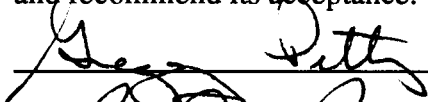


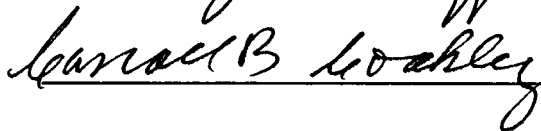
To the Graduate Council:

I am submitting herewith a dissertation written by Katherine Mounger Lasater entitled "Tennessee Secondary Vocational Administrator's Perception of Competence in Conducting Program Reviews and Preferences for Training Methods to Obtain Competence." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Technological and Adult Education.


Dr. Gerald Cheek, Major Professor

We have read this dissertation
and recommend its acceptance:





Accepted for the Council:


Associate Vice Chancellor
and Dean of The Graduate School

TENNESSEE SECONDARY VOCATIONAL ADMINISTRATOR'S
PERCEPTION OF COMPETENCE IN CONDUCTING PROGRAM
REVIEWS AND PREFERENCES FOR TRAINING METHODS
TO OBTAIN COMPETENCE

A Dissertation

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Degree

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Katherine Mounger Lasater

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ABSTRACT

Educational reform was one of the major movements that took place in the nation. At the federal and state levels, legislation was passed that had an immediate impact on vocational education. The reauthorization of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and the Master Plan for Tennessee Schools—Preparing for the Twenty-First Century adopted in 1990 gave mandates to show educational improvement. It is the job task of the vocational administrator to see that the school's vocational programs meet the requirement of the laws, policies, rules and regulations. To aide administrators in evaluating programs according to identified areas specified in the federal and state legislation, the Tennessee Department of Education, Vocational Division, developed a Program Review and Evaluation Instrument for System Administration. The instrument contained 70 special competencies related to the Federal and State legislation which administrators need to help facilitate the program improvement process.

A Special Competency's Inventory for Personnel Directing Vocational Programs was developed based upon the state's instrument. Administrators of vocational programs were asked to respond regarding their perceived level of competence in each of the 70 special competencies and their preference for training methods to obtain competence. The 70 competencies were grouped into 11 categories. Means were tested using analysis of variance (ANOVA) and Tukey-Kramer Multiple Comparison Test to see if there were significant differences in their perceived competence for each of the 11 categories. Kendall's Coefficient of Concordance or Agreement was used to measure the degree of agreement that existed among more than two sets of rankings. Spearman's Rank Correlation Coefficient was used to test the difference between two sets of rankings.

The administrators were asked to identify their preference for six methods of training. The training methods were university courses, State in-service workshops, academies, mentors, university extern programs, and trial/error experience. To test the preferred method of training to acquire competence in the special administrative competencies, an analysis of variance (ANOVA) was utilized. Kendall's Coefficient of Concordance or Agreement was used to measure the degree of agreement that existed among the six sets of rankings.

It was concluded that there were significantly different perceptions of competence for each of the 11 categories of special administrative competence. The category identified by all respondents as having low competence was working with special populations. The training methods most preferred by all respondents were State in-service workshops and administrator academies.

Recommendations were that future studies be conducted to determine vocational administrators' perceived levels and actual levels of competence after training to ascertain any changes that have occurred. It was further recommended that leadership development programs which prepare vocational administrators for supervising programs K-12 be available to all administrators if they have responsibility for vocational education in their school system. College courses pertaining to vocational administration should also consider the results of local needs assessments when designing their course content.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	3
Research Questions	4
Importance of the Study	5
Limitations	8
Definition of Terms	8
Assumptions	11
Organization of the Study	11
II. RELATED LITERATURE	12
Forces Causing Reform in Vocational Education	12
Current Legislation Impacting Vocational Education	16
The Vocational Administrator's Leadership Role	21
Summary of Related Literature	22
III. METHODOLOGY	24
Introduction	24
Population	24
Data Collection Instrument	25
Data Collection	29
Analysis of Data	31
IV. PRESENTATION OF DATA	36
Perceptions of Competence	37
Preferred Method of Obtaining Competence	55
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS ...	59
Summary	59
Findings	62
Conclusions	63
Recommendations	65
LIST OF REFERENCES	66
APPENDICES	70
VITA	94

LIST OF TABLES

TABLE		PAGE
1.	Summary of the Number of Special Competencies Required by the Program Review and Evaluation Instrument by Category Title of Area Evaluated	26
2.	Summary of Vocational Administrators by Job Title and Gender	30
3.	Number of Years of Experience In Administering Vocational Programs by Job Title	31
4.	Summary of Differences In Perceived Competence For Eleven Categories of Special Administrative Competencies For Vocational Directors, Supervisors, and Principals	39
5.	Ranked Means of Eleven Special Administrative Competency Categories by Job Titles of Vocational Administrators	41
6.	Response Means for Eleven Categories of Special Administrative Competencies by Gender and F Values	43
7.	Rankings of Special Competency Categories For Males and Females	46
8.	Differences In Perceived Competence in Eleven Categories of Special Administrative Competencies for Various Years of Experience and Significant Differences Between Paired Means	48
9.	Rankings of Perceived Competence in Special Competency Categories For Vocational Administrators by Their Years of Experience	50
10.	Summary of Response Means For Categories Of Training Method Preferences For Vocational Directors, Supervisors, and Principals	56
11.	Rank of Preferred Training Methods and Means By Job Title	57

LIST OF FIGURES

FIGURE		PAGE
I.	A Comparison of Means For Categories of Special Competencies for Males and Females	44
II.	Ranked Means for Special Competency Category IV (Linkage with Post Secondary) by Years of Experience of Vocational Administrators	52
III.	A Comparison of Ranked Means for Special Competency Category VI (Special Population) by Years of Experience of Vocational Administrators	53
IV.	A Comparison of Ranked Means for Special Competency Category XI (Student Organizations, Needs Assessments, Safety, etc.) by Years of Experience of Vocational Administrators	54

CHAPTER I

INTRODUCTION

The beginning of the 1990s provided a number of significant events. It was the beginning of a decade which historians may refer to as a dividing point in describing and analyzing the major educational, cultural, political, and economic movements in the last half of the 20th century.

Educational reform was one of the major movements that concerned lawmakers on the national, state, and local levels. At the federal level, several documents had an impact on the education reform movement. One that had an immediate impact on vocational education was the reauthorization of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Each major portion of the Perkins Act referred to the need to improve vocational education programs. The legislation focused on evaluation and strategic planning with strong emphasis on student outcomes and program improvement.

At the state level, lawmakers were also supportive of education reform. In Tennessee The Master Plan for Tennessee Schools - Preparing for the Twenty-First Century was adopted by the legislature in November 1990 and enacted into law as The Master Plan and Education Improvement Act in 1991. Included in this education reform legislation was a Basic Education Program (BEP) funding formula to provide adequate support for reform activities. The revenue for this improvement initiative was generated by a special sales tax earmarked specifically for education.

At the local level, school boards with secondary vocational education programs reacted to the mandates given by the federal and state legislation to show educational

improvement by adopting policies for site base management (Scarr, 1992) and total quality management (Lannom, 1992).

U. S. Secretary of Education Lamar Alexander (1989) said when addressing the Education Summit meeting of the nation's Governors in Charlottesville, Virginia, "Americans want their children to grow up in a society dedicated to the best there is. If we are to reach our goal, we must create the best schools in the world for all our children" (p.3) . He urged the national, state, and local education leaders to gear education to the global economy with its implication for a competent work force. The education reform movement was targeted for all educational programs including vocational education.

However, implementation of the federal, state, and local mandates to improve education ultimately falls upon the local administrator. In the specialized area of vocational education, the administrator may be the local vocational director, vocational supervisor, assistant superintendent for vocational education, assistant principal for vocational programs, or possibly a lead teacher in the vocational education department. It is the job task of the vocational administrator to see that the school's vocational programs meet the requirements of the laws, policies, rules, and regulations.

New legislative requirements have caused vocational administrators to need training to be competent in completing mandated tasks. Vocational education leaders at the local school system level are evaluated on their effectiveness in the administration of vocational education programs according to identified areas set out in the federal and state mandated evaluation instrument. In 1992, the Tennessee Department of Education, Vocational Division, developed a new Program Review and Evaluation Instrument for System Administration. The instrument addressed the compliance criteria contained within the Carl D. Perkins Act as well as several other legislative edicts that included the Individuals With Disabilities Education Act, the Job Training Partnership Act, the

Revised Tennessee Rules, Regulations, and Minimum Standards, and the mandates of Tennessee's Master Plan and Education Improvement Act. For the local vocational administrator, education reform had become a reality in his/her everyday job performance.

Statement of the Problem

Many of the school systems in Tennessee with regular high school vocational programs have undergone comprehensive evaluations during the past five years. Each system has developed a plan for program improvement based on the findings of the evaluation team. The Program Review and Evaluation Instrument for System Administration, however, has been developed to reflect the current climate of education reform. It is also designed to verify the quality of vocational education programs statewide in a consistent, objective, and unbiased manner. Based upon the self study and the on-site evaluation team report, the vocational administrator plays a unique role in assisting teachers to eliminate identified program deficiencies. The era of increased accountability had taken on new meaning for the vocational administrator as greater and greater proficiency in assisting programs to meet the new legislative requirements became a part of his/her job tasks.

The problem addressed by the study was to determine the perceived level of proficiency that vocational administrators feel they needed in order to effectively supervise teachers in the program improvement process as mandated by the findings of the Program Review and Evaluation Instrument for System Administration. If the level of proficiency needed and the means to obtain this proficiency could be identified, this information could be used to develop vocational administrator professional development programs.

The purpose of the study was to determine vocational administrator's perceptions of competency to effectively supervise the improvement process for vocational programs and to determine if there was a preferred method of preparing individuals to perform each competency.

Research Questions

To supervise any educational area, administrators must have possess general administrative competencies in the supervised area. Administrators of high school or secondary vocational programs, however, are required by new Federal and State legislation to acquire additional special competencies related specifically to improving vocational education. Administrators of vocational programs in some Tennessee school systems may not hold an endorsement in vocational education administration. Their job title may be Vocational Director, Supervisor of Instruction or Principal, but their job duties include supervising vocational programs. Thus, questions regarding how much perceived competence vocational administrators have in these special areas and their preference for training to acquire this competence were at issue.

The 70 special competencies were published in Tennessee's Program Review and Evaluation Instrument for System Administration. The 70 special competencies were clustered into 11 categories. Each category represented competencies mandated by Federal and State legislation (See Appendix A). Therefore, questions about vocational administrators perceptions of competence and training preferences were appropriate.

The overall questions pertained to levels of perceived competence for each special competency, and concordance or agreement between groups with regard to the ranking of the perceived competencies:

1. What are the levels of perceived competence for secondary vocational administrators to improve vocational programs as specified in the legislation affecting vocational education?

2. What are the relationships between the perceived competencies and demographic variables such as job titles?

3. What are the relationships between perceived competence for males and females?

4. Are there significant correlations between males and females with regard to the ranking of their perceived competency ratings?

5. Are there relationships in the perceived competence and the demographic variables related to years of experience?

6. With regard to the ranking of their competency ratings, is there agreement among vocational administrators with various amounts of experience?

The final two questions were used to address the issue of training method preferences:

7. What are the preferred training methods for obtaining competence to facilitate the improvement process in secondary vocational programs?

8. Is there agreement among administrators of secondary vocational programs with regard to the ranking of their training method preferences?

Importance of the Study

Legislation involving vocational education has importance on leadership to improve programs. One of the commonly reported benefits of properly administering the new education reform legislation is that vocational education will focus on improvement.

Charles H. Buzzell (1990), Executive Director of the American Vocational Association, pointed out that vocational education enjoys a peculiar status in American education. It is the only part of the secondary curriculum that has consistently been supported by federal funds for 70 years, a condition reflecting the expectation that it has contributed uniquely to the economic strength of our nation.

Section 115 of the Perkins Act (U. S. Congress, 1990) specified that the measures and standards are to be used to conduct annual evaluations of vocational programs. Recipients of federal funds who are not making substantial progress toward meeting the standards established for the state are required to develop a local program improvement plan. Local vocational administrators are responsible for developing this plan. If after one more year, progress is still not made, the state is required to intervene. Failing to make substantial progress carries a rather heavy administrative and regulatory burden on the local vocational administrator.

Some programs may face a more difficult educational challenge than others. According to the National Center for Research In Vocational Education (1991), improving access and success for special populations is the primary objective of federal vocational education legislation. It is essential for accountability systems to be designed to promote this aim. This requirement placed another area of responsibility on the local vocational administrator to assist teachers to meet the programmatic needs of special populations.

The Tennessee 21st Century Schools Plan focused on improving the outcomes of the educational process (Smith, 1990). Making every participant in the system accountable for carrying out their responsibility was the cornerstone of the plan. The Tennessee General Assembly shared this philosophy and made significant contributions toward strengthening the accountability of educational programs. The results were to be

measured by performance criteria, a system of assessment, and clear lines of authority designed to measure how educators are doing their jobs (Smith, 1990).

The National Commission on Excellence stated in A Nation At Risk Recommendation E (1983) that "We believe that school boards must consciously develop leadership skills at the school and district levels if reforms are to be achieved" (p. 32). In Tennessee, the State Board of Education revised the Rules, Regulations and Minimum Standards (1991). It allowed local school systems greater flexibility and gave them the responsibility for decision making in the administration of their educational programs.

School-based decision-making programs at the local level were put into practice in many school systems. This management technique broaden the roles of administrators, teachers, and parents by bringing them together with the principal to set school policies and goals. Some local school boards utilized industry based programs founded in total quality management techniques to help improve the quality of leadership in all education.

Miller (1976) related the need for increased efforts to improve leadership development in vocational-technical education:

Vocational education is at a point in history where its leadership demands have increased in both quantity and quality. To meet these needs it is appropriate to examine leaders' performance requirements and design programs based on these requirements. (p. 3)

Today, the need for quality in leadership, quality in administrative performance, and quality in program outcome is even more in demand. Quality vocational education is in demand; the quality of vocational education is at risk.

In light of new federal, state and local legislation, the local vocational administrator continues to face not only the challenge of assessment and accountability but the mandate to improve vocational programs. Developing a high level of proficiency in

performing the competencies mandated by the legislation may require training. The methods to obtain proficiency identified by this study could be the basis for staff development to prepare administrators to upgrade and improve vocational programs.

Limitations

This study was restricted in that the population was limited to administrators of regular secondary (high school level) vocational programs in Tennessee. The sample included all 84 administrators identified as being currently responsible for facilitating the program improvement process in local school system vocational programs.

Definition of Terms

The following definitions are included for purposes of standardizing the use of term in the study:

“At Risk” Students. Groups from which at-risk youth are drawn include students with handicaps, minorities, school dropouts, underachievers, educationally disadvantaged, and non-English speaking.

College Prep (College Preparation). A sequence of courses designed to prepare students to enter a four-year collegiate degree program.

Educational Competency. A specific knowledge, understanding, ability, or expected behavior needed by a vocational education administrator in the performance of his/her job.

Evaluation. Local education agencies that receive federal and state funds must annually review all vocational courses in their school system with regard to the effectiveness of the vocational program. Measurable outcomes such as enrollment records by

race, by gender, and by handicapping condition, job placement, standardized test scores, and formalized evaluation instruments are frequently utilized in the evaluation process.

Level of Competency. The degree of special aptitude, extraordinary knowledge, expertness, skillfulness, and accomplishment by which a competency is performed or job is done.

Local Education Agency. Board of education or legally constituted local school authority having administrative control over public education or agency having control and direction of a vocational education program.

Principal. The individual at the building level responsible for directing all the educational programs within that school, the food service, personnel, and maintenance functions. An endorsement as Principal on the Tennessee Teacher License requires a collegiate course of study and teaching experience (Tennessee Department of Education, 1991, p. 45).

Program Review and Evaluation Instrument for System Administration. An evaluation instrument used by the State to ascertain the quality of vocational education programs through self study and observations by a visiting evaluation team.

Special Populations. Students identified as being physically or mentally disabled and/or disadvantaged in a gender, cultural, economic, or social context (American Vocational Association, 1990, p. 162).

Supervisor of Instruction. The individual within a local educational agency who has responsibility for supervising any program of instruction. The programs may be academic, vocational, special needs education. An endorsement for Supervisor of Instruction for Tennessee Teacher License requires a collegiate program in general supervision and instruction. It does not require teaching experience or business/industry work experience. (Tennessee Department of Education, 1991, p. 45)

Tech Prep (Technology Preparation). A sequence of courses designed for articulation into two-year post secondary technical institutions and to prepare students for jobs requiring a knowledge of technical equipment, software to operate technical equipment, and career paths for current technical occupations as well as new occupations that are emerging in today's rapidly changing workplace.

Tennessee Master Plan and Education Improvement Act. Legislation enacted by the State Legislature listing goals for needed improvements in the public schools of Tennessee.

Tennessee Rules, Regulations, and Minimum Standards. A document prepared by the State School Board containing policies and procedures to be followed by local educational agencies in administering academic and vocational programs. Specific reference is made to administrator/teacher licensing, curriculum offerings, class size, regulations for the handicapped, safety codes, and other rules pertaining to conducting school in Tennessee.

The Perkins Act. The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. The Act redirects Federal moneys for vocational education in order to focus the funds on improving vocational education and, in particular, on improving vocational education services for members of special populations.

Vocational Administrator. The individual within the local educational agency who has responsibility for supervising and administering vocational programs. The job title may be different in each school system. The more common job titles are vocational director, supervisor of instruction, and principal.

Vocational Director. Upon completion of a specific collegiate program of study pertaining to supervising vocational education, individuals may receive an endorsement in the supervision of vocational programs on their Tennessee Teacher License. Along with collegiate courses, the endorsement for Vocational Director requires work experi-

ence in business/industry and classroom teaching experience in a vocational area (Tennessee Department of Education, 1991, p. 55).

Assumptions

The following assumption was made for this study:

- (a) The 84 vocational administrators who were surveyed, honestly assessed themselves regarding their perceptions about the special competencies required in Tennessee's Program Review and Evaluation Instrument for System Administration.
- (b) The administrators were able to respond with a training preference for each of the 11 categories of special competencies included in this study.

Organization of the Study

The study is divided into five chapters. Chapter I includes the statement of the problem, research questions, importance of the study, definition of terms, and assumptions.

Chapter II includes a review of the related literature. Chapter III presents the methodology for the study which included the population, data collection instrument, and analysis of data.

Chapter IV includes presentation of data, perceptions of competence, and preferred method of obtaining competence. Chapter V presents summary, findings, conclusions and recommendations.

CHAPTER II

RELATED LITERATURE

The related literature is presented in three sections. These sections are: (a) forces causing reform in vocational education, (b) current legislation impacting vocational education evaluation, and (c) the vocational administrator's leadership role in the improvement process.

Forces Causing Reform In Vocational Education

As the nation has moved into what has been referred to as the "information age", the factors that shaped vocational education into its present form are changing as well. Inevitably, vocational programs must respond to the forces that propel the education reform movement with program changes.

Demographic and socioeconomic changes in the school age population are having significant impact on vocational education. Trends such as the shrinking youth pool and the growing number of at-risk youth have changed the goals for vocational education.

The William T. Grant Foundation (1988) reported in The Forgotten Half: Non-College Youth In America that the number of youth is shrinking over the last ten years from about 43 million to 34 million for ages 18 to 24 (p.9). This is a decline of 22 percent in less than a decade. Demographics indicate that there will be fewer workers to meet the ever-increasing demand for technically trained employees.

Within the shrinking youth labor pool, a growing number of students who reach their teens will not reach their potential without some extraordinary intervention. These students are at-risk in terms of basic economic and social survival. Groups from which

at-risk youth are drawn include students with handicaps, minorities, educationally disadvantaged, school dropouts, underachievers, and non-English speaking.

In Horace's Compromise, The Dilemma of the American High School,Sizer (1985) predicted that traditional education methods of integrating at risk populations and ethnic groups into the mainstream would be ineffective. The birthrate for unwed teenagers has increased which presents special needs for student mothers. The family structure has changed. The majority of minority students live with one parent or live with neither parent. School dropout rates have increased. Research studies have confirmed that truancy, delinquency, and poor academic performance are linked to family structure. In addition, economic conditions and political unrest in other countries have caused many limited English speaking families have come to America seeking education for their children. To successfully connect these young people to school and to work will require added effort by vocational education personnel. The force of the at-risk population has had an influence on the public's demand for education reform.

Research by Goodlad (1984) supported mainstreaming special populations students into regular classrooms. "General education is the best preparation for effective individual functioning and responsible citizenship" (p. 147). Since special populations has expanded to include new and different types of handicapping conditions, Goodlad advocated the return of significant portions of current special education to the regular classroom. Special education, like all other school programs, must be accountable for student outcomes. The model of regular educators working with the support of colleagues in special education to find the curriculum and teaching strategies that best meet the needs of special population students reinforces the idea that all students can learn. The heterogeneous grouping with high expectations for learning has a positive effect on student achievement; consequently, the special population force has had an effect on changing vocational education.

Lotto (1983) found that there was a strong relationship between the basic skills of reading, writing, and computation skills and job performance. Occupations requiring little or no basic skill ability are rapidly disappearing. Newly-created occupations in the workplace require workers to use increasingly higher levels of reading, writing, and computation skills to solve daily problems on the job. At the same time, employers report greater numbers of their current workers have basic skills difficulties.

Bottoms and Presson (1992) directed the Southern Regional Education Board's (SREB) report Making High Schools Work: Adding Purpose and Focus To Secondary Schools Through Integration of Academic and Vocational Education. The report stated that the integration of academic content into vocational courses can change the face of high school vocational education. It advocated a serious effort be aimed at placing greater emphasis on academic content and higher order cognitive skills in vocational courses. This SREB report represented a new movement to blend college preparatory and vocational studies.

When vocational teachers help students develop a better understanding of academic mathematics, science, and communications, they help students see the connection between abstract academic content, and activity in the workplace. This provides a purposeful and collaborative environment that fosters understanding of academic content. The 12 Southern States that are members of the SREB have become a force to promote change. Bottoms and Presson (1992) drafted a blueprint for academic and vocational collaboration in the following supportive statement:

Teachers know that today's students will need greater in-depth understanding of academic and technical content as a basis for learning about new technologies. But vocational teachers, no matter how dedicated or talented, cannot do it alone. They need the support of the school system and vocational administrator with materials and staff development, the assistance of resource specialists with lesson plans and instructional techniques, and the cooperation of academic teachers. (p. 60)

Educators have learned at least one important thing from the reform movement — too many high schools compromise the demands of education and society by offering programs designed to accommodate rather than educate students. The intent of the education reform sponsored by the SREB is to eliminate the general education track and provide students with an upgraded and focused program of academic studies with a vocational or an academic concentration. The system proposed is flexible, so that students can move from tech prep to college prep and vice versa if their needs or interests change.

Nunez and Frymier (1982) stated that many students today are avoiding economically productive jobs in favor of more prestigious positions that require a liberal arts college degree. The reality of today's workplace, however, is that most jobs require a knowledge of technology, team work, decision making, and an exposure to entrepreneurial opportunities that use technical skills.

The U. S. Department of Labor (1992) report Learning A Living: A Blue Print for High Performance, commonly referred to as the SCANS Report (Secretary's Commission on Achieving Necessary Skills) sent a message to schools and to employers:

Look beyond the schoolhouse to the roles students will play when they leave to become workers, parents, and citizens. Help students connect what they learn in class with the world outside. Employer's new responsibility is to improve the way work is organized and develop human resources to retain those you hired. (p. 1)

In order to attract students, vocational programs must be relevant. The competencies that students need for employment and further education beyond high school are the basis for any good program of studies. The Southern Region Education Board (Bottoms and Presson, 1992) purposed the way to determine what competencies are needed is to listen to vocational teachers. Ask the faculty at vocational-technical post-secondary institutions or community colleges, and the business/industry personnel that will employ

the students after graduation about needed competencies. Communication will foster articulation between secondary and post-secondary institutions and help vocational programs to reflect current and future labor market needs. These two positive factors have forced vocational education reform to include collaboration with higher education and the workplace. After all, it is post-secondary institutions and business/industry that receive many of the vocational completers.

Another significant result of the educational reform movement has been the awakening of the public's awareness to the importance of education. People are realizing that the quality of schools and the quality of life in the community are directly related. They now know that schools that work and jobs that pay will go "hand-in-hand."

Current Legislation Impacting Vocational Education

In A Nation At Risk: The Imperative for Educational Reform (1983), the reported findings indicated that the United States educational system produced poor quality high school graduates that contributed to the declining ability of business and industry to compete with foreign business (National Commission on Excellence in Education, 1983, p. 18). The results of their Gallup Poll reported in the document was that education should be at the top of the Nation's agenda. Education generally had slipped into a status of ineffectiveness and had earned a bad image (National Commission on Excellence in Education, 1983, p. 16).

Stonehouse (1987) conducted a study of vocational education's image and reported that 80 percent of the respondents indicated that vocational education was more important than computer literacy. He suggested (a) teachers needed retraining opportuni

ties , (b) provide up-to-date equipment, and (c) employers should be involved in curriculum development.

The National Education Goals Panel (1990), adopted by the Nation's Governors and President Bush, represented clear, concise, and ambitious educational improvement targets relevant to all Americans from early childhood to adulthood. These national goals reinforced a commitment to improvement efforts in all educational programs including vocational education.

When U. S. Secretary of Education Lamar Alexandar (1991) introduced AMERICA 2000, An Educational Strategy (hereafter referred to as AMERICA 2000), he emphasized the need for better and more accountable schools. Vocational education may have a crucial role in achieving the six national goals for educational improvement underlying the AMERICA 2000 strategy.

Vocational education included the strategy for Americans to possess the knowledge and skills necessary to compete in a global economy. This was the major emphasis of Goal Five in the AMERICA 2000 (Alexandar, 1991, p. 118).

Improvements in vocation education could contribute to the achievement of Goal Two which is a high school graduation rate of at least 90 percent by the year 2000 (Alexandar, 1991, p. 74). Increased integration of vocational and academic education could contribute to producing students proficient in English, math, science, history, and geography which was the essence of Goal Three (Alexandar, 1991, p. 83). Goal Four encouraged vocational education to assist in producing students who lead the world in math and science achievement (Alexandar, 1991, p.101).

Reactions to reports like these and other documents brought a public demand for better schools. Public pressure was felt by Congress to enact legislation that would mandate educational improvement. The Carl D. Perkins Vocational Education Act of 1984 was reauthorized as the new Carl D. Perkins Vocational and Applied Technology

Education Act of 1990. The new Perkins Act (U.S. Congress, 1990) provides funding for vocational education programs with federal assistance from July 1, 1991 through the end of the fiscal year 1995. It focused on evaluation and strategic planning with a strong emphasis on student outcomes and program improvement. The Act redirected Federal funds for vocational education to focus on improving vocational programs and, in particular, on improving vocational services for members of special populations, including disabled and disadvantaged individuals.

Subject to the requirements for special populations, the State had authority to direct the use of the funds to improve vocational programs. In exchange for this flexibility, the Act imposed new requirements on the State making it accountable for improving vocational programs. The AVA Guide To The Perkins Act (American Vocational Association, 1990) emphasized that the legislation required each state to develop and implement a core of standards and measures of performance that are designed for the following:

. . . . to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational competencies needed to work in a technologically advanced society. (p. 19)

Under Title II part C of the Act, the State must evaluate the effectiveness of its projects, services, and activities toward meeting these standards and measures. Evaluation focused on the following: (a) integration of academic and vocational education, (b) sequential course of study, (c) skill attainment and job placement, (d) increased linkage with post-secondary education, (e) relevant instruction in aspects of business/industry students are preparing to enter, (f) serving special populations, (g) improving quality in

schools with high concentration of at-risk students, (h) up-to-date equipment and curriculum to meet demands of the workforce, and (i) inclusion of basic skills and higher order thinking skills that reflect the hiring needs of employers. In cases where progress in not made toward meeting the standards and measures, the development of a local plan for improvement was required.

The public outcry for more effective schools was also heard at the State level. Tennessee had reached a milestone in education reform. The Master Plan and Education Improvement Act was passed by the Tennessee General Assembly to provide a "full tool box of resources" for the 21st century classroom (Tennessee Department of Education, 1991, p. 6). The legislation targeted at-risk students, special populations, state-of-the art technology, professional development, evaluation, administrative leadership, school-based decision making, and funding resources.

Governor McWherter's administration proposed that urban housing projects may have high concentrations of at-risk students. As a first step, state funded learning centers were piloted in urban housing projects. The learning centers were located in the housing project and served as a tutoring program for students and parents. They taught parents how to work with their children on school assignments.

The Vocational Division, State Department of Education, sponsored the Jobs for Tennessee Graduates Program which provided at-risk students with valuable school-to-work transition assistance and job placement. Pilot programs were developed to assist pregnant teenagers and teenage parents in their efforts to earn their diplomas and to learn parenting skills through Vocational Home Economics programs. The services of the Tennessee Tomorrow student organization were used to pilot test a peer tutoring program for students at risk in 25 high schools across the state. Vocational education played an active role in meeting the demands of the legislation.

The Master Plan for Tennessee Schools (Tennessee Department of Education, 1990) was adopted by the legislature as a foundation for the Education Improvement Act. The plan included significant goals for vocational education. Goals such as “Students with identified disabilities will progress in accord with an Individualized Educational Plan (IEPs)” and “All students graduating with an emphasis in vocational education will be prepared to compete effectively in the job market and/or to succeed in post-secondary technical education” greatly impacted vocational programs (Tennessee Department of Education, 1990, p. 6).

Other features of the legislation required “monitoring performance expectations for Tennessee students, school programs, and school systems” (Tennessee Department of Education, 1990, p. 35). The legislation clearly wanted to link comprehensive evaluation with program improvement.

At the local level, school boards were given authority from the State legislation to implement school-based decision making techniques. Local school systems authorized school superintendents, principals, supervisors, teachers, parents, and community leaders to fulfill enlarged roles as decision makers in an effort to improve education. By action of the State Board of Education, the local school system was given the flexibility to develop unique and creative instructional programs. Given this mandate, vocational education administrators have taken the challenge to change, improve and expand vocational programs in preparation for federal, state and local evaluation.

As evaluation and accountability is a common element in the federal, state, and local legislation, new Program Review and Evaluation Instruments (Tennessee Department of Education, 1992a) were developed to address the compliance criteria contained in the Perkins Act, the Individuals With Disabilities Act, the Job Training Partnership Act, Tennessee Master Plan and Education Improvement Act and Tennessee Rules, Regulations, and Minimum Standards. The new evaluation instrument was revised to reflect the

current climate in education reform and was designed to verify the quality of vocational education programs.

“Based upon input from the local level, the State Department of Education, Vocational Division, must assess the impact of rapidly changing demographics, technological advances, and the explosion of information; from this practical collaboration will come educational reform upon which to build flexible systems which will quickly respond to the evolving educational needs of vocational students” (Tennessee Department of Education, 1992a, p. 2).

The Vocational Administrator's Leadership Role

Education reform in Tennessee has given the local school system greater flexibility to administer educational programs without the “red tape” associated with too many rules and regulations. When the State Board of Education revised the Tennessee Rules Regulations and Minimum Standards in 1991, it did not identify by title the individual responsible for supervising vocational education. Although many local school systems have seen the wisdom of utilizing an individual who holds an endorsement as Vocational Director, some systems delegate vocational education to the supervisor of instruction, assistant superintendent, principal, or possibly a lead teacher in the vocational department. In small school systems, administrators function in several roles making supervision of vocational education just one of many tasks they perform.

In the current education reform environment, leadership rather than certification becomes an important issue. Norton (1976) defined the role of a school administrator as a larger, more arbitrarily established, segment of the person in the job. Norton viewed a competency as a segment of the person's skill or ability to work or do the job tasks.

Hawkins (1980) developed 164 competency statements for Tennessee vocational administrators. The competencies were taken from the validated list of tasks statements

used in the study by Robert Norton. Although the vocational administrators were at the post-secondary level, the study concluded that administrators had a clear understanding of tasks considered important regarding their job.

McKenzie (1977) identified competencies needed by vocational-technical administrators at the community college level. He concluded that because there were a number of common competencies identified within the four states he surveyed, common training programs could be developed by a consortium to foster leadership in vocational education.

Miller (1976) developed a state in-service leadership training model for local directors of vocational education. Sixteen years of changes, innovation, new legislative mandates, and leadership philosophy in vocational education suggests a leadership training need for vocational administrators. Federal and State legislative rules, regulations, and revised standards pertaining to education highlight the need for on-going training.

Summary of Related Literature

The literature supported the idea that education is in need of change to meet the special needs of students at risk. Such forces as demographic and socioeconomic change in the school age population have created a shrinking youth pool at a time when business and industry are calling for more technically trained employees. The growing number of students who are at-risk in terms of basic economic and social survival has given birth to Federal and State legislation to help minorities, handicapped, educationally disadvantaged, dropouts, underachievers, and non-English speaking school age children.

The change that has taken place in the workplace has had an impact on the change in the educational curriculum. Technology and newly-created occupations require work-

ers to use higher order thinking skills and higher levels of reading, writing, and computation skills. Academic and vocation courses are working toward integration of courses that provide in-depth understanding of academic and technical content in the high school curriculum. The intent was to eliminate the general education track and focus on an upgraded program of academic studies with a vocational or an academic concentration. The curriculum was also designed for articulation with post-secondary institutions.

Significant legislation that had an effect on vocational education in Tennessee was the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and the Tennessee Master Plan and Education Improvement Act of 1991. The legislation targeted at-risk students, special populations, new technology, evaluation, administrative leadership, and school-based decision making.

As evaluation and accountability became requirements, the need for educational leadership became a necessity. In the current educational reform environment, leadership rather than certification became an important issue. Vocational administrators were required to have general as well as special competencies to help vocational programs meet the requirements of the legislation. Legislative rules, regulations, and revised standards pertaining to education highlighted a need for on-going training.

The forces causing reform in vocational education, the current legislation impacting vocational education, and the vocational administrator's leadership role affected changes in the classroom and the boardroom. Education reform had given the local school system greater flexibility but had also enforced greater accountability.

CHAPTER III

METHODOLOGY

Introduction

With the implementation of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and the Tennessee Master Plan and Education Improvement Act of 1991, vocational administrators were encouraged to become leaders in the education improvement process. Accountability became an important part of becoming a better vocational education leader. Baseline data must be established, goals set, and plans for improvement developed. The study was a part of that process of finding out where vocational administrators stood in their perceived competence for the special competencies mandated by the Federal and State legislation. It also asked about their preference for training methods to assist them in becoming more competent in areas lacking total competence.

Procedures used in collecting and treating data for the study are described in Chapter III. The chapter is organized in the following manner: introduction, population, the data collection instrument, collection of data, and procedures used to analyze the data.

Population

Although there are 139 school systems in Tennessee, only 96 of the systems have vocational programs with an identified individual responsible for administering the programs. The Program Review and Evaluation Instrument for Systems Administrators at this time is required for regular high school vocational programs. Twelve of the 96 identified administrators were responsible for vocational programs that worked with

special schools for the blind, for the deaf, for the mentally handicapped and for correctional facilities. Since these are not considered regular secondary high school programs, they were not included in this survey. The total population of this study was 84 Tennessee school systems with administrators identified as responsible for supervising secondary vocational programs.

The school systems varied in size and in their geographical makeup. Additionally, the vocational administrator's title varied within the school systems. For this study, the job titles of Vocational Director, Supervisor of Instruction, and Principal were used. Vocational administrators were both male and female and had a wide range in the number of years experience.

Data Collection Instrument

Background Document

The Tennessee Program Review and Evaluation Instrument for Vocational Administration utilized in the program improvement process was developed by Dr. Donald E. McNelly (1992) at The University of Tennessee, Knoxville. The instrument was written under a grant for the Tennessee Department of Education, and it contained 70 special competencies aimed at helping vocational administrators to facilitate the program improvement process. The competencies were taken directly from areas mandated in the Carl D. Perkins Vocational and Applied Technology Act of 1990 and the Tennessee Master Plan and Education Improvement Act of 1991 (see Appendix A). The 70 special competencies were clustered into 11 categories. Table 1 gives the breakdown of the competencies by evaluation areas.

TABLE 1

Summary of the Number of Special Competencies Required
by the Program Review and Evaluation Instrument
by Category Title of Area Evaluated

Category Title		No. of Special Competencies
I.	Integration of Academic and Vocational Education	4
II.	Sequential Courses of Study	4
III.	Skill Attainment and Job Placement	9
IV.	Increased Linkage with Post Secondary Institutions	3
V.	Instruction/on-the-job Experience In All Aspects of Business/Industry Students Are Preparing to Enter	2
VI.	Serving Special Populations	8
VII.	Improving Program Quality In Schools With High Concentrations of Poor & Low Achieving Students	7
VIII.	Relevance of Program To The Workplace and Extent To Which It Is A Reflection of Current/Future Labor Market Needs	8
IX.	Ability of Curriculum, Equipment, and Instructional Materials to Meet the Demands of the Workforce	5
X.	Basic and Higher Order (Current and Future) Workplace Competencies Reflect Hiring Needs of Employers	4
XI.	Other Pertinent Criteria: Voc. Student Organizations, needs assessment, safety, counseling etc.	<u>16</u>
Total		70

Development of Questionnaire

The Tennessee Program Review and Evaluation Instrument for System Administration was the background and basis for the questionnaire used in this study. The questionnaire was entitled "Special Competencies Inventory for Personnel Directing Vocational Programs."

Since the background instrument was developed under a grant for the State of Tennessee, permission was given by Assistant Commissioner Marvin Flatt for the Tennessee Department of Education to use the document as a basis for the development of the questionnaire (see Appendix B). The questionnaire (see Appendix C) used the same format as the Program Review and Evaluation Instrument. Respondents were asked to score their perceived proficiency or competence in each of the 70 special competencies using a Likert type scale of one to five. One represented "no competence" and five represented "complete competence".

In addition to the competency rating scale, a five column Likert type scale was included to solicit a response as to the most preferred method of training needed to become proficient in the identified competencies. The scale of five for "strongly prefer" ranged down to one for "do not prefer". The six training choices were (a) college courses, (b) administrator academy, (c) State in-service workshops, (d) Tennessee State Council for Vocational Technical Education (TSCVTE) mentor, (e) trial/error on-the-job experience, and (f) university extern program.

Traditionally, courses in supervision and administration of vocational education programs have been provided by the state universities. These institutions have made a concerted effort to offer specialized help and instruction in any new and emerging areas of vocational education. Regular day programs and extension courses have been available. Evening programs were offered to full-time employed vocational administrators who did not have time to attend courses during the working day. A tuition fee was usually charged for university courses.

The Administrator Academy was established through Tennessee's Career Ladder Program. The Academy have been offered as one-week intensive training programs during the summer months to any administrator wishing to apply for career ladder status.

The training was free but the administrator or the local school system had to pay for lodging and related expenses.

State in-service workshops for vocational administrators have been provided periodically at designated geographical sites across the state. The workshops are offered based upon a needs assessment of vocational programs in the local school system and in response to direct requests from local school systems. The workshops are usually one to three days and are free to participants.

The Mentor Program was established by the Tennessee State Council of Vocational Technical Education (TSCVTE) to provide a "helping hand" to vocational administrators who requested help in any area of administering vocational education programs. Mentors were automatically provided first year vocational administrators. Experienced administrators could obtain a mentor by request to the TSCVTE.

As with any task, sometimes trial and error on-the-job experience is the method used for learning one's job. Time and availability of assistance are often factors in the acquisition of training. Consequently, the need to perform a task through the "learning-on-the-job" method has frequently been used.

The University Extern Program was an organized program that provided experience on the job while still in the training process. The structured program was a capstone university course that provided an opportunity to apply the theories and methods learned in the prerequisite college courses. Universities offered the program for credit and charged tuition.

Each of the six training methods have been available to vocational administrators in Tennessee. The university courses and the extern program met part of the requirements for a Vocational Director, Supervisor of Instruction, and Principal endorsement on the Tennessee Teacher License.

The questionnaire was field tested by vocational administrators involved in supervision of vocational education programs at the state level to ascertain if the document needed adjustments or revisions. Adjustments in the format of the questionnaire were made but the questions remained the same as those found the Program Review and Evaluation Instrument for System Administration.

Data Collection

Verbal permission was also granted by the Chairman of the Tennessee State Council of Vocational Technical Education (TSCVTE) to distribute the questionnaire at their Quarterly Meeting. The meeting was held at the Crown Plaza Hotel in Nashville, Tennessee.

Vocational administrators attending the meeting were asked to complete the questionnaire and return it at the end of the day. All attendees of the TSCVTE Quarterly Meeting were registered. A comparison between the total listing and those registered was made to determine administrators not in attendance.

The State Advisory Council provided a list of all 139 school systems including the names and addresses of the 84 vocational administrators included in this study. The survey instrument was mailed to vocational administrators who did not attend the meeting with a cover letter asking their assistance in completing the document and returning it by mail (see Appendix D). The letter explained that no names or school names would be identified so that respondents could remain anonymous. The survey instrument was coded in a special way to ascertain who had returned the document. Respondents not returning the survey instrument within a reasonable period of time were telephoned to remind them resulting in all vocational administrators being cooperative in filling out and returning the survey.

Demographic Data Collection

On the final page of the questionnaire, respondents were asked to identify their job title, their gender, and their number of years experience in the administration of vocational education. Their job titles were Vocational Director, Supervisor of Instruction, or Principal. Of the 84 administrators who participated in this study, 65 were male and 19 were female. Table 2 gives a breakdown of the group by job title and gender.

TABLE 2
Summary of Vocational Administrators
by Job Title and Gender

Job Title	No. of Males	No. of Females	Total
Vocational Director	42	13	55
Supervisor of Instruction	14	5	19
Principal	9	1	10
Total	65	19	84

There were 55 individuals with the job title Vocational Director, 19 with the title Supervisor of Instruction, and 10 with the title Principal administering vocational education programs. The smallest category was female Principals (1), and the largest group was male Vocational Directors (42).

The 84 vocational administrators had a wide range of years of experience in supervising vocational programs. Table 3 gives a breakdown of the group in number of years of experience in administering vocational programs by job title.

TABLE 3
Number of Years of Experience In
Administering Vocational Programs by Job Title

Job Title	First Year	1 to 3	4 to 9	10 to 15	over 15
Vocational Director	4	13	19	7	8
Supv. of Instruction	1	15	1	4	2
Principals	1	6	3	0	0
Totals	6	34	23	11	10

Individuals with one to three years experience in administering vocational programs were the largest group completing the survey. Only six of the 84 surveyed were first year vocational administrators; but first year and one to three years experience together, equaled 40 out of total 84 surveyed. The sum of 40 revealed that almost half the population were inexperienced in administering vocational education programs.

Analysis of Data

The study was conducted to determine the perceived levels of competence that vocational administrators felt they had in administering the program improvement process in Tennessee as mandated by the 70 competencies in the Program Review and Evaluation Instrument for System Administrators. The study also sought to determine if there was a difference among the vocational administrators in their preference for training in these competency areas.

The data analysis addressed the research questions found in Chapter I. The first research question was concerned with how vocational administrators with different job titles perceived their competency for the 11 categories of special administrative competencies. The research question was changed into the first overall null hypothesis which tested administrator's perceived competence by category:

H_{01} : There were no significant differences in the perception of the level of competence in the 11 categories between any of the three job titles — (a)Vocational Director, (b)Supervisor of Instruction, and (c) Principal.

The analysis of variance (ANOVA) was used for each of the 11 hypotheses to test whether the means of responses for those with three job titles were significantly different. If the ANOVA revealed an F value that was equal or greater than the tabled value for $\alpha=0.05$ level of significance with 2, 81 degrees of freedom, then the Tukey-Kramer HSD Multiple Comparison Test was invoked to identify which groups were significantly different (Hays, 1973).

The second research question concerned how much agreement existed between the three groups and was the basis for null hypothesis number two:

H_{02} : There is no significant concordance or agreement between (a) Vocational Directors, (b) Supervisors of Instruction, and (c) Principals with regard to the ranking of their average competency ratings.

Kendall's Coefficient of Concordance, W, was used to measure the degree of concordance or agreement that existed among more than two sets of rankings.

The third research question concerned perceived competence for male and female administrators and was the basis for the overall null hypothesis number three:

H₀₃: There is no significant difference for male and female vocational administrators in their perception of the 11 special competency categories.

The overall data analysis determined how males and females perceived their level of proficiency for the 11 categories of required competencies. Again an analysis of variance (ANOVA) was used for each of the 11 hypotheses to test whether the means for males and females were equal. If the F value was significant at the $\alpha=0.05$ significance level, then the Tukey-Kramer HSD Multiple Comparison Test was invoked to identify which groups were significantly different.

Research question number four was concerned with the differences between males and females with regard to the ranking of their average competency ratings and was the basis for null hypothesis number four:

H₀₄: There is no significant concordance or agreement between males and females with regard to the ranking of their average competency ratings.

The Spearman Rank Correlation Coefficient was used to test the difference between male and female vocational administrators with regard to the ranking of their average competency ratings. The Spearman Coefficient, much like Kendall's Coefficient of Concordance, measured the tendency of only two rank orders to be similar (Hays, 1973).

The fifth research question pertained to how vocational administrators with different years of experience perceived their level of competence for the 11 categories of required competencies. The years of experience were clustered into first year, one to three years, four to nine years, ten to fifteen years, and over fifteen years experience. This research question was changed into the overall null hypothesis number five:

H₀₅: There is no significant differences in the perceptions of the level of competence in the 11 categories for vocational administrators with various year of experience.

The data analysis determined how administrators with different years of experience perceived their competence for the 11 categories of identified competencies. An analysis of variance (ANOVA) procedure was used for each of the 11 hypotheses to test whether the means for various years of experience were equal. If the F value was significant at the $\alpha=0.05$ significance level, then the Tukey-Kramer HSD Multiple Comparison Test was invoked to identify which groups were significantly different.

Research question number six addressed the issue of concordance or agreement among the vocational administrators with regard to the ranking of their average competency ratings and was the basis for hypothesis number six:

H₀₆: There is no significant concordance or agreement between administrators with various years of experience with regard to the ranking of their average competency ratings.

Kendall's Coefficient of Concordance, W, was used to measure the degree of concordance or agreement that existed among more than two sets of rankings

Once data were collected about the administrators' perception of their competence in the special areas of vocational administration required for the program improvement process, the issue of how they preferred to be trained in these areas was germane. Training will be needed if the vocational administrators are to become effective in the leadership role for the program improvement process.

Research question number seven focused on administrators preferred method of training to acquire competence in the special administrative competencies. This research question was the basis for the following hypothesis:

H₀₇: There is no significant difference in the preferred method of training in the 11 special competency categories for Vocational Directors, Supervisors of Instruction, and Principals.

The mean for each of the six methods of training was calculated. An analysis of variance (ANOVA) was used to test whether there was a significant difference in the mean responses for the Vocational Directors, Supervisors, and Principals.

Research question number eight focused on how much agreement existed between Vocational Directors, Supervisors of Instruction, and Principals with regard to the ranking of the preferred method of training to acquire needed competence. This research question was the basis for the following hypothesis:

H₀₈: There is no significant difference in the concordance or agreement with regard to method of training in the 11 special competency categories for Vocational Directors, Supervisors of Instruction, and Principals.

The issue of how much agreement existed between the Vocational Directors, Supervisors, and Principals with regard to their training method preferences was investigated. Kendall's Coefficient of Concordance or Agreement, W , was used to measure the degree of concordance or agreement that existed among more than two sets of rankings.

CHAPTER IV

PRESENTATION OF DATA

This research study was conducted to determine the perceived levels of competence that Vocational Directors, Supervisors of Instruction, and Principals feel they have in administering the program improvement process in Tennessee schools as mandated by the 70 special competencies in the new Program Review and Evaluation Instrument for System Administrators.

The purpose of the study was to determine if there were common levels of perceived competence for the 11 special competencies among administrators with different job titles, different gender, and different years of experience. The study also sought to determine if there was a difference among vocational administrators in their preferred method of training for the 11 categories of special competencies. The methods of training were limited to university courses, administrator academy, state in-service workshops, a mentor provided by the Tennessee State Council of Directors of Vocational Technical Education, trial and error experience, and university extern programs.

The population for the study consisted of 84 school administrators identified as responsible for administering vocational programs and their titles were Vocational Directors, Supervisors of Instruction, or Principals. Each of the 84 vocational administrators was asked to complete a questionnaire concerning their perception as to their level of competence for the 70 special competencies and their preferred method of training for each of these 70 competencies. The questionnaire was developed from the Tennessee Program Review and Evaluation Instrument for System Administration. This instrument is a part of the required program improvement process. Each questionnaire was assigned a number to insure anonymity and confidentiality.

Of the 84 administrators who responded to the questionnaire, 65 were male and 19 were female. There were 55 individuals with the job title Vocational Director, 19 with the title Supervisor of Instruction, and 10 with the title Principal administering vocational education programs.

The 84 vocational administrators had a wide range of years of experience in supervising vocational programs. There were 6 in their first year and 34 with one to three years experience. A total of 40 for these two groups was almost half the total population of 84. There were 23 with four to nine years experience, 11 with ten to fifteen years, and 10 with over fifteen years.

Perceptions of Competence

The Program Review and Evaluation Instrument for Vocational Administrators contained 70 special competencies aimed at helping vocational administrators facilitate the program improvement process. These 70 special competencies were clustered into 11 categories. The first overall null hypothesis tested levels of perceived competence in each of the 11 special competency categories.

The first null hypotheses tested at the .05 level of significance was:

H_{01} : There were no significant differences in the perception of the level of competence in the 11 categories between any of the vocational administrator job titles — (a) Vocational Director, (b) Supervisor of Instruction, and (c) Principal.

Testing the null hypothesis in analysis number one involved clustering the 70 questions into 11 categories. The mean for each of the 11 categories was calculated. An analysis of variance (ANOVA) was used for each of the 11 hypotheses to test whether there were significant differences between the means for three different job titles. If the

ANOVA revealed an F value that was significant at the $\alpha=0.05$ level, then the Tukey-Kramer HSD Multiple Comparison Test was invoked to identify which groups were significantly different.

The ANOVA revealed that all F values were significant at the $\alpha=0.05$ level. Table 4 shows the summary of the means and the F values for the 11 categories of special competencies by the three job titles. An F value equal to or greater than 3.15 was required to be significant at the .05 level with 2, 81 degrees of freedom. The calculated F values were significant for each of the 11 categories at the .05 level because they exceeded the $F_{CV}=3.15$. Therefore, the hypothesis was rejected. Table 4 also shows the paired means that were found to be significantly different by the Tukey-Kramer HSD Multiple Comparison Test.

The response means for Vocational Directors were significantly higher than those of the Supervisors of Instruction in all 11 categories. Additionally, Vocational Directors perceived they were significantly more competent than Principals in every category of special competencies except Category I which focused on integration of academic and vocational education. The mean responses for Supervisors of Instruction were significantly higher than Principals in categories I, VIII, and IX.

The mean of means for Vocational Director's responses was 3.634, for Supervisors of Instruction 3.0382 and for Principals 2.9410. Vocational Directors perceived they were more competent in all special competencies than Supervisors of Instruction or Principals.

The second hypothesis concerned how much agreement existed between the three groups. Hypothesis two was:

H₀₂: There is no significant concordance or agreement between

(a) Vocational Directors, (b) Supervisors of Instruction, and

TABLE 4

Summary of Differences in Perceived Competence for
Eleven Categories^a of Special Administrative
Competencies for Vocational Directors,
Supervisors and Principals

Category	Principals	Supv. of Instr.	Voc. Dir.	F value	Tukey -Kramer Test		
					(P-S)	(P-VD)	(S-VD)
I	2.777	3.200	3.527	13.6900*	+		+
II	2.916	2.900	3.604	25.9348*		+	+
III	2.901	2.838	3.430	34.3106*		+	+
IV	3.296	3.033	3.890	17.1239*		+	+
V	3.166	3.100	3.654	10.3190*		+	+
VI	2.361	2.568	3.079	31.5241*		+	+
VII	2.936	3.014	3.576	31.5925*		+	+
VIII	3.013	3.331	3.875	43.1444*	+	+	+
IX	2.688	3.080	3.629	32.8328*	+	+	+
X	3.194	3.175	3.831	25.2749*		+	+
XI	3.097	3.178	3.876	79.2822*		+	+
Mean of	2.941	3.038	3.634				
<u>Means</u>							

* Statistically significant, $p < 0.05$.

+ Pairs of means are significantly different

- | | |
|----------------|--|
| ^a I | Integration of academic and vocational education |
| II | Sequential courses of study |
| III | Skill attainment and job placement |
| IV | Linkage with post-secondary |
| V | Instruction/on-the-job experience in business/industry |
| VI | Special populations |
| VII | Program quality for low-achieving students |
| VIII | Relevance to workplace |
| IX | Curriculum, equipment, materials, meet demands of workforce |
| X | Higher order competencies reflect hiring needs |
| XI | Other: student organizations, needs assessment, safety, counseling, etc. |

(c) Principals with regard to the ranking of their average competency ratings.

The means of the 11 categories were ranked from highest to lowest for Vocational Directors, Supervisors of Instruction, and Principals. Table 5 shows the ranked means for all 11 categories of special competencies for the three job titles.

Kendall's Coefficient of Concordance, W , was used to measure the degree of concordance or agreement that existed among more than two sets of rankings. In this case, there were three sets of rankings. The values for the coefficient must lie between 0 and 1, where $W=1$ suggests perfect agreement, and $W=0$ indicates perfect disagreement or discordance.

In order to reject the hypothesis at the $\alpha=0.05$ level of significance, the Kendall Coefficient of Concordance, W , must equal or exceed the critical value $W_{cv}=0.6103$. Analysis of the data revealed a test statistic value of $W=0.7253$. Since this $W=0.7253$ value exceeded the critical value $W_{cv}=0.6103$, the hypothesis was rejected. There was significant concordance or agreement between the ranking of special competencies for Vocational Directors, Principals, and Supervisors of Instruction.

Category VI was ranked lowest by all three groups of vocational administrators. Vocational Directors, Supervisors of Instruction, and Principals perceived they had less competency in working with special populations than all other categories. Within the four lowest ranked categories, category III was low for Vocational Directors, Supervisors of Instruction, and Principals. All three groups of vocational administrators perceived themselves as not having complete competence in the special competency of developing a plan for skill attainment and job placement. Vocational Directors and Supervisors of Instruction also ranked category VII among the lowest four. They perceived their competence low in improving program quality in schools with high concentrations of poor and low-achieving students.

TABLE 5

Ranked Means of Eleven Special Administrative
Competency Categories* by Job Titles
of Vocational Administrators

Rank	Principals	Supervisors of Instruction	Vocational Directors
1st (High)	IV	VIII	IV
2nd	X	I	XI
3rd	V	XI	VIII
4th	XI	X	X
5th	VIII	V	V
6th	VII	IX	IX
7th	II	IV	II
8th	III	VII	VII
9th	I	II	I
10th	IX	III	III
11th(Low)	VI	VI	VI

- | | |
|------|--|
| *I | Integration of academic and vocational education |
| II | Sequential courses of study |
| III | Skill attainment and job placement |
| IV | Linkage with post-secondary |
| V | Instruction/on-the-job experience in business/industry |
| VI | Special populations |
| VII | Program quality for low-achieving students |
| VIII | Relevance to workplace |
| IX | Curriculum, equipment, materials, meet demands of workforce |
| X | Higher order competencies reflect hiring needs |
| XI | Other: student organizations, needs assessment, safety, counseling, etc. |

After the investigation of perceived competence according to job title, the perception of competence by males and females was of interest. The third overall null hypothesis tested levels of perceived competence for males and females in each of the 11 special competency categories. The null hypothesis was:

H_{03} : There was no significance difference for male and female vocational administrators in their perception of the 11 special competency categories.

Testing the null hypothesis in analysis number three involved clustering the 70 questions into 11 categories. The mean for each of the 11 categories was calculated for males and females. An analysis of variance (ANOVA) was used to test the overall hypothesis whether the means for males and females were significantly different. If ANOVA revealed an F value that was significant at the $\alpha=0.05$ significance level, then the hypothesis of equal means was rejected.

The means for each of the 11 categories were calculated for males and females. Table 6 shows the summary of means by gender. The F value of 4.00 or higher was required to be significant at the .05 level with 1, 83 degrees of freedom. Table 6 also shows the F value that was significant and gives the mean of the means for males and females.

Females perceived they were slightly more competent than males in all categories except category III. The mean for females for category III was 3.1053 and for males 3.2704. The F value of 4.0650 indicated the means for category III were significantly different at the .05 level of significance. Males perceived themselves to be significantly more competent than females in working with skill attainment and job placement. Since the F value of 4.06 exceeded the F_{cv} of 4.00, the hypothesis for Category III was rejected.

FIGURE I provides a graphic display of the means of the 11 categories for males and females. The graph gives a visual comparison of how close male and female vocational administrators were in agreement as to their competence for the 11 categories.

TABLE 6

Response Means for Eleven Categories^a of Special
Administrative Competencies by Gender
And F Values

Category	Female	Male	F value
I	3.4211	3.3538	0.3311
II	3.3947	3.3538	0.1192
III	3.1053	3.2704	4.0650*
IV	3.7544	3.5846	1.5586
V	3.5000	3.4615	0.0738
VI	2.9145	2.8712	0.2431
VII	3.3985	3.3670	0.1266
VIII	3.6579	3.6519	0.0047
IX	3.4211	3.3908	0.0809
X	3.5263	3.6308	0.8801
XI	3.6480	3.6221	0.1396
Mean of <u>Means</u>	3.4311	3.4144	

* F value > 4.00 statistically significant at the .05 level.

- | | |
|----------------|--|
| ^a I | Integration of academic and vocational education |
| II | Sequential courses of study |
| III | Skill attainment and job placement |
| IV | Linkage with post-secondary |
| V | Instruction/on-the-job experience in business/industry |
| VI | Special populations |
| VII | Program quality for low-achieving students |
| VIII | Relevance to workplace |
| IX | Curriculum, equipment, materials, meet demands of workforce |
| X | Higher order competencies reflect hiring needs |
| XI | Other: student organizations, needs assessment, safety, counseling, etc. |

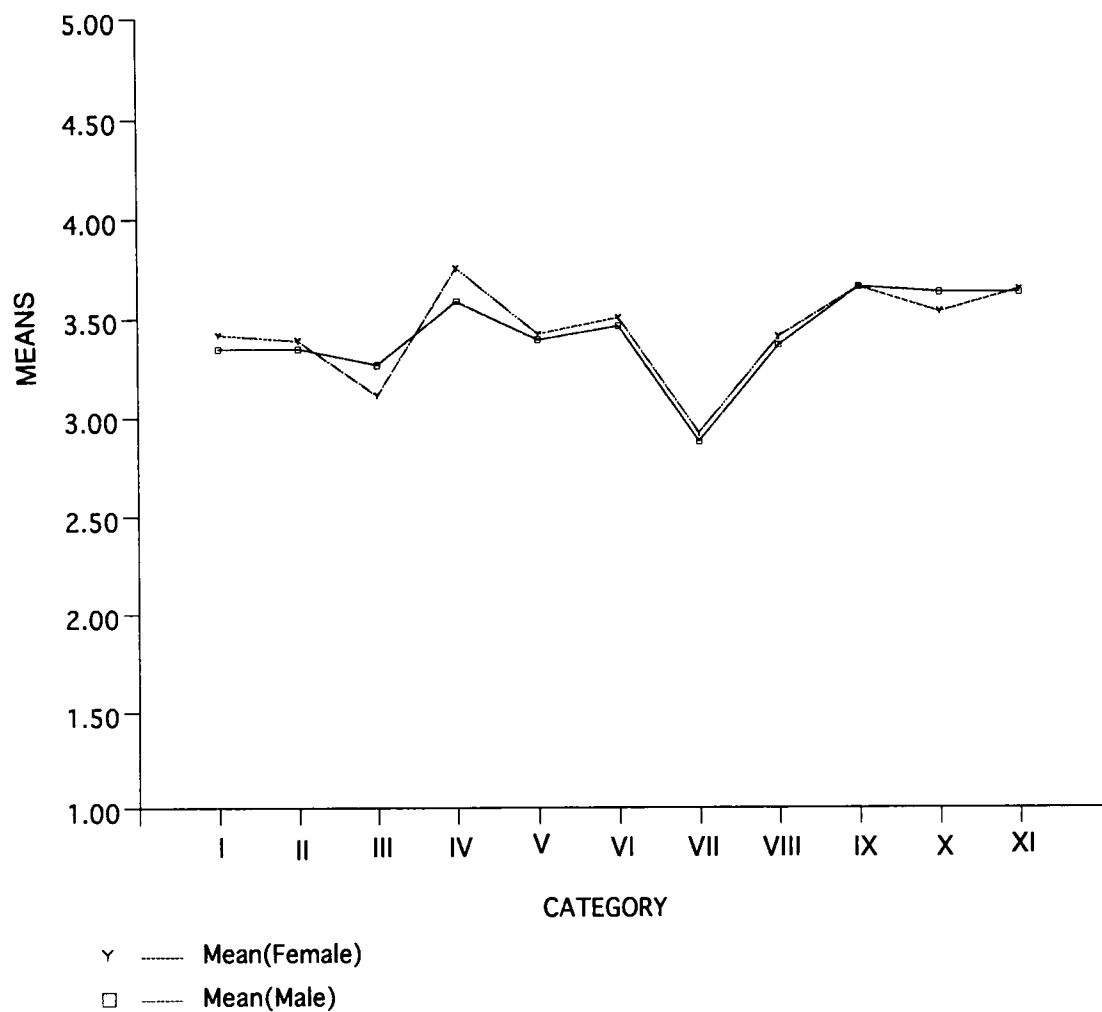


FIGURE I

A Comparison of Means for Categories
of Special Competencies for Males and Females

Although most means for females were slightly higher, the line graph revealed that they were essentially the same in their perceptions of levels of competence. Both males and females perceived category VI as their lowest level of competence which involves working with special populations.

Another issue was how much agreement existed between males and females with regard to their ranked means of the 11 categories. The fourth null hypothesis was:

H₀₄: There is no significant relationship between males and females with regard to the ranking of their average competency ratings.

In order to test hypothesis four, Spearman's Rank Correlation Coefficient was used to test the relationship between male and female administrators with regard to the ranking of their average competency ratings. The Spearman Coefficient, much like the Kendall's Coefficient of Concordance, measured the tendency of only two rank orders to be similar. Being tested was the hypothesis that the two sets of rankings were not correlated, with $r=0$. Table 7 shows the ranked means for all 11 categories of special competencies by gender.

In order to reject this hypothesis at the $\alpha=0.05$ level of significance, the Spearman rank correlation coefficient, r_s , must equal or exceed the critical value $r_{cv}=0.5515$. Analysis of the data revealed a test statistic value of $r_s=0.8886$. Since this $r_s=0.8886$ value exceeded the critical value $r_{cv}=0.5515$, the hypothesis was rejected. The ranking of the competencies by gender were significantly related.

Males and females ranked category VI as lowest. Both males and females perceived they had low levels of competence in working with special populations. Category III was also ranked low for both males and females. Category III involved skill attainment and job placement. The highest ranked category for females was category IV which involved linkage with post-secondary courses. The highest ranked category for males was category VIII which involved relevance of the program to the workplace.

Table 7
Rankings of Special Competency Categories*
For Males and Females

Rank	Female	Male
1st	IV	VIII
2nd	VIII	X
3rd	XI	XI
4th	X	IV
5th	V	V
6th	I	IX
7th	IX	VII
8th	VII	II
9th	II	I
10th	III	III
<u>11th</u>	<u>VI</u>	<u>VI</u>

- | | |
|------|--|
| *I | Integration of academic and vocational education |
| II | Sequential courses of study |
| III | Skill attainment and job placement |
| IV | Linkage with post-secondary |
| V | Instruction/on-the-job experience in business/industry |
| VI | Special populations |
| VII | Program quality for low-achieving students |
| VIII | Relevance to workplace |
| IX | Curriculum, equipment, materials, meet demands of workforce |
| X | Higher order competencies reflect hiring needs |
| XI | Other: student organizations, needs assessment, safety, counseling, etc. |

The fifth hypothesis tested pertained to how vocational administrators with various years of experience perceived their levels of competence for the 11 categories of identified competencies. The number of years of experience were clustered into five groups— (a) first year, (b) one to three years, (c) four to nine years, (d) ten to fifteen years, and (e) over fifteen years.

Hypotheses five was:

H₀₅: There were no significant differences in the perception of the level of competence in the 11 categories of special competencies for vocational administrators with various years of experience.

Testing the null hypotheses in analysis number five involved clustering the 70 questions into 11 categories. The mean for each of the 11 categories was calculated according to five groups of years of experience. The analysis of variance (ANOVA) was used to test the overall hypothesis whether the means for each of the various years of experience were significantly different. If an F value was equal or more than 2.53, it was significant at the $\alpha=0.05$ level with 4, 79 degrees of freedom, the hypothesis was rejected. In addition, the Tukey-Kramer HSD Multiple Comparison Test was used to identify which groups were significantly different.

The mean for each of the 11 categories was calculated for vocational administrators who had various years of experience working with vocational education. Table 8 shows the summary of those means for the 11 categories of special competencies with the years of experience clustered into five groups. It contains the F values that were significant at the $\alpha=0.05$ level of significance. Table 8 also shows the paired means that were found to be significantly different by the Tukey-Kramer HSD Multiple Comparison Test.

TABLE 8

Differences in Perceived Competence in Eleven Categories
of Special Administrative Competencies^a for
Various Years of Experience and Significant
Differences Between Paired Means

Cat.	Years of Experience							Tukey-Kramer Test										
	1st yr.	1 - 3 yr.	4 - 9 yr.	10-15 yr.	15+ yr.	F value	(1-3)(1-9)(1-15)(1-15+)(3-9)(3-15)(3-15+)(9-15)(9-15+)(15-15+)											
I	3.2083	3.1102	3.2500	4.0227	3.9000	14.9763*		+	+	+	+	+	+	+	+	+	+	+
II	3.2083	3.0367	3.5326	3.5909	3.9250	11.1023*		+	+	+	+	+	+	+	+	+	+	+
III	3.0555	2.8921	3.3043	3.6262	3.9074	30.5997*		+	+	+	+	+	+	+	+	+	+	+
IV	3.3888	3.3529	3.7971	3.9696	3.9000	5.5016*				+	+	+	+	+	+	+	+	+
V	3.2500	3.1470	3.5000	4.1363	3.9000	11.2576*		+	+	+	+	+	+	+	+	+	+	+
VI	2.3750	2.4669	3.1032	3.3750	3.5375	42.6676*		+	+	+	+	+	+	+	+	+	+	+
VII	3.0000	3.0168	3.5217	3.8181	3.9857	30.2811*		+	+	+	+	+	+	+	+	+	+	+
VIII	3.2292	3.2463	3.8967	4.1250	4.2125	37.6934*		+	+	+	+	+	+	+	+	+	+	+
IX	2.8666	3.0294	3.5043	4.1636	3.8800	84.0993*		+	+	+	+	+	+	+	+	+	+	+
X	3.3750	3.2132	3.7500	4.1818	4.1250	21.0610*		+	+	+	+	+	+	+	+	+	+	+
XI	3.0729	3.1580	3.9076	4.2500	4.2312	84.0993*		+	+	+	+	+	+	+	+	+	+	+

* Statistically significant, $p < 0.05$.

+ Pairs of means are significantly different.

- a I Integration of academic and vocational education
 II Sequential courses of study
 III Skill attainment and job placement
 IV Linkage with post-secondary
 V Instruction/on-the-job experience in business/industry
 VI Special Populations

- VII Program quality for low-achieving students
 VIII Relevance to workplace
 IX Curriculum, equipment meet workplace demands
 X Higher order competencies reflect hiring needs
 XI Other: student organizations, needs assessment, safety, counseling, etc.

It was revealed by the 11 calculated F values that all the means were significant at the $\alpha=0.05$ level. The overall hypothesis was rejected. Vocational administrators with different levels of experience perceived they had significant differences in their competence in the 11 categories of special competencies.

The Tukey-Kramer HSD Multiple Comparison Test was applied to ascertain which of the means were significantly different for the various years of experience. There was no significant difference in any competency category for one to three years and fifteen to fifteen plus years of experience. For two of the groups, (a) one to three years and ten to fifteen years and (b) one to three years and fifteen plus years, there was a significant difference for all 11 of the categories of special competencies. Significant differences existed for all years of experience for Category XI. This category focused on youth organizations, needs assessments, safety, and counseling.

The means of the 11 categories were then ranked from highest to lowest according to the categories of years of experience. Table 9 shows the rankings for all 11 categories of special competencies for years of experience.

The sixth null hypothesis concerned how much agreement existed between vocational administrators with various years of experience. Null hypothesis number six was:

H₀₆: There was no significant concordance or agreement between vocational administrators with various years of experience with regard to the ranking of their average competency ratings.

Kendall's Coefficient of Concordance, W, was used to measure the degree of concordance or agreement that existed among more than two sets of rankings. In this case there were five sets of rankings. The values for the coefficient must lie between 0 and 1, where W=1 suggests perfect agreement, and W=0 indicates perfect disagreement or discordance. In order to reject the hypothesis of agreement at the $\alpha=0.05$ level of

TABLE 9

Rankings of Perceived Competence in Special Competency
Categories* For Vocational Administrators
By Their Years of Experience

Rank Position	1st Year	1 to 3 yrs	4 to 9 yrs	10 to 15 yrs	15+ yrs
1st	IV	IV	XI	XI	XI
2nd	X	VIII	VIII	X	VIII
3rd	V	X	IV	IX	X
4th	VIII	XI	X	V	VII
5th	I	V	II	VIII	II
6th	II	I	VII	I	III
7th	XI	II	IX	IV	IV
8th	III	IX	V	VII	V
9th	VII	VII	III	III	I
10th	IX	III	I	II	IX
11th	<u>VI</u>	<u>VI</u>	<u>VI</u>	<u>VI</u>	<u>VI</u>

- | | |
|------|--|
| *I | Integration of academic and vocational education |
| II | Sequential courses of study |
| III | Skill attainment and job placement |
| IV | Linkage with post-secondary |
| V | Instruction/on-the-job experience in business/industry |
| VI | Special populations |
| VII | Program quality for low-achieving students |
| VIII | Relevance to workplace |
| IX | Curriculum, equipment, materials, meet demands of workforce |
| X | Higher order competencies reflect hiring needs |
| XI | Other: student organizations, needs assessment, safety, counseling, etc. |

significance, the Kendall Coefficient of Concordance, W , must equal or exceed the critical value $W_{cv}=0.3661$. Analysis of the data revealed a value of $W=0.6458$. Since this $W=0.6458$ value exceeded the critical value $W_{cv}=0.3661$, the hypothesis was rejected. None of the perceived competency rankings were significantly different. This indicated

that agreement existed between the vocational administrators with various years of experience.

The administrators at all levels of experience ranked category VI as lowest. Individuals with both limited experience and extensive experience perceived they had low levels of competence in working with special populations.

Within the five lowest ranked means, Category IX (providing curriculum, equipment, materials that meet demands of workforce) was low for all groups except administrators with ten to fifteen years of experience. Within the four lowest ranked means, category III was ranked low for three of the five groups of experience. First year administrators ranked category III eighth. Administrators with one to three years of experience ranked category III tenth. Vocational Administrators with five to nine years of experience and ten to fifteen years of experience ranked category III ninth. Vocational administrators in their first year of experience and up to fifteen years of experience perceived they had low levels of competence in working with skill attainment and job placement. Category VII was ranked the same by first year administrators and administrators with one to three years experience. The means for these two groups were ranked ninth which indicated they perceived a low level of competence in working in the area of developing program quality for low-achieving students. Some of the ranked means of the 11 special competency categories revealed unique trends when the perceived level of competence was compared to years of experience. A line graph was constructed to show three of the interesting trends.

FIGURE II shows a line graph of the ranked means of category IV by years of experience. Category IV focused on the development of programs of study to establish linkages with post-secondary vocational education programs.

A comparison of the means, plotted as a line graph, revealed a trend in vocational administrators competence in working with post-secondary linkage. A ranking of first

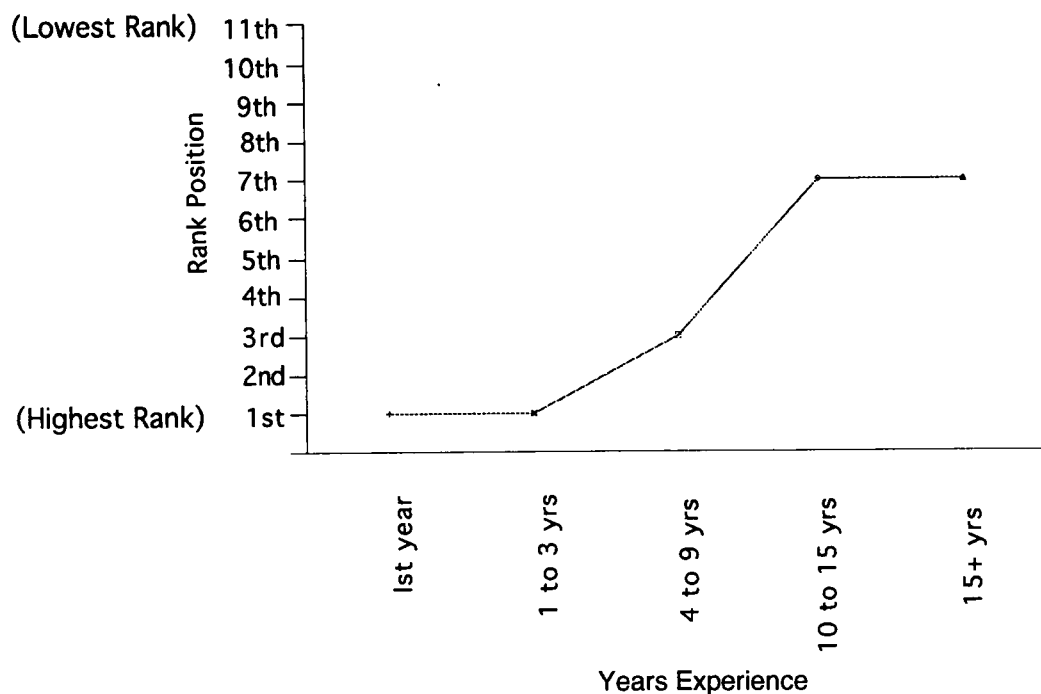


FIGURE II

Ranked Means for Special Competency Category IV
(Linkage with Post-secondary) by Years of
Experience of Vocational Administrators

indicated a high level of perceived competence and a ranking of eleventh indicated low level of perceived competence. First year and one to three year experience administrators perceived high levels of competence in working with post-secondary linkage; but the more years of experience administrators acquired, the lower the perceived level of competence.

FIGURE III shows a graph of the ranked means of category VI by years of experience. Category VI involved working with special populations.

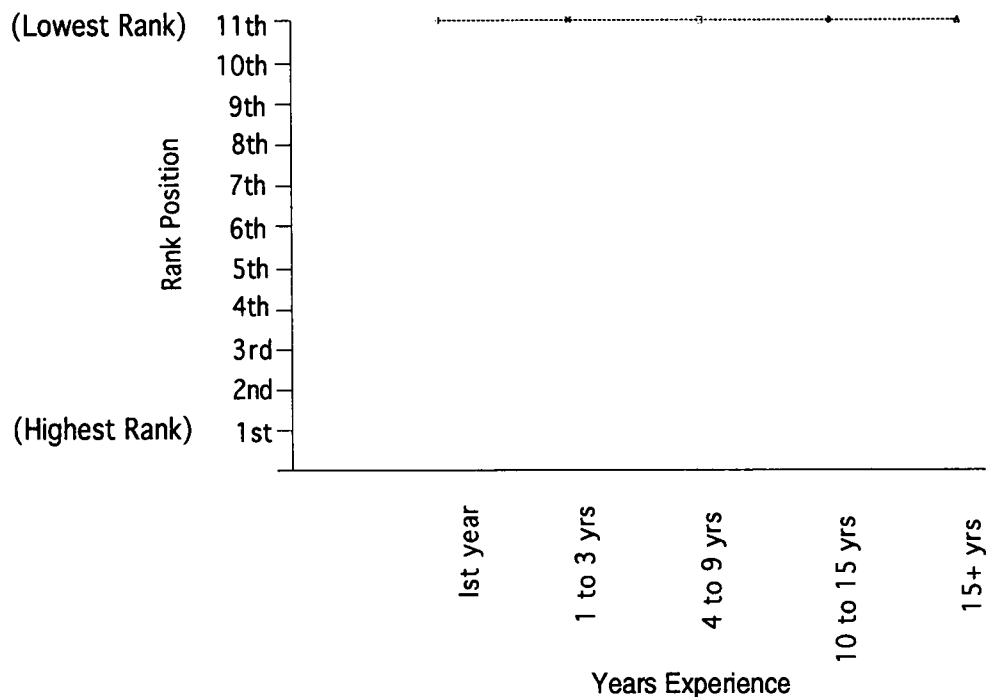


FIGURE III

A Comparison of Ranked Means for Special Competency
Category VI (Special Populations) and Years of
Experience of Vocational Administrators

All vocational administrators, regardless of their years of experience, ranked category VI lowest. All groups perceived they had low levels of competency in working with special populations as compared to other required competencies..

FIGURE IV displays a line graph of the ranked means of category XI to years of experience. Category XI involved working with vocational student organizations, needs assessments, safety, guidance and counseling.

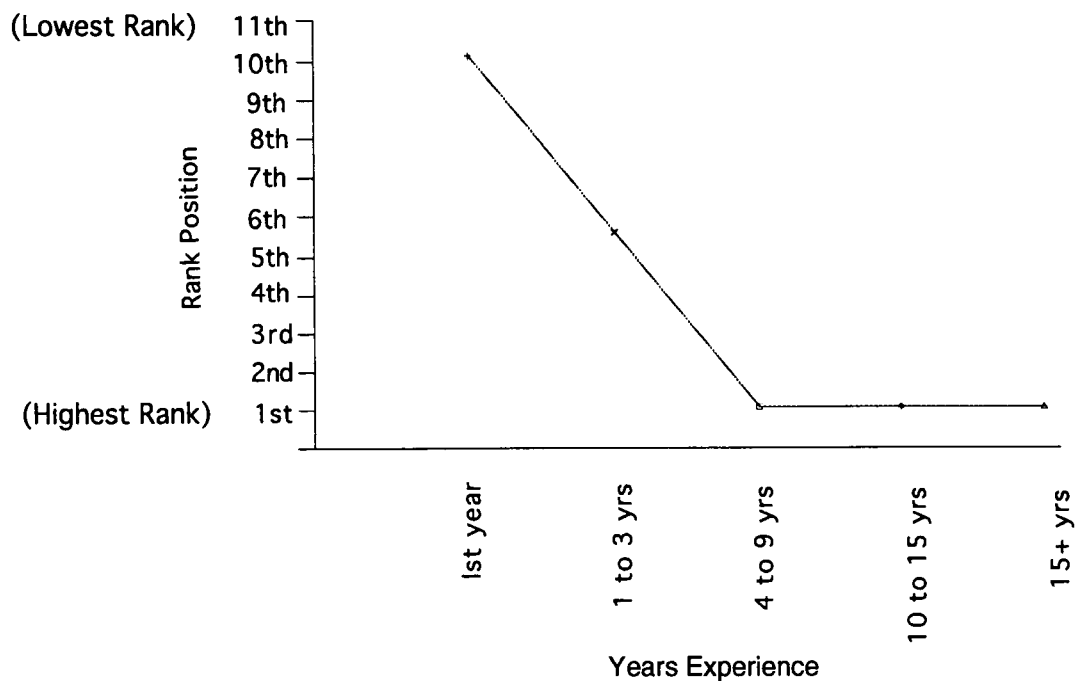


FIGURE IV

A Comparison of Ranked Means for Special Competency Category XI
(Student Organizations, Needs Assessments, Safety, etc.)
by Years of Experience of Vocational Administrators

First year vocational administrators and administrators with one to three years of experience ranked category XI low. They perceived low levels of competence working with vocational student organizations, needs assessments, safety, guidance and counseling. As the years of experience increased to four years through over fifteen years, the perceived level of competence increased to the first rank. This indicated the more years of experience administrators had, the higher their perceived level of competence in working with vocational student organizations, needs assessments, safety, guidance and counseling,

Preferred Method of Obtaining Competence

After the investigation determined that vocational administrators perceived they had low levels of competence in several special competency categories, the method of training in these areas became important. The investigation addressed the questions of whether vocational administrators with different job titles preferred different training methods for each of the 11 categories of special competencies. The questionnaire asked respondents to rate on a Likert type scale of one to five their preference for six training methods. A rating of one meant "do not prefer" and a five rating meant "strongly prefer".

The training methods were limited to the following six options:

Method A University Courses

Method B Administrator Academy

Method C State In-service Workshops

Method D TSCVTE Mentor

Method E Trail/Error Experience

Method F University Extern Program

The seventh null hypothesis was to determine which method of training Vocational Directors, Supervisors of Instruction and Principals preferred to obtain each of the competencies in the 11 categories. Hypothesis number seven was:

H_{07} : There was no significant difference in the preferred method of training in the 11 special competency categories required for Vocational Directors, Supervisors of Instruction, and Principals.

The means for the six methods of training were calculated. An analysis of variance (ANOVA) was used to test the overall hypothesis.

If the ANOVA revealed an F value of more than 2.37 at $\alpha=0.05$ with 5, 78 degrees of freedom, the hypothesis was rejected. Table 10 shows the means for Vocational Directors, Supervisors, and Principals.

TABLE 10

Summary of Response Means for Categories of Training
Method Preferences for Vocational Directors,
Supervisors, and Principals

Training Methods	Voc. Directors*	Supv.of Instr.*Principals*	
(A) University Courses	2.40	2.51	2.59
(B) Administrator Academy	4.33	4.25	4.52
(C) State In-service Workshops	4.68	4.62	4.61
(D) TSCVTE Mentor	4.11	4.00	4.30
(E) Univ. Extern Programs	1.27	1.25	1.29
(F) Trial/Error Experience	1.49	1.70	1.51

* F significant at .05 level with 5, 78 df

Category C was preferred by Vocational Directors, Supervisors, and Principals. State In-service workshops means were the highest for all three job titles. Preference toward university extern programs had the lowest for all three job titles. The F value for Vocational Directors was 1207.07, for Supervisors of Instruction 463.72, and for Principals 216.63 which exceeded the $F_{CV}=2.37$. The hypothesis to be rejected. There was a significant difference between the preference in training methods offered to learn special competencies for (a) Vocational Directors, (b) Supervisors of Instruction, and Principals.

The hypothesis that dealt with is there agreement between the Vocational Directors, Supervisors of Instruction, and Principals with regard to their training method preference was tested using the Kendall's Coefficient of Concordance or Agreement.

Hypothesis number eight was:

H₀₈: There is no significant difference in the concordance or agreement with regard to method of training in the 11 special competency categories for Vocational Directors, Supervisors of Instruction, and Principals.

In order to reject this hypothesis at the $\alpha=0.05$ level of significance, the Kendall Coefficient of Concordance, W, had to equal or exceed the critical value $W_{CV}=0.6103$. A test statistic value of $W=1.000$ would indicate a perfect agreement. Since this $W=1.000$ value exceeded the critical value $W_{CV}=0.6103$, the hypothesis was rejected. Table 11 contains the ranked training method preferences by job title and shows there was, indeed, perfect concordance or agreement among the Vocational Directors, Supervisors, and Principals with regard to the ranking of their training method preferences.

TABLE 11

Rank of Preferred Training Methods
And Means By Job Title

Rank	Training Method	Principals	Supervisors of Instr.	Vocational Director	Mean of Means
1st	(C) State In-service	4.61	4.62	4.68	4.54
2nd	(B) Adm. Academy	4.52	4.25	4.33	4.37
3rd	(D) TSCVTE Mentor	4.30	4.00	4.11	4.14
4th	(A) Univ. Courses	2.59	2.51	2.40	2.50
5th	(F) Univ. Extern Prog.	1.51	1.70	1.49	1.56
6th	(E) Trial/Error Exper.	1.29	1.25	1.27	1.27

Even though the means for each of the job titles were different, the training method preferences were ranked the same for all three job titles.

Method C, State in-service workshops, was ranked first by all of the vocational administrators. Method B, administrator academy, was ranked as the second most preferred method of training. Both of these training methods are specific in subject matter covered, are free to participants, and are completed within a short period of time.

Method D, the Tennessee State Council for Vocational Technical Education mentor, was ranked as their third preference. Method A, university courses, was ranked fourth. Method F and method E were ranked lowest. All three job titles did not prefer university extern programs or trail/error experience as training methods.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a brief summary, review of the study, the major findings from the data analyses. Conclusions based on the findings and recommendations for further research are given.

Summary

The new Federal and State legislation has called upon the vocational administrator to be a leader in the program improvement process for vocational education. Accountability and evaluation were required in the establishment of baseline data upon which the improvement process could be established. Tennessee developed a new Program Review and Evaluation Instrument for System Administrators to collect information about the operation of vocational programs. The administrator responsible for vocational education at the local school level is accountable for the special administrative competencies required in the instrument.

A review of the literature was conducted to gather general information about the forces causing reform in vocational education, the current legislation impacting vocational education evaluation, and the vocational administrator's leadership role in the improvement process. The review clearly revealed that demographic and socioeconomic changes in the school age population have had significant impact on the goals of vocational education. A large population of students are at-risk in terms of economic and social survival. Groups from which at-risk students are drawn include students with handicaps, minorities, educationally disadvantaged, school dropouts, underachievers and non-English speaking.

The Carl D. Perkins Vocational Education Act of 1984 was reauthorized as the new Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The Act redirected Federal funds for vocational education to focus on improving vocational programs and, in particular, on improving vocational services for members of special populations, including disabled and disadvantaged individuals.

At the state level, Tennessee's Master Plan and Education Improvement Act of 1991 was enacted by the legislature to provide improved educational programs for the 21st century classroom. The legislation targeted at-risk students, special populations, state-of-the art technology, professional development, evaluation, administrative leadership, school-based decision making, and funding resources. Local school boards were given the authority to require high levels of competence in the vocational administrator for areas involving special competencies such as special populations, at-risk students, new technology post-secondary linkage, and other areas that were included in the 70 competencies listed in the Program Review and Evaluation Instrument for System Administration.

The problem addressed by the study was to evaluate the perceived level of proficiency that vocational administrators feel they need in order to effectively supervise teachers in the program improvement process as mandated by the findings of the new Program Review and Evaluation Instrument for System Administration. The purpose of the study was to determine if there were perceived common levels of competence in effectively supervising the improvement process and to determine if there was a preferred method of training individuals to perform each of the special competencies.

The population included 84 school systems in the State of Tennessee with administrators identified as responsible for supervising secondary vocational programs. The total population was included and surveyed for this study.

The survey was based on Tennessee's new Program Review and Evaluation Instrument for System Administration which contained 70 special competencies. The 70 special competencies were clustered into 11 categories. The first, third, and fifth overall hypotheses were used to answer research questions one, three and five which were concerned with the competence of vocational administrators required by the 11 categories of special competencies. Hypotheses two, four, and six were used to answer research questions two, four, and six which were concerned with the ranking of vocational administrators perceived competencies. The seventh and eighth hypotheses answered research questions seven and eight with regard to preferred methods of training to obtain competence in the 11 categories of special competencies. The methods of training were limited to university courses, administrator academy, state in-service workshops, TSCDVTE (Tennessee State Council of Directors of Vocational Technical Education) mentor, trial and error experience, and university extern programs.

The means for each of the 11 categories was calculated. An analysis of variance (ANOVA) was used to test whether the means of the perceived level of competence for vocational administrators by job title, by male and female, and by various years of experience were equal. There were significant differences in their perceived levels of competence for the special competencies. The Tukey-Kramer HSD Multiple Comparison Test was used to test which of the means were significantly different. Kendall Coefficient of Concordance was utilized to determine if there was concordance or agreement among the administrators in regard to the ranking of their competency ratings.

The Spearman rank correlation coefficient was used to analyze male and female responses with regard to ranking of their average perceived competency ratings. The Kendall Coefficient of Concordance was utilized to determine if there was concordance or agreement among the administrators with regard the ranking of their training method preferences.

Findings

The findings of the study answered the research questions in Chapter I and are reported to coincide with the hypotheses in Chapter IV:

1. Administrators with the job title Vocational Director, Supervisor of Instruction, and Principal perceived their level of competence in each of the 11 categories of special competencies to be different.
2. There was no significant difference between males and females in their perceived level of competence for all of the 11 categories except Category III. Males had significantly higher perceived competency in Category III which focused on skill attainment and job placement.
3. Administrators with various years of experience perceived their level of competence in each of the 11 categories of special competencies to be different. The more experienced Vocational Directors perceived they were more competent to supervise the program improvement process.
4. There was significant concordance or agreement between Vocational Directors, Supervisors of Instruction, and Principals with regard to the ranking of their average competency ratings.
5. There was significant concordance or agreement between administrators with various years of experience with regard to the ranking of their average competency ratings.
6. There was a significantly higher relationship between the rankings of the perceived competency ratings of males and females.
7. There was no significant difference in the mean responses with regard to the method of training preferred by Vocational Directors, Supervisors of Instruction, and Principals.

8. There was significant concordance or agreement between Vocational Directors, Supervisors of Instruction, and Principals with regard to the ranking of their training method preferences. There was, in fact, perfect agreement.

9. Vocational Directors, Supervisors of Instruction, and Principals preferred to learn needed competencies through State in-service programs, academies, and with TSCVTE mentors over university extern programs or trial and error experience.

Conclusions

The following conclusions were drawn as a result of this study:

1. Of the 84 vocational administrators who participated in this study, approximately half (40) were new to the job or had been working only one to three years in vocational education. The lack of seasoned, experienced, and well-trained administrators in vocational education highlights the need for identification of weakness in administrative competencies. Those with less experience need more assistance.

2. The identification of needs to administer the special administrative competencies that have been mandated by Federal and State legislation highlights even further the need for training in these areas.

3. Vocational administrators were in total agreement that the lowest perceived area of competence was in Category VI which focused on special populations. Without exception, administrators of both sexes and those with different years of experience felt that this category was the area of lowest competence. This was even more critical since most of the recent Federal legislation dealing with vocational education was directed toward providing improvements in programs to accommodate special students who are at risk. Vocational administrators are in need of training in this category and they preferred to obtain their training by in-service workshops and academies. However, data not

reported in the study revealed that they preferred university courses as the method to obtain competence in this category.

4. The vocational administrators with the title Vocational Director perceived themselves more competent than either Supervisors of Instruction or Principals. This may be due to many of this group having an endorsement in vocational education on their teaching license. To receive this endorsement, individuals must have completed a program of vocational administration studies and had previous experience teaching a vocational subject. Supervisors and Principals are not required to have this training or have experience teaching a vocational subject.

5. Vocational administrators who have titles of Principals and Supervisors of Instruction and have less than three years of experience, should be targeted for training programs involving Categories I, II, III, VI, VII, and IX. Vocational administrators with the highest number of years of experience need to be given training in Category IV through in-service workshops and academies.

6. Vocational administrators preferred training methods that were by their structure dedicated to specific topics and provided the opportunity to complete the training within a short time frame. They preferred workshops and academies over lengthy university courses. This preference may result from identifying issues through local needs assessments. Universities offering courses for vocational administrators should expect low participation unless the format is changed

Recommendations

The findings of the study and conclusions form the basis for the following recommendations:

1. Training programs should be offered according to perceived levels of competence and studies should be conducted periodically as new Federal and State legislation changes the mission and focus of vocational education.

2. Studies to determine vocational administrators' perceived levels and actual levels of competence should be conducted after training has occurred to ascertain any changes that have occurred.

3. Studies should be made to determine why training methods such as in-service workshops and academies were preferred over university courses.

4. Leadership development programs which prepare vocational administrators for supervising programs in grades K-12 and which are concerned with the special competencies included in this study should be made available to all administrators regardless of job title, gender, or years of experience if they have responsibility for vocational education in their school system.

5. Since linkage with post-secondary institutions is required by Federal and State legislation, similar studies should be conducted for vocational administrators at the post-secondary level.

6. College courses pertaining to vocational administration should consider the results of local needs assessments and shorter time frames when designing the course content.

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APPENDICES

APPENDIX A

**PROGRAM REVIEW AND EVALUATION INSTRUMENT
FOR
SYSTEM ADMINISTRATION**

Citations:

CP-Carl D. Perkins Vocational and Applied Technology Education Act of 1990, PL 101-392
 RR-Revised Tennessee Rules, Regulations, and Minimum Standards (1991)
 SP-State Plan
 IDEA-Individuals with Disabilities Education Act, PL 101-476
 EEO-Equal Educational Opportunity Act of 1974, PL 93-380
 OCR-Office of Civil Rights Act of 1964, PL 88-352
 TCA-Tennessee Code Annotated
 RA-Rehabilitation Act of 1973 (29 U.S.C.) (Section 504)

JUSTIFICATIONS

- | | |
|---|---|
| <p>I. INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION</p> <p>1. A systemwide written guide for integrating academic and vocational education has been disseminated to the teachers.</p> <p>2. A systemwide written guide pertaining to documenting and maintaining individual student gain scores has been implemented for:</p> <p style="margin-left: 40px;">a) writing skills.</p> <p style="margin-left: 40px;">b) reading skills.</p> <p style="margin-left: 40px;">c) math skills.</p> <p style="margin-left: 40px;">d) science skills.</p> <p>3. Individual vocational program effectiveness on integrating basic skills has been monitored.</p> <p>4. In-service on integration of basic skills has been provided to all vocational teachers.</p> <p>5. Please indicate if technical assistance is desired in this area.</p> <p style="margin-left: 40px;">_ Yes _ No</p> <p>II. SEQUENTIAL COURSE OF STUDY</p> <p>1. Each student has a four year course of study upon completion of the eighth grade.</p> <p>2. Each vocational program has a series of integrated, interrelated learning experiences (courses) leading to the development of occupational skills or advanced study in a similar discipline.</p> <p>3. A comprehensive career assessment has been completed for each student enrolled in secondary vocational education prior to enrollment into a vocational program.</p> <p>4. Each student enrolled in a vocational program was placed based on their individual identified needs, interests, and abilities.</p> <p>5. Please indicate if technical assistance is desired in this area.</p> <p style="margin-left: 40px;">_ Yes _ No</p> <p>III. SKILL ATTAINMENT AND JOB PLACEMENT</p> <p>1. Each vocational program has identified competencies to be taught and transmitted this pertinent information to students.</p> <p>2. Each vocational program is documenting individual student competency gain for:</p> <p style="margin-left: 40px;">a) academic competencies.</p> <p style="margin-left: 40px;">b) vocational competencies.</p> | <p>CP Part B of Title I of the Act (20 U.S.C. 2321)</p> <p>CP 115(b)(1)</p> <p>CP 115(b)(1)</p> <p>CP 115(b)(1)</p> <p>CP 115(b)(1)</p> <p>CP 115(b)(1)</p> <p>CP 115(b)(1)</p> <p>CP 116(a)(2)</p> <p>CP 116(a)(2)</p> <p>CP 116(a)(2)</p> <p>CP 116(a)(2)</p> <p>CP 116(a)(2)</p> <p>CP 115(b)(2)(A)(B)</p> <p>CP 115(b)(2)(A)</p> <p>CP 115(b)(2)(B)</p> |
|---|---|

JUSTIFICATIONS

3. A systemwide placement and follow-up program is available to:
 - a) assist students in securing initial employment. CP 115(b)(2D)
 - b) secure employer's satisfaction ratings. CP 115
 - c) secure student follow-up information after graduation.
 - d) assist students in transition.

4. A systemwide placement and follow-up program identifies:
 - a) related job placement. CP 115(b)(2D)
 - b) unrelated job placement. CP 115(b)(2D)
 - c) unemployed. CP 115(b)(2D)
 - d) special needs student as a separate category for a, b, and c above. CP 115(b)(2D)

5. A written and mutually agreed to plan for improvement (made in consultation with teachers, parents, and students) is available for each program not meeting the approved Standards and Measures rate for placement into employment. CP Title 1, Part B, Sec. 117(b)

6. A systemwide formal employers' satisfaction report is available which includes information for each vocational program offered pertaining to:
 - a) quality of work.
 - b) quantity of work.
 - c) basic skills.
 - d) vocational-technical skills.
 CP Title 1, Part B, Sec. 117(A)
 CP Title 1, Part B, Sec. 115

7. A written and mutually agreed to plan for improvement is available for each program not meeting the approved Standards and Measures rate for employers satisfaction. CP Title 1, Part B, Sec. 117(A)
 CP Title 1, Part B, Sec. 115

8. Vocational counseling services are provided to vocational students at each high school on an equal basis as provided to college preparatory students. CP 115

9. Please indicate if technical assistance is desired in this area.
 __ Yes __ No

- IV. INCREASED LINKAGE WITH POST-SECONDARY INSTITUTIONS CP 116(a)(4), CP 341 (Tech Prep)
 1. Appropriate vocational programs have a formal articulation agreement with related post-secondary vocational program(s). CP 116(a)(4)
 2. The articulation agreements provide for a smooth transition without duplication of effort or loss of credit. CP 116(a)(4)
 3. Your school system is participating in a Tech Prep consortium
 4. Please indicate if technical assistance is desired in this area.
 __ Yes __ No

- V. INSTRUCTION/ON-THE-JOB EXPERIENCE IN ALL ASPECTS OF BUSINESS/INDUSTRY STUDENTS ARE PREPARING TO ENTER CP 116(a)(5)
 1. Each vocational program includes the following in their instructional content:
 - a) Planning. CP 116(a)(5)
 - b) Management. CP 116(a)(5)
 - c) Finances. CP 116(a)(5)
 - d) Technical Skills. CP 116(a)(5)
 - e) Underlying Principles of Technology. CP 116(a)(5)
 - f) Labor Issues. CP 116(a)(5)
 - g) Health. CP 116(a)(5)
 - h) Environmental Issues. CP 116(a)(5)
 - i) Safety. CP 116(a)(5)
 - j) Production Skills. CP 116(a)(5)

JUSTIFICATIONS

2. Each vocational program includes the following general employment skills in their instructional content:

a) work completion.	CP 116(a)(5)
b) attendance.	CP 116(a)(5)
c) sense of responsibility.	CP 116(a)(5)
d) respect for authority.	CP 116(a)(5)
e) following directions.	CP 116(a)(5)
f) being punctual.	CP 116(a)(5)
g) respecting others.	CP 116(a)(5)
h) communicating-listening.	CP 116(a)(5)
i) commitment to quality.	CP 116(a)(5)
j) pride in work.	CP 116(a)(5)

3. Please indicate if technical assistance is desired in this area.

☐ Yes ☐ No

VI. SERVING SPECIAL POPULATIONS

(To include economically and academically disadvantaged, handicapped (disabled), limited English proficient, minorities, foster children, and non traditional.)

CP (20 U.A.C. 232) et seq.

1. The system has provided to students who are members of special populations and parents of these students at least one year prior to the grade level in which vocational programs are generally available, but in no event later than the beginning of the ninth grade information concerning:

- a) the opportunities available.
- b) the requirements for eligibility for enrollment.
- c) specific courses that are available.
- d) special services that are available.
- e) placement services.
- f) employment opportunities.

2. Vocational program student enrollment reports for each vocational program reflect equal access for special populations is provided to include:

a) occupationally specific courses.	CP 118(a)(2), CP 403.111(c)(3)
b) cooperative education.	CP 403.32(a)(18)(2b),
c) pre-apprenticeship programs (if offered).	RR 0420-1-3-09
d) exploratory courses.	TCA 49-10-101 et seq.
e) Tech Prep.	

3. Vocational program completion reports for each vocational program reflect Special Needs students are successfully completing their vocational program.

CP 118

4. All completed IEPs have the following components:

IDEA 614(a)(5), IDEA 612(5)(B),
RA 504, CP 118(a)(b)(c)

- a) identified needs based on a comprehensive diagnostic assessment.
- b) the present level of educational performance.
- c) annual goals.
- d) clearly defined performance-based short-term instructional objectives to assist student in achievement of annual goals.
- e) instructional strategies to include program modification, adaptation or remedial assistance when indicated.
- f) description of frequency and anticipated duration of intervention.
- g) consistent monitoring and documentation of student progress.
- h) systematic monitoring of student progress with name of monitoring individual.
- i) referral to appropriate agencies/ services for assistance when indicated.
- j) transition plan(s) well in advance of move(s).
- k) state mandated tests which will be taken including modification/adaptation when indicated.
- l) evaluation procedures and schedules for determining achievement of objectives/goals.

JUSTIFICATIONS

5. Supplemental services report indicates Special Need students enrolled in vocational education are provided appropriate assistance when indicated to include:
 - a) curriculum modification.
 - b) equipment modification.
 - c) classroom modification.
 - d) instructional aids and devices.
 - e) supportive services.CP 118
 6. Comparability report indicates the system is in compliance with federal requirements. CP 113(b)(19) Comparability
 7. Enrollment reports indicate a reasonable balance of Special Needs students to non Special Needs students exist for each vocational teacher (class). CP 118, IDEA
 8. The system has a plan for the identification and removal of all barriers--both physical and non-physical--to a free appropriate public education (FAPE). EEO, IDEA, SP, CP, OCR
 9. Please indicate if technical assistance is desired in this area.
__ Yes __ No
- VII. IMPROVING PROGRAM QUALITY IN SCHOOLS WITH HIGH CONCENTRATIONS OF POOR AND LOW-ACHIEVING STUDENTS CP 116(a)(7)
1. High schools and vocational programs have been identified that have high concentrations of poor and low-achieving students. CP 116(a)(7)
 2. Federal vocational funds were allocated to the high schools and vocational programs with high concentrations of poor and low-achieving students on a priority basis. CP 116(a)(7), CP 115(b)(3)
 3. Special Needs students in vocational programs who are not receiving federal funds are allocated state and local funds to meet the special students' needs. CP 116(a)(7), CP 115(b)(3), CP 113(b)(19), Comparability
 4. Vocational students in high schools or vocational programs with high concentrations of poor and low-achieving students are improving or have comparable academic and vocational gain scores. CP 116(a)(7)
 5. Formal systemwide programs (other than vocational education alone) are provided for vocational students considered "at-risk." CP 221(a), CP 231
 6. Additional supplemental services are expended to help low-achieving vocational students improve basic skills. CP 221(a), CP 231
 7. Vocational program retention rates in schools with high concentration of poor and low-achieving students are equal to or exceed their respective total school average retention rate. CP 115(b)(20)(c)
 8. Please indicate if technical assistance is desired in this area.
__ Yes __ No
- VIII. RELEVANCE OF PROGRAM TO THE WORKPLACE AND EXTENT TO WHICH IT IS REFLECTION OF CURRENT/FUTURE LABOR MARKET NEEDS CP 116(a)(8)
1. Each vocational teacher receives regional and local labor market needs and demand projections (i.e. monthly Labor Market Report). CP 116(a)(8)
 2. Vocational programs have been identified that have:
 - a) low job placement rates.
 - b) low labor market demand.CP Title 1, Part B
 3. Craft Advisory Committee recommendations pertaining to improving relevance of each vocational program have been responded to. CP 116(a)(8)
 4. Each Craft Advisory Committee meets at least twice a year. CP 116(a)(8)
 5. Employers' rating reports of vocational program completers for each vocational program have been reviewed. CP 116(a)(8)

JUSTIFICATIONS

- | | | |
|--|---|-----------------------------------|
| 6. | Vocational programs with low employers' ratings for vocational program completers have been identified and a plan for improvement has been implemented. | CP Title I, Part B, Sec. 117 A, B |
| 7. | Each vocational program has a long-range plan for improvement to reflect improved relevance to current and future labor market needs. | CP 116(a)(9) |
| 8. | Please indicate if technical assistance is desired in this area.

☐ Yes ☐ No | |
| IX. ABILITY OF CURRICULUM, EQUIPMENT, AND INSTRUCTIONAL MATERIALS TO MEET DEMANDS OF THE WORKFORCE | | |
| 1. | Appropriate business and industry representatives have assessed each vocational program's ability to meet the demands of the current and future workforce by assessing the:

a) basic workplace competencies.
b) curriculum.
c) instructional materials.
d) instructional equipment. | CP 116(a)(9) |
| 2. | Each craft committee has assisted in developing a prioritized list of recommendations for each vocational program with respect to:

a) basic workplace competencies.
b) curriculum.
c) instructional materials.
d) instructional equipment. | CP 116(a)(9) |
| 3. | Each vocational program is currently using instructional equipment that meets business and industry standards. | CP 116(a)(9) |
| 4. | Cooperative student placements have been reviewed and are program related to each vocational program. | CP 116(a)(9) |
| 5. | Formal training plans for co-op students have been reviewed and include competencies to be mastered. | CP 116(a)(9) |
| 6. | Please indicate if technical assistance is desired in this area.

☐ Yes ☐ No | |
| X. BASIC AND HIGHER ORDER CURRENT AND FUTURE WORKPLACE COMPETENCIES REFLECT HIRING NEEDS OF EMPLOYERS | | |
| 1. | Appropriate entry-level workplace competencies for each vocational program have been verified by business and industry representatives to meet area labor market needs. | CP 116(a)(10) |
| 2. | Each vocational program uses the state approved competency-based curriculum guide. | CP 115(a) |
| 3. | Each vocational program has established student performance expectations which have been disseminated to their students. | CP 116(a)(10) |
| 4. | Each vocational program maintains individual competency attainment progress and issues each student a competency attainment profile at the end of each school year. | CP 115(a) |
| 5. | Please indicate if technical assistance is desired in this area.

☐ Yes ☐ No | |
| XI. OTHER PERTINENT CRITERIA | | |
| 1. | Each vocational teacher actively participates in the state recognized vocational student organization (VSO). | CP 201(c)(3) |

JUSTIFICATIONS

2. Each vocational teacher integrates the VSO as part of the instructional program. CP 201(c)(3)
3. Each vocational program adequately provides safety with respect to:
 - a) posting emergency procedures. CP 201(c)(3)
 - b) marking safety lanes. CP 201(c)(3)
 - c) storing dangerous materials. CP 201(c)(3)
 - d) fire protection. CP 201(c)(3)
 - e) instruction in safety. CP 201(c)(3)
 - f) equipment. CP 201(c)(3)
4. Each vocational program not meeting the approved Standards and Measures has an improvement plan. CP 117
5. All teaching personnel have current licenses with appropriate endorsements. Part B Section 113(B)(C)
6. In-service programs have been provided based on identified topics from the local needs assessments. CP Section 235(c)(2)(c)
7. Guidance counselors assist vocational teachers in securing and preparing a report with the following information:
 - a) job placement. SP GG1B,C
 - b) student follow-up. SP GG1B,C
 - c) employer ratings. SP GG1B,C
8. Programs, services, comprehensive career guidance and counseling eliminate gender bias and stereotyping. CP 222
9. The system has a formal school and community relations program.
10. Each vocational teacher is provided a copy of the latest evaluation of instruction conducted by the vocational administrator.
11. Each teacher has a budget for their program at the beginning of each year. Part B, Section 113(21)
12. An audit report pertaining to vocational funds is available. Part B, Section 113(21)
13. A copy of the "Supplemental-not-Supplanting" report is available for each year under the new federal legislation. SP 516(a)(1)(A)
14. Grievance procedures have been developed and adopted for:
 - a) the handling of student complaints alleging violation of Title VI, Title IX, and Section 504. RA, EEO
 - b) prompt and equitable handling of employee complaints alleging violations of Title VI, title IX, and Section 504. RA, EEO, SP
15. The system has a 504 checklist for each building. RA, EEO, IDEA
16. The system has a transition plan checklist for each building. RA, EEO
17. Plans for initiating new programs or phasing out obsolete and/or ineffective programs have been developed. CP Sec. 116(8), CP Sec. 117(a)(2)
18. The JTPA system has established and is maintaining a satisfactory working relationship with your system for the benefit of eligible clients.
19. Do you presently have a project or projects funded under the new legislation?
__ Yes __ No

If Yes, please advise the Chairperson. Have a copy of the project goals and objectives and a current status report pertaining to the attainment of the project objectives.
20. Area XI contains an assortment of items which require individual attention. To indicate desired technical assistance please circle the item number itself.

APPENDIX B



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Vocational-Technical Education
200 CORDELL HULL BUILDING NASHVILLE 37219-8339

TO: Directors of Vocational Education

FROM: Marvin Flatt
Assistant Commissioner

DATE: February 8, 1993

SUBJECT: Survey

I am happy to give my support to the attached survey regarding special competencies for vocational administrators that were brought about by new federal and state legislation.

Kathy Lasater is conducting this research as a part of the requirements for completing the doctoral program at The University of Tennessee. The results may be helpful in planning quality training programs for vocational personnel.

APPENDIX C

SPECIAL COMPETENCIES INVENTORY
FOR
PERSONNEL DIRECTING VOCATIONAL PROGRAMS

(Do Not Write Your Name On The Survey)

TECHNOLOGICAL & ADULT EDUCATION
THE UNIVERSITY OF TENNESSEE
KNOXVILLE, TN 37996

When completed, please return to:

Kathy Lasater
212 Cordell Hull Bldg.
Nashville, TN 37243

SPECIAL COMPETENCIES INVENTORY FOR VOCATIONAL ADMINISTRATOR

Thinking about the special competencies needed by a director of vocational programs, please circle one number (5, 4, 3, 2, 1) that represents your feeling about the degree of special competence you currently have in administering the new regulations under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Interpret 5 as having complete competence and 1 as having no competence.

Then, write one number (5, 4, 3, 2, or 1) in each block to indicate how much you prefer or do not prefer each method of training suggested for the category of special competencies.

Please write a number between 5 and 1 in each column indicating your preference for method of training.

5 4 3 2 1

Strongly prefer do not prefer

Complete Competence 5	Considerable Competence 4	Moderate Competence 3	Minimal Competence 2	No Competence 1
5	4	3	2	1
5	4	3	2	1

University Courses	Administrator Academy	State In-service Workshops	TSCVTE Mentor	Trial/Error	Experience	University Extra Program
5	5	5	5	5	5	5

(write a number in each block)

2	4	5	5	1	1
---	---	---	---	---	---

For the following special competencies, what degree of competence do you currently have for:

0. (Example) Writing a program improvement plan. (example)

0. (Example) Providing in-service on reading skills to all vocational teachers.

How much do you prefer or not prefer each of these methods of training for CATEGORY 0

1. INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION

For the following special competencies, what degree of competence do you currently have for:

1. Disseminating a systemwide written guide for integrating academic and vocational education to teachers.

2. Implementing a systemwide written guide pertaining to documenting and maintaining individual student gain scores for writing, reading, math and science skills.

3. Monitoring each vocational program effectiveness in integrating basic skills.

4. Providing in-service on integration of basic skills to all vocational teachers.

How much do you prefer or not prefer each of these methods of training for CATEGORY 1

Complete Competence 5	Considerable Competence 4	Moderate Competence 3	Minimal Competence 2	No Competence 1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

(write a number in each block)

--	--	--	--	--

(write a number in each block)

--	--	--	--	--

II. SEQUENTIAL COURSE OF STUDY

5. Organizing a system to check that each student has a four year course of study upon completion of the eighth grade.
6. Examining each vocational program for a series of integrated, interrelated learning experiences (courses) leading to the development of occupational skills or advanced study in a similar discipline.
7. Providing a comprehensive career assessment for each student enrolled in secondary vocational education prior to enrollment into a vocational program.
8. Verifying that each student enrolled in a vocational program was placed based on their individual identified needs, interests, and abilities.

(circle one number)

Complete Competence	Considerable Competence	Moderate Competence	Minimal Competence	No Competence
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

(write a number
in each block)

5-1	5-1	5-1	5-1	5-1	5-1	5-1
University Courses	Administrator Academy	State In-service Workshops	TSCVTE® Mentor	TriAl/Errol Experience	5-1 University Program	

How much do you prefer or not prefer each of these methods of training for CATEGORY II.

III. SKILL ATTAINMENT AND JOB PLACEMENT

9. Monitoring each vocational program for identified competencies to be taught.
10. Monitoring each vocational program for transmitting pertinent information regarding competencies to students.
11. Assisting each vocational program in documenting individual student competency gain for academic competencies and for vocational competencies.
12. Establishing a systemwide placement and follow-up program to:
 - a) assist students in securing initial employment.
 - b) secure employer's satisfaction ratings.
 - c) secure student follow-up information after graduation
 - d) assist students in transition.
13. Establishing a systemwide placement and follow-up program that identifies:
 - a) related job placement
 - b) unrelated job placement
 - c) unemployed.
 - d) special needs students as a separate category.

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

IV. INCREASED LINKAGE WITH POST-SECONDARY INSTITUTIONS

18. Monitoring appropriate vocational programs for a formal articulation agreement with related post-secondary vocational program(s).

19. Reviewing articulation agreements to provide for a smooth transition without duplication of effort or loss of credit.

20. Participating in a Tech Prep consortium.

How much do you prefer or not prefer each of these methods of training for CATEGORY IV.

(circle one number)	Complete Competence 5	Considerable Competence 4	Moderate Competence 3	Minimal Competence 2	No Competence 1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

(write a number
in each block)

University Courses	Administrator Academy	State In-service Workshops	TSCVTE Mentor	Trial/Error Experience	University Extern Program
1-5	1-5	1-5	1-5	1-5	1-5

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

University Courses	Administrator Academy	State In-service Workshops	TSCVTE Mentor	Trial/Error Experience	University Extern Program
1-5	1-5	1-5	1-5	1-5	1-5

24. Monitoring vocational program student enrollment reports to see if they reflect equal access for special populations to include:
- a) occupationally specific courses
 - b) cooperative education courses
 - c) pre-apprenticeship programs
 - d) exploratory courses
 - e) Tech Prep courses

25. Reviewing vocational program completion reports for each vocational program to see if Special Needs students are successfully completing their vocational program.

26. Checking for the following components in all completed IEP's:

- a) identified needs based on a comprehensive diagnostic assessment
- b) the present level of educational performance
- c) annual goals
- d) clearly defined performance-based short-term instructional objectives
- e) instructional strategies that include program modification, adaptation or remedial assistance
- f) description of frequency and duration of intervention
- g) monitoring and documentation of student progress
- h) referral to appropriate agencies/services when indicated
- i) state mandated tests to be taken include modification/adaptation

27. Reviewing supplemental services reports that indicate Special Need students enrolled in vocational education are provided appropriate assistance when indicated to include:

- a) curriculum, equipment, or classroom modification
- b) instructional aides and supportive services.

28. Monitoring comparability reports to indicate the school system is in compliance with federal requirements.

29. Interpreting enrollment reports to indicate a reasonable balance of Special Needs students to non Special Needs students exist for each vocational class.

30. Developing a plan for the identification and removal of all barriers (both physical and non-physical) to a free appropriate public education (FAPE).

How much do you prefer or not prefer each of these methods of training for CATEGORY VI.

(circle one number)					
Complete Competence 5	Considerable Competence 4	Moderate Competence 3	Minimal Competence 2	No Competence 1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	

(write a number in each block)

5-1	5-1	5-1	5-1	5-1	5-1	5-1	5-1	5-1	5-1
University Courses	Administrator Academy	State La-service Workshops	TSCVTE Mentor	5-1 Trial/Error Experience	5-1 University	5-1	5-1	5-1	5-1
5-1	5-1	5-1	5-1	5-1	5-1	5-1	5-1	5-1	5-1

VII. IMPROVING PROGRAM QUALITY IN SCHOOLS WITH HIGH CONCENTRATIONS OF POOR AND LOW-ACHIEVING STUDENTS

31. Identifying vocational programs that have a high concentration of poor and low-achieving students.
32. Allocating federal vocational funds to the high schools and vocational programs with a high concentration of poor and low-achieving students on a priority basis.
33. Allocating state and local funds to meet the special students' needs who are not receiving federal funds.
34. Monitoring vocational students in high schools or vocational courses with high concentration of poor and low-achieving students for improving or having comparable academic and vocational gain scores.
35. Coordinating with other administrators to provide formal systemwide programs (other than vocational education alone) provide for vocational students considered "at risk".
36. Providing additional supplemental services to help low-achieving vocational students to improve basic skills.
37. Monitoring vocational program retention rates in schools with high concentration of poor and low-achieving students for equal to or exceeding their respective total school average retention rate.

How much do you prefer or not prefer each of these methods of training for CATEGORY VII.

(Circle one number)					
Complete Competence 5	Considerable Competence 4	Moderate Competence 3	Minimal Competence 2	No Competence 1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	

(write a number in each block)

5	1	University Courses
5	1	Administrator Academy
5	1	State In-service Workshops
5	1	TSCVTE Mentor
5	1	Trial/Error Experience
5	1	University Extra Program

VIII. RELEVANCE OF PROGRAM TO THE WORKPLACE AND EXTENT TO WHICH IT IS A REFLECTION OF CURRENT/FUTURE LABOR MARKET NEEDS

38. Providing leadership to vocational teachers for subscribing to publications that will keep them informed about local labor market needs and demand projections.
39. Identifying vocational programs that have low job placement and low labor market demand.
40. Responding to Craft Advisory Committee recommendations pertaining to improving relevance of each vocational program.

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

**X. BASIC AND HIGHER ORDER (CURRENT AND FUTURE) WORKPLACE
COMPETENCIES REFLECT HIRING NEEDS OF EMPLOYERS**

51. Determining appropriate entry-level workplace competencies for vocational programs that have been verified by business/industry representatives to meet area labor market.
52. Verifying that each vocational program uses the state approved competency-based curriculum guide.
53. Monitoring each vocational program for established student performance expectations that have been disseminated to students.
54. Verifying that each vocational program maintains individual competency attainment progress records and issues each student a competency attainment profile at the end of each school year.

(circle one number)

Complete Competence	Considerable Competence	Moderate Competence	Minimal Competence	No Competence
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

(write a number in each block)

University Courses	Administrator Academy	State In-service Workshops	TSCVTE Mentor	Trial/Error Experience	University Extern Program
1-1	1-1	1-1	1-1	1-1	1-1

How much do you prefer or not prefer each of these methods of training for CATEGORY X.

XI. OTHER PERTINENT CRITERIA

55. Supervising each vocational program to insure the teacher actively participates in the state recognized vocational student organization (VSO).
56. Monitoring each vocational program for integrating the VSO as part of the instructional program.
57. Monitoring each vocational program with respect of providing safety instructions and following safety procedures.
58. Developing an improvement plan for each vocational program not meeting the approved Standards and Measures.
59. Providing a system to check all teaching personnel for current license and appropriate endorsements.
60. Conducting a local needs assessment.

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

- How much do you prefer or not prefer each of these methods of training for CATEGORY XI.

**(write a number
in each block)**

1-3	University Courses
1-3	Administrator
1-3	Academy
1-3	State la-service Workshops
1-3	TSCA Mentor
1-3	Total/ Error Experience
1-3	University External Program

DEMOGRAPHICS

My job title (check one)	I am endorsed as (check one or more)	_____ Male
____ Vocational Director	____ Vocational Director	____ Female
____ Supervisor of Instruction	____ Supervisor of Instruction	
____ Principal	____ Principal	
	____ Vocational teacher	
	____ Academic teacher	
Years of experience in this job	Type of school system	Vocational program design (system wide)
____ First year	____ Large urban	____ Comprehensive high school
____ 1 to 3	____ Large rural	____ Vocational center
____ 4 to 9	____ Small urban	____ Combination
____ 10 to 15	____ Small rural	
____ 16 and over		

THANK YOU FOR COMPLETING THE SURVEY.

Do not write your name or school system name on the survey instrument.
If you desire to write any comments, please use the space provided at the bottom of this page.

APPENDIX D

TO: Vocational Directors
From: Kathy Lasater *KL*
Date: February 8, 1993
Subject: Special Competencies Survey

As a requirement for completing the doctoral program at the University of Tennessee, I am asking your help in completing the attached survey.

The survey is about special competencies needed by vocational administrators in working with the new Carl D. Perkins legislation in the program review and evaluation process. You may recognize the survey as having the same categories as the Program Review and Evaluation Instrument for Vocational Administrators that the State uses when the visiting evaluation team is working with your school system.

We are trying to ascertain if there is a need for training in any of these new areas. Although the survey appears long, the nature of the responses will allow you to complete the form in approximately 20 minutes.

Here is \$1.00 for a cup of coffee to help you relax as you finish the survey. Thanks for your cooperation in getting the survey back at the end of the day if possible. I sincerely appreciate your help.

VITA

Katherine Mounger Lasater was born in Knoxville, Tennessee. She attended Knoxville public schools and graduated from Knoxville East High School. She received a Bachelor of Science Degree in Business Administration and a Master of Science in Educational and Counseling Psychology from the University of Tennessee. She was a cooperative education coordinator for the New Brunswick, New Jersey public school system and a teacher in the Knox County, Tennessee school system. She also taught business subjects and psychology at Oak Ridge High School for several years until joining the Tennessee Department of Education as East Tennessee Regional Supervisor for Business and Office Education.

She served as Director of the East Tennessee Regional Office in Knoxville for four years. She is currently the State Consultant for Business and Office Education, Tennessee Department of Education, in Nashville and an adjunct faculty member for Tennessee State University. She is also the State Chairman for Future Business Leaders of America and State Advisor for Business Professionals of America vocational student organizations.

She is active in the American Vocational Association, Tennessee Vocational Association, National Business Education Association, Tennessee Business Education Association and American Society for Training and Development. She authored a textbook published by Houghton Mifflin Publishing Company and regularly writes articles for trade publications.