th)

Preparing Materials

11. Develop original instructional material such as assignment sheets, lesson sheets, job sheets, study guides, etc. (ranked 8th)
12. Prepare test items or written tests (ranked 17th)
15. Direct students in instructing other students (ranked 11th)

Vocabulary

- Generic** 19. Assign students to master specialized/technical vocabulary related to course of instruction (ranked 19th)
22. Assign students to master the names of tools, patterns, plans, equipment, materials, etc. (ranked 4th)
23. Encourage students to use new words in writing (ranked 15th)

*Item # refers to the teaching task number used on the questionnaire

**Generic - those reading related teaching tasks that are important to all vocational teachers

***Rank order of teaching tasks for importance by Technical Oriented Industrial Arts teachers at the Senior High Level based on the mean ratings

Table 20 (continued)

24. Encourage students to use the dictionary (ranked 3rd)
25. Encourage students to use glossaries found in textbooks and other reading materials (ranked 4th)
- Generic** 26. Encourage students to use the correct definitions of words (ranked 7th)

Comprehension

- Generic** 31. Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading (ranked 17th)
- Generic** 33. Assign students to read for sequence of events, methods or steps, or to follow written directions (ranked 2nd)
34. Request students to visualize what the final product or outcome of following directions will be (ranked 1st)

Study Skills

38. Encourage students to use book parts or textbook aids such as table of contents, index, chapter headings, introductions, summaries, glossary, appendix, etc. (ranked 8th)
40. Assign students to use/read graphic material such as pictures/sketches/illustrations/figures (ranked 11th)
41. Assign students to use/read graphic material such as diagrams/schematics/blueprints/patterns/plans (ranked 4th)
45. Assign students to read charts/tables/schedules (ranked 13th)
52. Assign students to practice filling out actual forms, such as repair orders, supply order forms, job application forms, etc. (written simulations) (ranked 19th)
53. Assign/encourage students to determine what materials to read to solve a problem (ranked 15th)

Table 21

The 6 Generic and 12 Specific Reading-Related Teaching Tasks
Important to Vocational Public Service Occupational Teachers

Diagnosis

- Generic** 1. Determine students' strengths and weaknesses (ranked 2nd)***

Readability/Reading Materials

- Generic** 2. Select teaching techniques that meet the instructional needs of individual students (ranked 8th)
3. Select/obtain textbooks for student use (ranked 17th)
4. Select/obtain reference books, technical manuals, periodicals, pamphlets, brochures, newsletters, etc., for student use (ranked 17th)

Preparing Materials

9. Write syllabus, content outline, or performance objectives for students to use throughout a unit of instruction (ranked 12th)
12. Prepare test items or written tests (ranked 1st)
17. Assign students to read textbooks and other materials outside of class (ranked 15th)

Vocabulary

- Generic** 19. Assign students to master specialized/technical vocabulary related to course of instruction (ranked 11th)

*Item # refers to teaching task number used on the questionnaire.

**Generic - those reading related teaching tasks that are important to all vocational teachers

***Rank order of teaching tasks for importance by Public Service Occupational teachers based on the mean ratings

Table 21 (continued)

21. Assign students to master vocabulary words that have common meanings but also have a specialized meaning related to the course of instruction (*ranked 15th*)
22. Assign students to master the names of tools, patterns, plans, equipment, materials, etc. (*ranked 13th*)
24. Encourage students to use the dictionary (*ranked 13th*)
- Generic** 26. Encourage students to use the correct definitions of words (*ranked 4th*)

Comprehension

30. Assign/encourage students to read to make judgements and/or evaluate information
- Generic** 31. Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading (*ranked 6th*)
- Generic** 33. Assign students to read for sequence of events, methods or steps, or to follow written directions (*ranked 6th*)
37. Encourage students to relate what they read to prior knowledge and past experiences (*ranked 10th*)

Study Skills

51. Encourage students to take lecture notes and/or notes on reading assignments (*ranked 3rd*)
57. Assist students in developing good study techniques (*ranked 9th*)

Teaching Tasks Added by the Respondents

The respondents were asked to add any teaching tasks that they felt were important, which were not included on the questionnaire. Appendix E provides a listing of the additional teaching tasks recommended by the various groups of vocational education teachers. Since the respondents were asked to rate each added task on the same importance scale of 1 to 5 used for the questionnaire, their ratings are given in parenthesis preceding the added task.

A tremendous response was received on this open ended section of the questionnaire. Twelve additional tasks were recommended by Agri teachers, 23 by Business, 25 by Distributive, 11 by DCT, 3 by Work Experience, 54 by Health, 26 by Home Ec, 6 by Industrial Arts, and 27 by Public Service. A few samples of the recommended additional teaching tasks are presented here to give some indication of the demands for reading in vocational training programs as perceived by individual respondents:

"Reading assignments followed up by practice or demonstration." (Agri)

"Request that student cross-reference needed information." (Agri)

"Provide oral testing for students with reading problems." (Business)

"Assign students to differentiate between similarly-spelled words." (Business)

"Expect students to write ideas and concepts, even if they can't spell or use proper grammar. Then expect to use necessary aids to do them over in correct form... to get them away from the fear of mistakes." (Distributive)

"Ask students to break down word (terms) components for better understanding." (Health)

"Assign students to re-word reading assignments."
(Health)

Comments from Questionnaire Respondents

Appendix F provides a listing of the open-ended comments made by the respondents on the questionnaire. These comments indicate some of the problems and solutions related to reading that exist as viewed by the general vocational teachers.

CHAPTER -

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify the reading-related teaching competencies that will be of potential use to vocational teachers if they are to help students develop the reading skills necessary to benefit from classroom instruction and to succeed on the job. The procedures for this study included surveying outstanding professional classroom vocational teachers who represented eight areas of vocational education and who geographically represented the state of Florida. The 58-item questionnaire used in the survey asked the respondents to rate the importance of reading-related teaching tasks to their subject areas.

CONCLUSIONS

The results received from the 417 respondents revealed that there were six generic reading-related teaching tasks important to all vocational teachers; and the number of tasks that were identified as being unique to each of the program areas resulted in 18 for Agri teachers, 25 for Business teachers, 17 for Distributive, 26 for Diversified Occupational teachers, 26 for Health Occupational teachers, 26 for Home Economics teachers, 14 for Technical Oriented Industrial Arts teachers at the senior high level, and 12 for Public Service Occupational teachers.

It appears from the teaching tasks identified that vocational teachers would benefit from training that would develop teaching competencies in the following broad categories of reading instruction: diagnosis, readability, reading materials, preparing materials, vocabulary instruction, comprehension instruction, and study skills instruction.

RECOMMENDATIONS

If vocational teachers are going to be held accountable for teaching reading in the content area, it is recommended that vocational instructors in Florida develop mastery of the most important reading-related instructional competencies identified. It is recommended, therefore, that the generic and specific reading-related teaching competencies be included in preservice and inservice teacher training components for vocational teachers. These competencies should be spelled out in certification requirements as guidelines for teacher training institutions and district staff development planners.

The Vocational Reading CBTE Training System

As mentioned in Chapter 1, the purpose of the Vocational Reading and Math CBTE project is to develop a competency-based teacher education delivery system which will help vocational teachers expand their competencies in providing reading and math instruction in conjunction with subject-matter teaching. The training system will center around individualized, self-paced learning modules that will include assessment criteria and learning activities for each competency identified. Other components of the system will include a teacher handbook, a teacher trainer guide, and a delivery system.

The training system will accommodate a wide range of abilities by using pretest and branching techniques, thus allowing the individual teacher to work only on those modules or segments of the training program that are needed. The programmed, self-instructional modules could be used by teachers on their own time outside a formal teacher training program. For certification or further information is needed, teachers can seek assistance from the teacher trainer or resource person. Components of this training system could be used to supplement or substitute for inservice training programs designed by local school districts to meet certification requirements, as well as to supplement preservice teacher training programs also designed to meet certification requirements. It is anticipated that the identified competencies and assessment criteria will guarantee a certain degree of standardization to the inservice or preservice training that teachers receive.

The Modules. The reading-related teaching competencies identified in this study for vocational teachers, and the ones identified in a previous study (Horlivi, 1977) for Trade and Industrial Teachers will be the basis

from which the training modules will be developed. The training modules will be developed in the form of programmed instructional units encompassing pretesting, identified entering competencies, branching, learning options, exercises, extended activities, and a glossary of terms. An overview section of each module provides the reader with a summary of the major steps and components available in the instructional system, along with the learning goals or teaching competencies to be developed in the given module, and the rationale or need for mastering these competencies. Entry skills, resources needed, and time required are also provided. The pretest is used to determine whether the teacher already has mastery of these competencies; if not, the teacher-learner can proceed through the instructional training provided in the module. Directions, rules, information examples and activities are provided to assist the teacher in internalizing the concepts. Periodic performance tests provide for self-checking one's progress. Post-assessments to evaluate mastery of the objective(s) include mastery criteria. Extended activities/resources for further refinement of competency mastery are provided if needed or desired by teacher-learners.

Based on the reading-related teaching competencies identified for T&E and the remaining vocational program areas, the following eight categories of reading instruction are recommended for utilization in the development of the training modules:

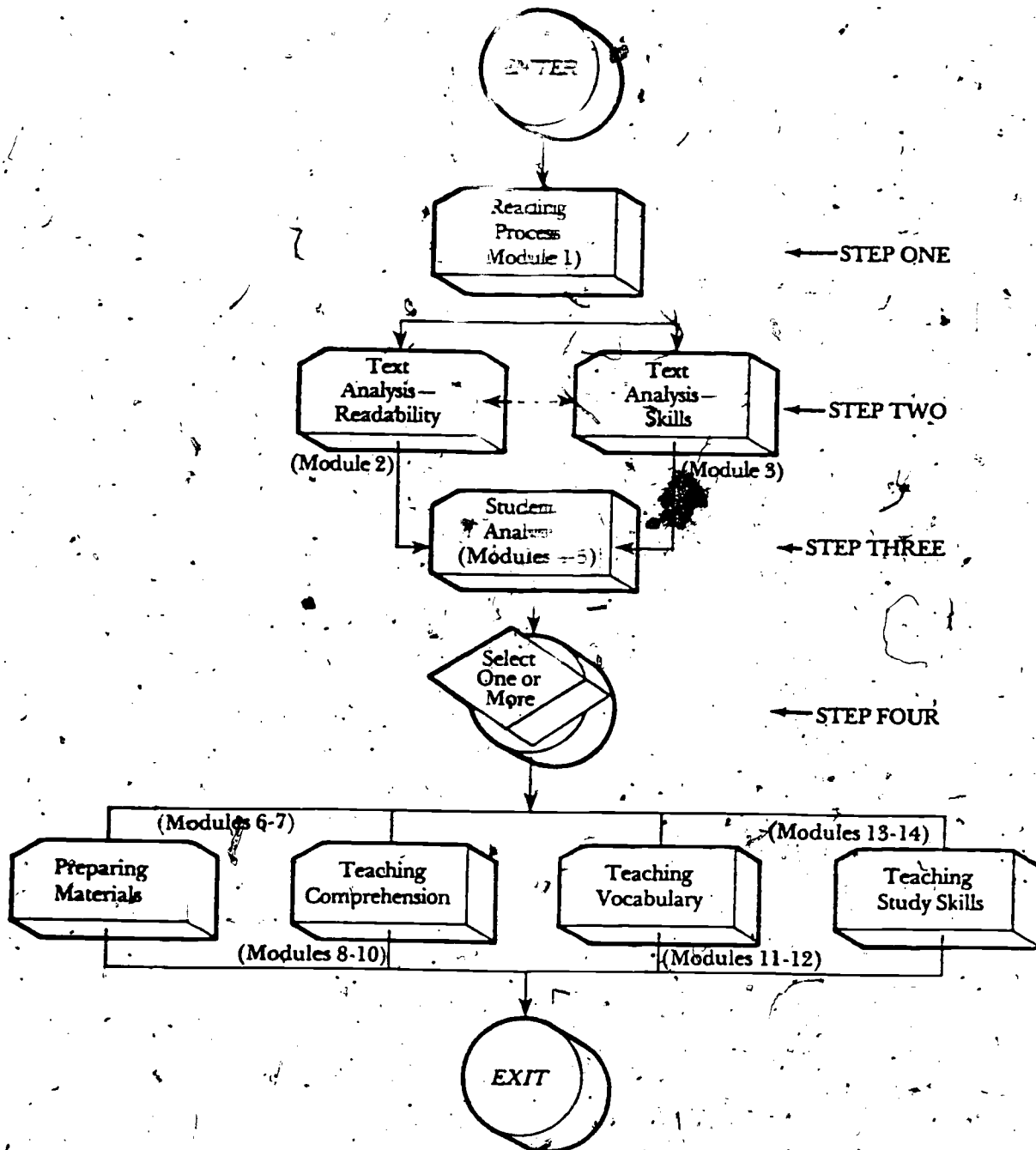
1. Understanding the reading process (and specific skills)
 - (a) overview of the reading skill continuum
 - (b) reading skills in content areas
2. Analyzing printed materials to determine readability
 - (a) reading levels based on formulas
3. Analyzing printed materials to determine reading skills critical for understanding
 - (a) analysis of text readings
 - (b) analysis of study questions

4. Analyzing the reading level (strengths and weaknesses) of vocational students
 - a) formal assessment
 - b) informal assessment
5. Preparing instructional materials.
 - a) factors that make printed material difficult to read
 - b) re-writing techniques
 - c) production techniques
 - d) selection techniques
6. Teaching comprehension skills
 - a) basic comprehension skills (author's message, main ideas, details, and following directions - at literal and interpretive levels)
 - b) problem-solving reading skills
 - c) critical reading skills
7. Teaching vocabulary skills
 - a) word concepts for reading & writing application
 - b) context clues
 - c) word structure clues
 - d) dictionary clues (glossary and other sources)
8. Teaching study skills
 - a) following directions (step by step procedures & filling out forms)
 - b) reading graphic aids
 - c) using book parts
 - d) using references
 - e) study techniques and note-taking

The first four categories of competencies are critical for a basic foundation on which to build competencies in teaching basic reading skills. These are sequential in concept development and should be completed in the order given above with categories two and three being interchangeable for modules two and three as illustrated in Figure I. The fifth category develops competency in writing instructional materials to be used in the classroom. This competency can be developed at any time after mastering the competencies in the four critical categories, or not at all depending on the instructor's needs. The remaining three categories develop competencies in teaching specific reading skills which can be incorporated into the classroom instruction. These can be completed in any order after the first four categories have been.

mastered. The flowchart in Figure 1 diagrams the recommended order for topics to be presented. The order (and whether a skill is necessary) may vary and will depend on which reading skills the instructor deems to be critical for understanding assigned readings.

Figure 1
Steps Through the System



The selection of the skills to be taught will depend on the needs of the students and requirements of the course. Since job performance tasks vary from one occupation to the next, the math and reading competency requirements also vary. Of course, there are some skills, such as following directions (item 33), that will be generic to all occupations. Other skills, however, will have more specific application to certain occupations and should have priority in those, but not in others. For example, proof reading is crucial to typewriting, but is not at the top of the list for auto body repair; map reading would be important to truck drivers; learning chemical terms is necessary for cosmetology and health related occupations; and learning liquid measures is a high priority for commercial baking. Obviously, therefore, it is not necessary for a vocational teacher to teach all basic math and reading competencies--only those required of the occupational area in question.

Trainer Guide. The Teacher Trainer Guide will serve as a support system to the modules in providing additional training for teachers through teacher trainers or resource persons. Teacher trainers may be teacher educators at the university level or classroom teachers or district supervisors at the local level. The Teacher Trainer Guide is designed to provide the teacher trainer with a step by step analysis of how to conduct a training session or workshop utilizing the competency-based modules developed for this instructional delivery system. Because the modules are individualized, self-paced and self-contained, it is anticipated that the teacher trainers will be utilized mainly as resource persons in cases such as group inservice sessions or when a teacher, after taking the post-test twice, needs additional assistance in understanding the concepts developed in a module. Specifically the guide will include media aids, such as transparency masters and audiotapes, as

well as bibliographies of additional resources, background information which will be for the trainers only, and checklists to facilitate the step by step instructional procedures.

Teacher Handbook. The handbook which is an easy reference for vocational teachers, provides a brief synopsis of the skill concepts and teaching techniques developed in each instructional module. Since it is a synthesis of concepts on teaching strategies to be presented in training sessions and modules, it will serve as an efficient means for vocational education teachers to review what they have already mastered and to ascertain which modules develop the competencies they need. Bibliographies for extra reading are also provided for anyone desiring additional information on certain concepts.

Dissemination and Diffusion. The modules, teacher handbook, and teacher trainer guide will be designed for easy state-wide dissemination. A master set of all resulting products will be provided to each of the 67 school districts, all teacher training institutions, all community colleges, and other groups involved in vocational staff developments. It will be the responsibility of these institutions to make copies available by duplicating materials from the master set. For the most effective use of the materials, teacher trainers should be available when the materials are in use. Training workshops conducted by project staff will provide these resource persons with instruction in utilization of the materials so that they will be fully prepared to assist teachers whenever necessary.

Magazine articles will appear in the Florida Vocational Journal periodically to create an awareness of student reading and math learning needs and possible solutions that might be employed by classroom teachers. It is anticipated that the developed instructional delivery system could be used by teachers other than vocational instructors, and by such special groups as IMTS coordinators.

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BIBLIOGRAPHY

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APPENDIX A

Cover Letter from Mr. Joe D. Mills
Cover Letter from Dr. Donna H. Redmann
Panel of Experts' Acceptance Form



STATE OF FLORIDA
DEPARTMENT OF EDUCATION

RALPH D. TURLINGTON
COMMISSIONER

TALLAHASSEE 32304

Dear Educator:

The State of Florida is committed to competency-based education and competency-based teacher education in its effort to provide the best possible learning situation for its students. The Division of Vocational Education has for some time sponsored and supported efforts to this commitment. Just recently the Division has addressed the basic skill problem vocational students are faced with by sponsoring a new research project, the Vocational Reading and Math Competency-Based Teacher Education Project at Florida State University.

The purpose of this project is to develop a competency-based teacher education instructional delivery system to train vocational teachers to incorporate reading and math instruction into their subject matter area.

Your professional expertise is needed to ensure the success of this research project. The project will be conducted under the direction of Dr. Donna H. Redmann. Enclosed is a letter of specific request.

Your cooperation in this matter will be greatly appreciated.

Sincerely yours,

Joe D. Mills
by *and*

Joe D. Mills
State Director for Vocational Education

drs

Enclosure



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University, 205 Wildwood Drive
Tallahassee, Florida 32306 (904)644-1770

A research project at Florida State University, entitled Vocational Reading and Math CBTE, is in the process of developing an instructional delivery system designed to train preservice and inservice vocational teachers to teach reading and math in conjunction with their subject-matter teaching. The system is not designed to make reading and math specialists of the vocational teachers, but to enhance their overall teaching strategies which in turn will improve the learning abilities of their students.

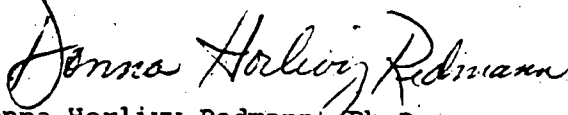
Reading and math teaching competencies needed by vocational teachers will be identified for each vocational program area. Reading-related teaching competencies have already been identified for Trade and Industrial teachers within the broad areas of: determining the readability of written materials; diagnosing students' reading weaknesses and strengths; developing written materials; and teaching vocabulary, comprehension, and study skills. The project plans to product a system for training teachers in all of the competencies identified. Components of the system will include: assessment criteria; learning activities; a management system for the learning activities; modules; a delivery system; and a diffusion and dissemination system.

Because of your expertise and experience, you are being asked to participate in this project by serving as a member on the panel of experts. This will involve advising the project staff in your area(s) of expertise as it relates to the teaching competencies to be identified, the content of the developed material, and/or the design of the instructional training system.

For your convenience, a form is attached for you to indicate whether or not you will be able to participate.

Your assistance with this project will be greatly needed and appreciated. If you have any questions, please do not hesitate in contacting me or the project's Reading Coordinator, Dr. Pamela Williams at (904) 644-1770 or sumcom 284-1770.

Sincerely yours,



Donna Horlivy Redmann, Ph.D.
Project Director

Enclosure

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Vocational Reading and Math CBTE Project
205 Wildwood Drive
Florida State University
Tallahassee, FL 32306

PANEL OF EXPERTS' ACCEPTANCE FORM

for

THE VOCATIONAL READING AND MATH CBTE PROJECT

Name:

Area(s) of Expertise:

Phone #:

Please check the appropriate response.

YES I will be able to serve as a member on the panel of experts for the project.

NO I will be unable at this time to serve as a member of the panel of experts for the project.

Signature _____

Date _____

If the above address and telephone number is incorrect or if you would like for us to use another mailing address, please indicate.

Please mail this form to:

Dr. Donna Horlivy Redmann
Vocational Reading and Math CBTE Project
205 Wildwood Drive
Florida State University
Tallahassee FL 32306

APPENDIX B

Cover Letter to Panel of Experts

Cover Letter to Department of Education Regional Consultants

Preliminary List of Reading-Related Teaching Tasks



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University, 205 Wilkwood Drive
Tallahassee, Florida 32306 • (904)644-1770

As a member of the panel of experts for the Vocational Reading and Math CBTE Project, we would like to call upon you to lend us your expertise by reviewing and critiquing the attached list of teaching tasks. This preliminary list of reading-related teaching tasks will be used as a basis for developing a questionnaire to be sent to classroom vocational education teachers. The questionnaire will, in turn, validate the teaching competencies needed by the different groups of vocational teachers to teach reading in conjunction with the subject matter, without becoming reading experts. The philosophy of this project is to train teachers in those areas of reading that are necessary to the teacher's specific subject area. It is anticipated that generic and unique competencies will be identified; e.g., map reading skill is crucial to an ambulance driver or a truck driver, but is not a necessary skill for a lab technician or a medical secretary.

Attached for your information are copies of the two articles that appeared in the January issue of the Florida Vocational Journal, along with the next article which is to appear in June. These articles will provide you with an overall description of the project's goals.

If at all possible, please return your critiqued copy of the competencies list by March 12. Your assistance in this matter will be greatly appreciated. Should you have any questions, please feel free to contact me or Dr. Pamela Williams, Reading Coordinator, at 644-1770.

Sincerely,

Donna Horlivy Redmann, Ph.D.
Project Director

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Enclosures



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University, 205 Wildwood Drive
Tallahassee, Florida 32306 (904)644-1777

M E M O R A N D U M

TO: DOE Regional Consultants

FROM: *DHR*
Donna H. Redmann, Project Director

DATE: March 14-15, 1979

SUBJECT: Preliminary List of Reading-Related Teaching Tasks

We would like to call upon you to lend us your expertise by reviewing and critiquing the attached list of teaching tasks. This preliminary list of reading-related teaching tasks will be used as a basis for developing a questionnaire to be sent to classroom vocational education teachers. The questionnaire will, in turn, validate the teaching competencies needed by the different groups of vocational teachers to teach reading in conjunction with the subject matter, without becoming reading experts. The philosophy of this project is to train teachers in those areas of reading that are necessary to the teacher's specific subject area. It is anticipated that generic and unique competencies will be identified; e.g., map reading skill is crucial to an ambulance driver or a truck driver, but is not a necessary skill for a lab technician or a medical secretary.

Attached for your information are copies of the two articles that appeared in the January issue of the Florida Vocational Journal, along with the next article which is to appear in June. These articles will provide you with an overall description of the project's goals.

Your assistance in this matter will be greatly appreciated. Should you have any questions, please feel free to contact me or Dr. Pamela Williams, Reading Coordinator, at 644-1770.

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Enclosures

PRELIMINARY LIST

OF

READING-RELATED TEACHING TASKS

Guidelines:

1. Please mark columns YES or NO according to whether you believe each task is a valid teaching task in your subject field.
2. Feel free to revise each statement as you see the need.
3. Space is provided at the end of each sections for any additional tasks that you feel to be important to vocational teachers in your area.

I. Teacher-Oriented Teaching Tasks

A. *Diagnosis*

YES

NO

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Determine students' reading levels and abilities |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Analyze students' cumulative records to determine individual student's strengths and weaknesses |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Analyze students' test performance records from the IMTS Center |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. |

Please return to: Dr. Donna H. Redmann
Vocational Reading & Math CBTE Project
205 Wildwood Dr.
Florida State University
Tallahassee FL 32306

Signature _____

Date _____

B. Readability/Reading Materials

YES

NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Select/obtain textbooks for student use |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Select/obtain other reference books for student use |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Select/obtain technical manuals for student use |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Select/obtain trade journal, magazines, pamphlets for student use |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Select/obtain programmed instructional materials for student use |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Determine the reading level or difficulty of reading material |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Provide low level reading material for poor readers |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Rewrite commercially-prepared materials such as text book parts, pamphlets, manuals, etc., for student use |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. |

C. Preparing Materials

YES

NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Write a content outline for students to use throughout a unit of instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Develop original instructional materials such as transparencies, charts, bulletin boards, posters |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Develop original instructional material such as assignment sheets, lesson sheets, job sheets, study guides, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Write instructional objective for students to use |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Develop course outline for students to use |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Prepare essay test items |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Prepare true-false test items |

- 8. Prepare completion test items
- 9. Prepare matching test items
- 10. Prepare multiple-choice test items
- 11. Prepare performance test(s), check list(s), rating form(s), etc.
- 12. Prepare progress charts(s), work schedule(s), etc.
- >13.

D. Other

YES NO

- 1. Provide remedial work for poor readers
- 2. Provide remedial work for slow learners with help from a reading specialist
- 3. Direct students in instructing other students
- 4. Set aside time in class for students to read their textbooks
- 5.

II. Student Oriented Teaching Tasks

A. Types of Materials Read & Their Use

- | <u>YES</u> | <u>NO</u> | |
|------------|-----------|--|
| — | — | 1. Require student to read textbooks in class |
| — | — | 2. Require student to read textbooks outside of class |
| — | — | 3. Require student to read technical manuals |
| — | — | 4. Require student to read trade journals, magazines, newsletters, and/or bulletins |
| — | — | 5. Require student to read pamphlets |
| — | — | 6. Require student to use programmed instructional materials |
| — | — | 7. Require student to use supplementary books or materials |
| — | — | 8. Require student to listen to audio tape and follow along with the book or written narrative |
| — | — | 9. Require student to listen to audio tape, then read material such as worksheets or workbooks to apply what was learned on the tape |
| — | — | 10. Require student to read labels |
| — | — | 11. Require students to read advertisements |
| — | — | 12. Require student to read and use assignment sheets, lesson sheets, study-guides, etc. |
| — | — | 13. Require students to read units of measurements |
| — | — | 14. Require students to read math symbols |
| — | — | 15. Require students to read numbers expressed in decimals |
| — | — | 16. Require students to read how-to-do-it materials |
| — | — | 17. Require students to read factual-theoretical material |
| — | — | 18. |

B. Vocabulary

YES

NO

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Require students to master specialized/technical vocabulary related to course of instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Require students to master abbreviations and symbols related to course of instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Require students to master vocabulary words that have common meanings but have a specialized meaning related to the course of instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Require students to master the names of tools, patterns, plans, equipment, materials, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Require students to orally use new words |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Require students to use new words in writing |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Require students to use the dictionary |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Require students to use glossary found in textbook and other reading materials |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Require students to select the correct definitions of words |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Require students to keep a record of new words |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. |

C. Comprehension

YES

NO

- | | | |
|------------|------------|---|
| <u> </u> | <u> </u> | 1. Require students to read for main ideas |
| <u> </u> | <u> </u> | 2. Require students to read for details |
| <u> </u> | <u> </u> | 3. Require students to read with precision and accuracy |
| <u> </u> | <u> </u> | 4. Require students to read to interpret information |
| <u> </u> | <u> </u> | 5. Require students to read to evaluate information |
| <u> </u> | <u> </u> | 6. Require students to read to make judgments |
| <u> </u> | <u> </u> | 7. Require students to draw conclusions |
| <u> </u> | <u> </u> | 8. Require students to make comparisons |
| <u> </u> | <u> </u> | 9. Require students to read for sequence of events, methods, or steps |
| <u> </u> | <u> </u> | 10. Require students to understand the author's organization |
| <u> </u> | <u> </u> | 11. Require students to visualize the product or outcome of following directions |
| <u> </u> | <u> </u> | 12. Require students to recognize emotional writing in such materials as advertisements |
| <u> </u> | <u> </u> | 13. Require students to summarize information read |
| <u> </u> | <u> </u> | 14. Require students to relate what they read to prior knowledge and past experiences |
| <u> </u> | <u> </u> | 15. Require students to predict outcomes when reading |
| <u> </u> | <u> </u> | 16. Require students to apply knowledge read to solve hypothetical problems |
| <u> </u> | <u> </u> | 17. |

D. Study Skills

YES NO

1. Require students to use book parts or textbook aids such as:

- a. title and copyright pages
- b. epilog
- c. preface
- d. table of contents
- e. index
- f. chapter headings
- g. introductions
- h. summaries
- i. glossary
- j. appendix

2. Require students to use graphic material such as:

YES NO

- a. pictures/sketches
- b. diagrams/schematics/blueprints
- c. illustrations
- d. maps and globes
- e. cartoons
- f. graphs
- g. tables
- h. schedules
- i. figures
- j. symbols and legends

- k. patterns
- l. plans
- m.

3. Require students to locate information in such sources as:

- | <u>YES</u> | <u>NO</u> | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | a. library card catalog |
| <input type="checkbox"/> | <input type="checkbox"/> | b. encyclopedias |
| <input type="checkbox"/> | <input type="checkbox"/> | c. atlas |
| <input type="checkbox"/> | <input type="checkbox"/> | d. bibliographies |
| <input type="checkbox"/> | <input type="checkbox"/> | e. reader's guide |
| <input type="checkbox"/> | <input type="checkbox"/> | f. indexes |
| <input type="checkbox"/> | <input type="checkbox"/> | g. dictionary |
| <input type="checkbox"/> | <input type="checkbox"/> | h. trade reference books |
| <input type="checkbox"/> | <input type="checkbox"/> | i. |

- | <u>YES</u> | <u>NO</u> | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Require students to follow oral instructions |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Require students to follow written directions |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Require students to follow a set of directions in a sequence |

- ___ 7. Require students to outline assigned readings
- ___ 8. Require students to take lecture notes
- ___ 9. Require students to take notes on reading assignments
- ___ 10. Require students to practice filling out repair orders, supply order forms, job application forms, etc. (written simulations)
- ___ 11. Require students to use the SQ3R method of studying (SQ3R = Survey, Question, Read, Recite, and Review)
- ___ 12. Require students to determine what materials to read to solve a problem
- ___ 13. Require students to organize information
- ___ 14. Require students to retain information
- ___ 15. Require students to alphabetize
- ___ 16. Require students to adjust their reading rate and techniques to purpose for reading
- ___ 17. Require students to scan for specific information
- ___ 18. Require students to proof read
- ___ 19.

APPENDIX C

Cover Letter from Mr. Joe D. Mills

Cover Letter from Dr. Donna H. Redmann

Reading Questionnaire to Vocational Teachers



RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

Dear Educator:

The State of Florida is committed to competency-based education and competency-based teacher education in its effort to provide the best possible learning situation for its students. The Division of Vocational Education has for some time sponsored and supported efforts to this commitment. Just recently the Division has addressed the basic skill problem vocational students are faced with by sponsoring a new research project, the Vocational Reading and Math Competency-Based Teacher Education Project at Florida State University.

The purpose of this project is to develop a competency-based teacher education instructional delivery system to train vocational teachers to incorporate reading and math instruction into their subject matter area. The intent is not to make teachers into reading and math specialists but to assist them in enhancing their overall teaching techniques.

Your professional expertise is needed to ensure the success of this research project. The project will be conducted under the direction of Dr. Donna Redmann, Vocational Reading and Math CBTE Project, Department of Curriculum and Instruction, College of Education, 982 West Brevard, Florida State University, Tallahassee, Florida 32306, Phone 904/644-1770. Enclosed is a letter of specific request.

Sincerely yours,

A handwritten signature in cursive script that reads "Joe D. Mills".

Joe D. Mills, Director
Division of Vocational Education

drs
Enclosure



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University,
Tallahassee, Florida 32306 (904)644-1770

Your help is needed on a research project being conducted at Florida State University, entitled Vocational Reading and Math CBTE Project. This project is attempting to identify teaching competencies that need to be covered in preservice and inservice training programs for vocational teachers in order to meet a recent certification requirement related to teaching reading in the subject areas. Teacher training materials will be developed based on the reading-related activities performed in vocational education programs. These materials will be designed to assist vocational teachers in meeting the certification requirement without turning them into reading experts.

Because you have been recommended as an outstanding teacher in your area, we would like to request your assistance in identifying the importance of those tasks that are performed in your classroom related to reading. Your opinion will be pooled with that of other master teachers like yourself from around the State to arrive at a general consensus of the importance of these tasks to your occupational training area.

If you are interested in receiving the results of this survey, please so indicate on the space provided at the end of the attached questionnaire. We would greatly appreciate it if you could return the questionnaire to us within two weeks. A stamped pre-addressed envelope is enclosed for your convenience. If you have any questions, please feel free to contact me or Dr. Pamela Williams, the reading coordinator, at 904/644-1770 (Suncom 284-1770).

Thank you for your assistance in this project effort.

Yours truly,

Donna Horlivy Redmann, Ph.D.
Project Director

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Enclosures

READING RELATED TEACHING TASKS
FOR VOCATIONAL EDUCATION TEACHERS

Dear Educator:

You will find below (and on the following pages) a list of reading related teaching tasks that may or may not be performed in your subject area. Please read each task carefully and rate it as to how important it is to your subject field.

Please use the following rating scale in circling your response:

Very Important Not Important
5.....4.....3.....2.....1

There are no right or wrong responses; you are not expected to rate all tasks as "very important" or "not important". In the space provided at the end of this list, feel free to add any tasks that have not been listed, which you feel are important.

⑤ 4 3 2 1 0. Example: If you think a task is very important, circle #5.

Teaching Tasks

- | | |
|-----------|--|
| 5 4 3 2 1 | 1. Determine students' strengths and weaknesses |
| 5 4 3 2 1 | 2. Select teaching techniques that meet the instructional needs of individual students |
| 5 4 3 2 1 | 3. Select/obtain textbooks for student use |
| 5 4 3 2 1 | 4. Select/obtain reference books, technical manuals, periodicals, pamphlets, brochures, newsletters, etc., for student use |
| 5 4 3 2 1 | 5. Determine the reading level or difficulty of reading materials |
| 5 4 3 2 1 | 6. Provide low level reading material for poor readers |
| 5 4 3 2 1 | 7. Provide higher level reading materials for better readers |

Please return to: Dr. Donna H. Redmann
Vocational Reading and Math CBTE Project
Department of Curriculum & Instruction
College of Education
982 West Brevard Street
Florida State University
Tallahassee FL 32306

Signature _____

Date _____

Teaching Tasks

- 5 4 3 2 1 8. Rewrite commercially-prepared materials such as textbook parts, pamphlets, manuals, etc., for student use
- 5 4 3 2 1 9. Write syllabus, content outline, or performance objectives for students to use throughout a unit of instruction
- 5 4 3 2 1 10. Develop written materials for students to read such as booklets, fact/information sheets, etc.
- 5 4 3 2 1 11. Develop original instructional material such as assignment sheets, lesson sheets, job sheets, study guides, etc.
- 5 4 3 2 1 12. Prepare test items or written tests
- 5 4 3 2 1 13. Provide remedial work in the content area for poor readers
- 5 4 3 2 1 14. Provide remedial work in the content area for poor readers with help from a reading specialist
- 5 4 3 2 1 15. Direct students in instructing other students
- 5 4 3 2 1 16. Assign students to read textbooks and other materials in class
- 5 4 3 2 1 17. Assign students to read textbooks and other materials outside of class
- 5 4 3 2 1 18. Assign students to use self-instructional materials such as programmed materials, assignment sheets, lesson sheets, study guides, etc.
- 5 4 3 2 1 19. Assign students to master specialized/technical vocabulary related to course of instruction
- 5 4 3 2 1 20. Assign students to master abbreviations and symbols related to course of instruction
- 5 4 3 2 1 21. Assign students to master vocabulary words that have common meanings but also have a specialized meaning related to the course of instruction
- 5 4 3 2 1 22. Assign students to master the names of tools, patterns, plans, equipment, materials, etc.
- 5 4 3 2 1 23. Encourage students to use new words in writing
- 5 4 3 2 1 24. Encourage students to use the dictionary
- 5 4 3 2 1 25. Encourage students to use glossaries found in textbooks and other reading materials

Teaching Tasks

- 5 4 3 2 1 26. Encourage students to use the correct definitions of words
- 5 4 3 2 1 27. Assign/encourage students to keep a record of new words
- 5 4 3 2 1 28. Request students to read for main idea
- 5 4 3 2 1 29. Request students to read for details
- 5 4 3 2 1 30. Assign/encourage students to read to make judgements and/or evaluate information
- 5 4 3 2 1 31. Assign/encourage students to interpret information, draw conclusions, and/or predict outcomes when reading
- 5 4 3 2 1 32. Assign students to make comparisons of information read
- 5 4 3 2 1 33. Assign students to read for sequence of events, methods or steps, or to follow written directions
- 5 4 3 2 1 34. Request students to visualize what the final product or outcome of following directions will be
- 5 4 3 2 1 35. Request students to recognize propaganda or emotional writing in such materials as advertisements
- 5 4 3 2 1 36. Assign students to organize/summarize information read
- 5 4 3 2 1 37. Encourage students to relate what they read to prior knowledge and past experiences
- 5 4 3 2 1 38. Encourage students to use book parts or textbook aids such as table of contents, index, chapter headings, introductions, summaries, glossary, appendix, etc.
- 5 4 3 2 1 39. Assign students to answer review questions from textbooks
- 5 4 3 2 1 40. Assign students to use/read graphic material such as pictures/sketches/illustrations/figures
- 5 4 3 2 1 41. Assign students to use/read graphic material such as diagrams/schematics/blueprints/patterns/plans
- 5 4 3 2 1 42. Assign students to use/read maps, globes, atlases
- 5 4 3 2 1 43. Assign students to read cartoons
- 5 4 3 2 1 44. Assign students to read graphs, such as line or bar graphs
- 5 4 3 2 1 45. Assign students to read charts/tables/schedules
- 5 4 3 2 1 46. Request students to locate information in library card catalog/bibliographies/reader's guides

Teaching Tasks

- 5 4 3 2 1 47. Request students to locate information in encyclopedias
- 5 4 3 2 1 48. Request students to locate information in trade reference books/handbooks/journals
- 5 4 3 2 1 49. Request students to locate information in telephone books/directories
- 5 4 3 2 1 50. Request students to outline assigned readings
- 5 4 3 2 1 51. Encourage students to take lecture notes and/or notes on reading assignments
- 5 4 3 2 1 52. Assign students to practice filling out actual forms, such as repair orders, supply order forms, job application forms, etc. (written simulations)
- 5 4 3 2 1 53. Assign/encourage students to determine what materials to read to solve a problem.
- 5 4 3 2 1 54. Request students to alphabetize
- 5 4 3 2 1 55. Encourage students to adjust their reading rate and techniques to suit the purpose of reading, such as scanning for specific information
- 5 4 3 2 1 56. Request students to proofread
- 5 4 3 2 1 57. Assist students in developing good study techniques
- 5 4 3 2 1 58. Assign students to write papers in which they have to use the school library to obtain information.

In the blanks below, please add any teaching tasks which you feel are important, but which are not included in this instrument.

Please rate each task accordingly.

- 5 4 3 2 1 59. _____
- 5 4 3 2 1 60. _____
- 5 4 3 2 1 61. _____
- 5 4 3 2 1 62. _____

Professional Data

1. Please indicate the program area you represent:

- | | |
|---|---|
| <input type="checkbox"/> A - Agribusiness | <input type="checkbox"/> H - Home Economics |
| <input checked="" type="checkbox"/> B - Business and Office | <input type="checkbox"/> I - Industrial Arts |
| <input type="checkbox"/> D - Distributive | <input type="checkbox"/> P - Public Service |
| <input type="checkbox"/> C - Diversified Coop. Training | <input type="checkbox"/> T - Trade and Industrial |
| <input type="checkbox"/> O - Health Occupations | <input type="checkbox"/> W - Work Experience |

2. List course(s) within your field for which you are primarily responsible.

3. Number of years of vocational teaching experience:

1-2 3-5 6-9 10-14 15 or more

4. Number of years of full-time occupational experiences in the occupation you now teach:

1-2 3-5 6-9 10-14 15 or more

5. Have you received any training in the area of teaching reading in the content area? NO YES

If yes, what type of training did you receive?

- inservice workshop at district level
 course at university for recertification credit
 in your pre-service training program
 other, please indicate _____

6. Did this training you received adequately meet your needs: YES NO

7. Would you like information or training on the following areas:

- | | |
|--|---|
| <input type="checkbox"/> act of reading | <input type="checkbox"/> vocabulary |
| <input type="checkbox"/> diagnosis | <input type="checkbox"/> comprehension |
| <input type="checkbox"/> readability | <input type="checkbox"/> study skills |
| <input type="checkbox"/> content area reading skills | <input type="checkbox"/> rewriting techniques |

8. How frequently do you use the following materials. Please use the following scale:

- | | 1
<u>Not at all</u> | 2
<u>Sometimes</u> | 3
<u>Often</u> |
|--|------------------------|---|-------------------|
| <input type="checkbox"/> state adopted texts | | <input type="checkbox"/> audio tapes | |
| <input type="checkbox"/> texts not on state adopted list | | <input type="checkbox"/> video tapes | |
| <input type="checkbox"/> hand books & manuals | | <input type="checkbox"/> visuals, e.g., transparencies | |
| <input type="checkbox"/> state developed materials | | <input type="checkbox"/> individualized programmed material | |
| <input type="checkbox"/> own prepared materials | | <input type="checkbox"/> low reading level materials | |

9. Please indicate whether you would like to receive the results of this study. YES NO

APPENDIX D

Memoranda Sent to Regional Consultants Concerning the Mailing
of the Reading Questionnaires to Vocational Teachers



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University, 205 Wildwood Drive
Tallahassee, Florida 32306 (904)644-1770

M E M O R A N D U M

TO: Olin Stoutamire
Larry D. Reese
James A. Gulligan
John T. Denmark
Robert A. Croft

FROM: Dr. Donna H. Redmann, Project Director *DHR*
Vocational Reading & Math CBTE Project

DATE: April 16, 1979

SUBJECT: Mailing of Reading Questionnaires to Agri. Teachers

Thank you for helping us identify outstanding agri teachers in your region to participate in our study to identify the reading related teaching competencies for vocational teachers.

A list of the teachers you recommend is attached along with a copy of the questionnaire and cover letters. These questionnaires will be sent out in late Tuesday's mail, April 17th.

Any assistance you could provide that would encourage your agri teachers to respond to the questionnaire would be greatly appreciated.

Once again, thank you for your cooperation.



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University, 205 Wildwood Drive
Tallahassee, Florida 32306 (904)644-1770

M E M O R A N D U M

TO: Linda Slaugh
Stephen Brinsko
Mignon Tucker
Peter J. Coppola
J. A. Fisher

FROM: Dr. Donna H. Redmann, Project Director *DHR*
Vocational Reading & Math CBTE Project

DATE: April 18, 1979

SUBJECT: Mailing of Reading Questionnaires to Business Education Teachers

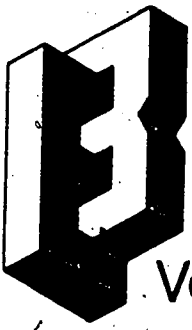
Thank you for helping us identify outstanding Business Education teachers in your region to participate in our study to identify the reading related teaching competencies for vocational teachers.

A list of the teachers you recommended is attached along with a copy of the questionnaire and cover letters. Majority of the questionnaires were sent out in late Monday's mail, April 16, 1979.

Any assistance you could provide that would encourage your Business Education teachers to respond to the questionnaire would be greatly appreciated.

Once again, thank you for your cooperation.

cc: Mr. Charles E. Head



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University, 205 Wildwood Drive
Tallahassee, Florida 32306 (904)644-1770

M E M O R A N D U M

TO: R. H. Stubing
Glen W. Moore
Edgar Fleming
G. J. Payette
Emma Banks

FROM: Dr. Donna H. Redmann, Project Director *DHR*
Vocational Reading & Math CBTE Project

DATE: April 24, 1979

SUBJECT: Mailing of Reading Questionnaires to Distributive Education Teachers

Thank you for helping us identify outstanding Distributive Education teachers in your region to participate in our study to identify the reading related teaching competencies for vocational teachers:

A list of the teachers you recommended is attached along with a copy of the questionnaire and cover letters. Majority of the questionnaires were sent out in late Monday's mail, April 23, 1979.

Any assistance you could provide that would encourage your Distributive Education teachers to respond to the questionnaire would be greatly appreciated.

Once again, thank you for your cooperation.

cc: Mr. Joe E. Frazier



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University, 205 Wildwood Drive
Tallahassee, Florida 32306 (904)644-1770

M E M O R A N D U M

TO: Stiner Whitman
Milford Capo
Willie Davis
Don Brookhouser
Ed Shuttleworth

FROM: Dr. Donna H. Redmann, Project Director
Vocational Reading & Math CBTE Project

DATE: April 18, 1979

SUBJECT: Mailing of Reading Questionnaires to DCT and Work Experience Teachers

Thank you for helping us identify outstanding DCT and Work Experience teachers in your region to participate in our study to identify the reading related teaching competencies for vocational teachers.

A list of the teachers you recommended is attached along with a copy of the questionnaire and cover letters. Majority of the questionnaires were sent out in late Monday's mail, April 16, 1979.

Any assistance you could provide that would encourage your DCT and Work Experience teachers to respond to the questionnaire would be greatly appreciated.

Once again, thank you for your cooperation.

cc: Jim Davis



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University, 205 Wildwood Drive
Tallahassee, Florida 32306 (904)644-1770

M E M O R A N D U M

TO: Mary Knight
Arthur Haseltine
Etta S. McCulloch
Louise C. Egan
Elizabeth Cannata

FROM: Dr. Donna H. Redmann, Project Director *DHR*
Vocational Reading & Math CBTE Project

DATE: April 18, 1979

SUBJECT: Mailing of Reading Questionnaires to Health and Public
Service Occupations Teachers

Thank you for helping us identify outstanding Health and Public Service Occupations teachers in your region to participate in our study to identify the reading related teaching competencies for vocational teachers.

A list of the teachers you recommended is attached along with a copy of the questionnaire and cover letters. Majority of the questionnaires were sent out in late Monday's mail, April 16, 1979.

Any assistance you could provide that would encourage your Health and Public Service Occupations teachers to respond to the questionnaires would be greatly appreciated.

Once again, thank you for your cooperation.

cc: Dr. Richard D. Ray



Competency-Based Teacher Education

Vocational Reading and Math CBTE Project

Florida State University, 205 Wildwood Drive
Tallahassee, Florida 32306 (904)644-1770

M E M O R A N D U M

TO: Kathleen Funderburk
Valeria Mason
Nanette N. Rodgers
Iris Helveston
Allie W. Tingler

FROM: Dr. Donna H. Redmann, Project Director *DHR*
Vocational Reading & Math CBTE Project

DATE: April 19, 1979

SUBJECT: Mailing of Reading Questionnaires to Home Economics Teachers

Thank you for helping us identify outstanding Home Economic teachers in your region to participate in our study to identify the reading related teaching competencies for vocational teachers.

A list of the teachers you recommended is attached along with a copy of the questionnaire and cover letters. Majority of the questionnaires were sent out in late Monday's mail, April 16, 1979.

Any assistance you could provide that would encourage your Home Economic teachers to respond to the questionnaire would be greatly appreciated.

Once again, thank you for your cooperation.

cc: Ms. Allie Ferguson

APPENDIX E

Additional Teaching Tasks Recommended by the
Various Groups of Vocational Education Teachers

APPENDIX

Additional Teaching Tasks Recommended by the Various Groups of Vocational Education Teachers

Agri-Business and Natural Resources Education

1. (5) *"Reading material relevant to student "*
2. (4) *"Up-to-date reading material"*
3. (4) *"Reading assignments followed up by practice or demonstration"*
4. (5) *"The teacher must be innovative!! Developing materials and aids which encourage the student to seek additional information."*
5. (5) *"Encourage students to be prompt."*
6. (5) *"Encourage students to be good listeners."*
7. (5) *"Encourage students to follow instructions to the letter."*
8. (5) *"Encourage students to do the best they possibly can regardless of reading level."*
9. (5) *"Encourage student to keep accurate records."*
10. (5) *"Request that student cross-reference needed information."*
11. (5) *"Encourage students to improve writing."*
12. (5) *"Encourage students to improve spelling."*

Business Education

1. (5) *"Request students to determine priority items to complete first, when a series of tasks are given at one time."*
2. (5) *"Encourage oral expression in students!"*
3. (5) *"Oral quizzing by teacher as opposed to written tests."*
4. (5) *"Encourage students to read out loud to classmates."*
5. (4) *"Encourage extemporaneous talks by students in classroom situation to improve their ability to communicate with others."*

6. (5) "Listening skills"
7. (5) "Responsibility for supplies, actions, etc."
8. (5) "Human Relation items"
9. (5) "Attitude"
10. (4) "Encourage goal setting priorities for getting assignments completed."
11. (4) "Encourage pride in a job well done."
12. (5) "Teaching handicapped in regular classes."
13. ()* "Encourage students to read for enjoyment."
14. (5) "Remedial assistance by specialist in conversational English for minorities."
15. (5) "Provide oral testing for students with reading problems."
16. ()* "#58 - should include footnote placement and form # Listening skills."
17. (5) "Assign students to differentiate between similarly-spelled words."
18. (5) "Encourage students to organize work and/or keep in logical sequence when working in simulation type exercises."
19. (5) "Perform a task according to written directions."
20. (5) "Follow a series of directions written and/or oral, and establish priorities."
21. (5) "Learn to operate equipment of the trade."
22. (5) "Listening skills - I never repeat any directions - students can learn to hear what you say on one round."
23. (5) "Encourage students to take notes on audio-visual instructional materials (slide/tape presentations)"

Distributive Education

1. (5) "Request students to simulate job skills (requires reading comprehension)."
2. ()* "Expect students to write ideas and concepts, even if they can't spell or use proper grammar. Then expect them to use necessary aids to do them over in correct form. I try to get them away from the fear of mistakes."

()* Respondent did not rate accordingly

3. (5) "Encourage use of proper grammar."
4. (5) "Encourage proper spelling of words."
5. (4) "Demonstrations"
6. (3) "Speech"
7. (5) "Job interview techniques"
8. (5) "Social development:"
9. (5) "Request students to read competency-based (IDECC) lap materials."
10. (4) "Request students to review related materials (to career obj.)."
11. (4) "Encourage students to determine what materials to read to complete group & individual activities in lap (IDECC) materials."
12. (5) "Encourage students to use & spell words for maximum effectiveness."
13. (5) "Require students to read a passage and then review orally."
14. (5) "Hands on activities"
15. (5) "Marketing Research Manuals."
16. (5) "Listening - Speakers from business community"
17. (4) "Human Relations - Empathy for fellow workers."
18. (4) "Newspaper, Journals etc. - Economic trends/wages employment outlook."
19. (5) "Correlation/between job skills & subject matter in class."
20. (5) "Assign students to write papers based in independent research in the market and use of local libraries and business."
21. (5) "Encourage promptness to class."
22. (5) "Encourage respect for others, courtesy."
23. (5) "Encourage an understanding of the 'Free Enterprise System'."
24. (5) "Encourage a sense of responsibility."
25. (5) "Assign student to write business letters by hand."

Diversified Occupations - DCT

1. (5) "Assign students to read newspaper objectively, carefully."

2. (5) *"Request student to spell job related vocabulary."*
3. (5) *"Request students to retrieve information (folders, assignments) from file."*
4. (5) *"Request students to select content which relates to job tasks."*
5. (4) *"Request students to do research for purpose of writing speeches."*
6. (5) *"Take and attempt to justify opposite viewpoints."*
7. (5) *"Giving oral reports from research."*
8. (5) *"Correct use of grammar in speaking."*
9. (5) *"Correct use of spelling."*
10. (5) *"Request students to maintain time schedules for on-the-job training which involves math skills."*
11. (5) *"Encourage students to accept additional responsibilities willingly and carry these out fully."*

Diversified Occupations - Work Experience

1. (5) *"Read want ads - newspaper" ... "Locate Jobs ..."*
2. (4) *"To develop individual instruction to accommodate both the low reader and higher reader in all areas of program."*
3. (5) *"Work with others on a talk; individually and as a group (inside and outside of school)"*

Health Occupations

1. (5) *"Determine faculty's learning style and how that affects their teaching style"*
2. (5) *"Determine students learning style"*
3. (5) *"Assist students in evaluation of study/work habit"*
4. ()* *"Assist students in learning to take tests"*
5. (5) *"Assign students to listen to tapes of difficult-to-pronounce words"*
6. (4) *"Assign students to pronounce these difficult words out loud"*
7. (5) *"Return demonstrations by student"*
8. (5) *"Demonstration by instructor"*

()* Respondent did not rate accordingly

9. (5) "Leadership roles by student"
10. (5) "Group study by students"
11. (5) "Encourage & give assignments that will aid the student in learning how to make change, figure money earned by hours worked, etc."
12. (5) "Development of 'following directions' for each task"
13. (5) "Assign performance guides (understand & perform)"
14. (5) "Correlate reading assignment to TPO'S"
15. (5) "Encourage student to learn & develop self-discipline"
16. (5) "Assist student to learn to be responsible for self learning"
17. (5) "Lecture with input in written form."
18. (5) "Test construction based on objectives given above"
19. (4) "Vary teaching style"
20. (5) "Demonstrate techniques which students have read about"
21. (5) "Students to provide return demonstrations"
22. (5) "Students to maintain lists of techniques they have mastered"
23. (5) "How to scan material"
24. (5) "Encourage correct spelling of related terms"
25. (5) "Encourage correct pronunciation of related terms"
26. (5) "Remind students not to read into test questions"
27. (5) "After taking test discuss answers with students to provide positive feedback."
28. (5) "Make certain students know what is expected of them during course."
29. (5) "Request students to read aloud"
30. (4) "Encourage students to review tests with instructor"
31. (5) "Make students aware of deficiencies in math and reading."
32. (5) "Provide direction to remedial programs."
33. (5) "Make student responsible for obtaining remedial help."

() * Respondent did not rate accordingly

34. (5) "Encourage students to pronounce words correctly."
35. (5) "Encourage students to spell all words correctly."
36. (5) "Assign students to break down word (terms) components for better understanding"
37. (5) "Assist students in verbalizing terms and interpreting phonetic pronunciation marks."
38. ()* "Encourage students to learn communication skills"
39. ()* "List examples of non-verbal behavior"
40. ()* "List importance of feedback in communication."
41. ()* "Arrange the environmental elements & setting to secure & maintain student attention."
42. ()* "Assist each student in goal setting by clarifying learner objective & tasks to be performed."
43. ()* "Measure student progress & immediately make results available; discuss overall evaluation with each student to determine the extent to which he has obtained goals."
44. ()* "Arrange material in appropriate units & sequence."
45. ()* "Provide for appropriate practice."
46. (5) "Request students to express ideas in written form, using correct grammar and spelling."
47. (5) "Request students to write a logically organized paragraph, describing an event/situation/experience."
48. (5) "Assign students to solve written (story-type) math problems, utilizing previous knowledge (memorization) of conversion/equivalency tables."
49. (5) "Assign students to plot specific information on graphs/charts and then to interpret the results."
50. (5) "Assist students in developing problem solving techniques."
51. (5) "Assign students to re-word reading assignments."
52. (5) "Student motivation"
53. (5) "Encourage students to correspond with manufacturer of equipment used in their field."

()* Respondent did not rate accordingly

54. (5) "Students in health occupations have to have good basic math knowledge - remedial work should be done in special classes."

Home Economics Education

1. (5) "Encourage students to write complete sentences."
2. (5) "Assign students to read labels"
3. (5) "Relate evaluation items to performance objectives"
4. (5) "Research at least one related topic"
5. (5) "Use Author - year Format for a paper."
6. (5) "How to do Primary Research (advanced students)"
7. (4) "Analyze material read for generalizations vs. fact"
8. (5) "Encourage students to select their reference materials"
9. (5) "Require students to give demonstrations or oral presentations"
10. (5) "Request student to follow instructions"
11. (4) "Encourage creativeness through role playing, writing, Drama, posters, bulletin boards & other media"
12. (5) "Encourage public speaking"
13. ()* "Assign students to write letters 'thank you'"
14. ()* "Assign students to write letters 'complaints'"
15. ()* "Assign students to write letters 'request'"
16. ()* "Assign students to write letters 'recommendation'"
17. (5) "Reading is secondary to doing."
18. (5) "Assist students in figuring costs per item, per serving etc."
19. (5) "Assist students in keeping records, inventories, etc."
20. (5) "Encourage students to pronounce words correctly, to assist them in learning and relating to new technical terms."
21. (5) "Business letters"

()* Respondent did not rate accordingly.

22. (5) "Enforce learning ... visually and orally."
23. (5) "Encourage student to follow written directions exactly."
24. (4) "Be able to watch A-V filmstrips materials & understand with help from a guide."
25. (5) "Increase speed of reading"
26. (5) "Direct students in actual learning activities."
27. (5) "Develop or revise materials for slow learners."
28. ()* "Development of speech such as oral presentation, sales"
29. (5) "Read & understand abbreviations."
30. (5) "Read, interpret units of measurement."

Industrial Arts Education

1. (5) "Filling in Progress Reports"
2. (5) "Evaluating textbooks"
3. (5) "Tool nomenclature (names of tools)"
4. (5) "Special vocabulary in the discipline"
5. ()* "Require students to demonstrate use of hands-on materials."
6. ()* "Require students to demonstrate safe work habits."

Public Service Occupations

1. (5) "Develop courses to teach vo-tec teachers how to teach."
2. (5) "Encourage students to find personal weaknesses"
3. (5) "How to take notes from watching a film"
4. (5) "We find even most B.A. or B.S. students need a refresher in 5th grade grammar"
5. (5) "Spelling vocabulary testing & drill"
6. (5) "Composition of written reports under the 'keep it simple' rule"
7. (5) "Research & Reading of Statute Law for needed elements"

()* Respondent did not rate accordingly.

8. (5) "Request students to demonstrate - Hands-On training"
9. (5) "Encourage students to use individualized development."
10. (5) "Ability to simulate actual problems as they occur in Law Enforcement."
11. (4) "Ability to read a problem & simulate it physically."
12. ()* "Request students to learn nomenclature of technical pieces of equipment."
13. ()* "Request students to perform manipulative skills naming each step."
14. (5) "Counseling students into appropriate level careers & course content compatible with ability & interest. Since course must maintain a certain level feel it is better to work with students individually, counsel into remedial classes or change area of concentration. Assistance must be offered, certainly don't let the student slip by."
15. (5) "Do performance packets (Prearranged number) at own speed"
16. (5) "Prepare career information in book form."
17. (5) "Master Hands-On performance skills (manual)."
18. (5) "Delineate the parameters used in article, etc."
19. (5) "Use great care in determining (what) is being measured in a statistical study."
20. (5) "Always look up a word unknown to reader"
21. (5) "Evaluate source of reading, E.G. is it slanted because it was written by an employee of a supplier, etc.?"
22. (5) "Is the theme iconoclastic or completely new or is it a rehash of other writings on the same subject?"
23. (5) "Visual Aids"
24. (5) "Roll Playing"
25. (5) "Leadership"
26. (5) "Setting up and following guidelines in specific training situations"
27. ()* "Request students to do crossword puzzles."

()* Respondents did not rate accordingly.

APPENDIX F

Comments from Questionnaire Respondents

COMMENTS FROM QUESTIONNAIRE RESPONDENTS

1. "Numbers 6, 7, 13, 14 - These questions are very important, but I do not have any low level reading material on the subjects that I am teaching. My solution to these questions are first, tell the student to re-read the material very carefully and try to understand to the best of their ability. If then they don't understand I simply explain it to them. The answer is always simple to them once you explain it. 'Very interesting survey'."
2. "Our students are tested prior to admission to our Office Occupations Program; their reading level for success in the program, should be at the 10th grade level. If they are below this level, they are enrolled in our IMTS Reading Lab."
3. "Unfortunately, I as a busy classroom teacher am not able to rewrite materials since I teach so many subjects. My main job is to prepare students to attain gainful employment in the clerical field."
4. "If I had time, I'd like to rewrite for specific students but time does not permit. There is sufficient material, if we could only use all at our disposal."
5. "I find a need to teach research skills (i.e -indexes, dictionaries, cross-references, etc.). I feel weak in teaching reading and this is needed if a student plans to go on to take a post-secondary course."
6. "I think the students feel that we should reduce the workload instead of improving their ability. Therefore, they should be made mutually responsible."
7. "Entrance requirements to the Medical Laboratory Technician course greatly reduce the need to give low level reading material. In most cases reading material with a low reading level is neither available or desirable. Entrance requirements (minimum) IQ-95; reading & comprehension-12.7; high school diploma."
8. "Respiratory Therapy is a highly technical profession; low reader's will not do well in course or field."
9. "I believe that the above tasks are vital ones but I fail to see how one teacher could even attempt to do them all - some are not germane to any present teaching."
10. "No questions on Math - Is this coming later - Personally I feel that students should be able to read or screened into an IMTS lab before entering our programs - We do not have the hours in the day to teach skills and have to teach basic math and reading too."
11. "In my program, I have worked very hard trying to individualize the entire program - therefore I actually use all items."

12. *"My students ages are 16 to 70 therefore it is hard for me to teach reading when most of my students have been to high school and don't need it. If I have some one who really needs the reading I suggest to them they take a reading class. Most of the class in 'hands on'. Therefore a lot of reading is not required. Order taking is a must; also reading trade papers."*
13. *"In providing low reading level materials - with technical areas it is sometimes hard to interpret the actual levels of difficulty."*