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A Comparison of the Training Needs and Program Evaluation of the Vocational Instruction Practicum Participants

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A COMPARISON OF THE TRAINING NEEDS AND
PROGRAM EVALUATION
OF THE
VOCATIONAL INSTRUCTION PRACTICUM PARTICIPANTS

by

Jessica Esslinger

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Master of Arts

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1989

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VITA

The author, Jessica Esslinger, was born in Boston, Massachusetts on December 27, 1954.

She attended public elementary school in Island Park, New York, and graduated from West Hempstead High School in 1973. She entered Antioch College in 1974 and completed her Bachelor of Arts degree in environmental studies and education in June, 1977.

In 1977 Ms. Esslinger was hired by the John G. Shedd Aquarium in Chicago, Illinois to teach aquatic science. She was promoted to assistant curator of education in 1980 and continued in that position until 1984.

Ms. Esslinger was the project assistant for the 1988 Vocational Instruction Practicum, allowing her the opportunity to gather data for this study. She is currently a freelance writer and educator. Her publications include the Minnesota Zoo Guide, Kansas City Zoo Guide, Sea World Activity Book, The Living Classroom: A Multidisciplinary Guide to the Memphis Zoo and Aquarium, and Cincinnati Zoo Endangered Animals.

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CHAPTER I

INTRODUCTION

The state of public school education was ranked as one of the top three policy issues in the 1988 presidential election. As with many concerns, education received top billing not for applause but for calls for reform. In Chicago the public schools have earned the dubious honor of being declared the worst in the country.

As extensive reports such as A Nation at Risk show students untrained to read, write and perform simple arithmetic, the school crisis is compounded further by the rapid growth in technology and forecasts of an era of rapid demographic changes. In 1987 the Bureau of Labor Statistics issued its first predictions concerning the labor force in the year 2000. One dramatic projection suggests that people entering the labor force in 2000 will not have the academic or technical skills that employers need (Riche, 1988).

The gap between what is taught in school and what knowledge is needed to perform a job is most apparent in vocational education. Vocational education students are on the front line: they are the ones who will most quickly

experience the deficiencies in their academic skills and the obsolescence of their technical training. According to Charles H. Buzzell (1987, p. 10):

If vocational education withers, if it fails to keep pace with the realities of the work force demographics and accelerating technological changes, the employment community will face a staggering burden.

In 1982, the Illinois State Board of Education (ISBE) began a two-year examination of the state's education for employment programs¹. According to the publication "Education for Employment: A Vision for the Future" (Illinois State Board of Education, 1987, p. 1):

The study examined the role of the state and of local districts in meeting the needs for widely diverse and complex programs of vocational education, employment and training, career education and adult education.

Out of the study came many suggestions for reforms in vocational education. In 1985 the Illinois General Assembly acted on one targeted area and established the Vocational Instruction Practicum (VIP program) to provide support for updating the technical skills of public vocational education teachers. The VIP Program's history and objectives will be discussed in the following chapters.

This study was designed to investigate these research questions:

1. Do the Vocational Instruction Practicum participants differ from each other in their need for technical retraining?

¹ The term "education for employment" is used to describe vocational and technical training at the secondary and post-secondary school level.

2. If differences are established, is there a relationship between the differences and how each participant evaluates the Vocational Instruction Practicum?

VIP participants were asked to evaluate themselves in relationship to technical changes occurring in their field. Each participant's application form to the VIP program and his or her resume were reviewed by an objective panel to assess the participant's need for retraining and potential for benefiting from the VIP experience. On completion of the program, participants evaluated the VIP program.

These four tools-- the self-evaluation questionnaire, the panel review score, the application form, and the postexperience questionnaire-- provided the researcher with 53 variables. Variables from the self-evaluation questionnaire and review score establish the participant's need for retraining and provide a basis for measuring differences in the postevaluation.

In addition, the subjects were divided into eight groups distinguished by characteristics such as gender, years teaching, occupation, etc.. The groups' responses to the variables were compared to measure differences between the groups and their response to selected variables. The following questions were investigated:

1. Is there a difference between males and females when compared to selected variables?
2. Does the length of time a participant has been teaching affect his or her response to selected variables?

3. Does the application review score influence how a participant responds to selected variables?
4. Is there a difference between participants seeking university credit and those not seeking credit when compared to selected variables?
5. Is there a difference between teachers and counselors and their responses to selected variables?
6. Do participants who have found their own jobs differ from those who seek job placement help when compared to selected variables?
7. For people who are in the program for the second or third time, is there a difference between those who are working at the same job site and those repeaters who have found new jobs?
8. Is there a difference between those participants who are working in the field now and those who are not and their responses to selected variables?

These eight questions relating to group membership and the questions investigating retraining needs and program evaluation form the basis of this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Vocational Instruction Practicum: History and Objectives

The average vocational education teacher in Illinois is 39 years old and was trained to teach 15-20 years ago (Washburn and Galloway, 1987). With technological changes occurring in jobs from office work to manufacturing, it is imperative for teachers to stay abreast of the new technology in order to adequately prepare students for work.

Recognizing this problem, the Illinois General Assembly established the Vocational Instructor Practicum in 1985. The VIP Program offers grants to vocational instructors from secondary schools and junior colleges to participate in intern experiences in business or industry. In 1987 the program was opened to include counselors and administrators in the vocational education field. In 1989 the program included vocational educators from junior high schools.

Candidates for the VIP program apply to their local Educational Service Center, one of 18 centers statewide.

Applications are reviewed by a selection committee composed of vocational educators, school administrators and representatives from local businesses. Applicants are evaluated for their potential to acquire practical knowledge and skills that will help in their classroom teaching and their commitment to professional growth. Special attention is given to teachers in new fields or vocations that are rapidly changing.

Once accepted into the program, participants work with the Educational Service Center staff, local vocational administrators and the district's vocational advisory committee to find job placements where they have access to state-of-the-art equipment and the opportunity to be in a business environment that complements their teaching field.

Job placements occur during the summer months and may last from two to eight weeks. The Illinois State Board of Education grants stipends of \$250 a week to participants. In addition to monetary compensation, many participants seek university credit for their participation.

The primary goal of the VIP Program is to provide teachers with an opportunity to update their vocational skills and translate this into their classroom teaching. The practicum also helps teachers contact guest speakers and arrange cooperative education placements and field-visit sites for their students.

One of the most important outcomes of the program,

though, has been the new ties and interest established between schools and the business community. In their article, "On-the-Job Updating For Teacher", Washburn and Galloway interviewed Governor Thompson (1987, p. 39).

Governor Thompson has offered his personal support for the program by encouraging "Illinois commerce, industry, and labor leaders to help us as we work together to train teachers who will prepare the skilled work force of the future".

State superintendent of education, Ted Sanders, sees additional benefits (Washburn and Galloway, 1987, p. 39).

"We hope to work with the state's commerce, industry and labor groups," he says, "so that they can learn more about vocational education's curricula, facilities and equipment, and teaching methods being utilized in local education agencies."

In the summer of 1989, the VIP Program began its fourth year of funding with a \$1.5 million budget (Charles Schnicker, personal communication, July 5, 1989). With a program of this scope, budget, and political support, one would expect to find a comprehensive program evaluation. Surprisingly, there has been little formal evaluation of the VIP program.

In 1988, Dr. Thomas Stitt, Dr. James Legacy and Mr. Clayton Coffey presented a preliminary report, "V.I.P.- Its Impact", at the Issues in Professional Development of Vocational Education's fifth annual conference.

This report reviewed the VIP program's goals and organization and presented the findings as the "Assessment of the Vocational Instruction Practicum".

During the summers of 1986 and 1987, vocational educators who were involved in the VIP program and enrolled for credit with Southern Illinois University were part of this assessment study. The study objectives (Stitt, et al., 1988, unnumbered) were to determine:

Did teachers acquire knowledge of current business and industry trends?
Did teachers earn college credit for work experience?
Were teachers successful in learning to apply latest technology in the vocational classroom and laboratory?
Did teachers discover the interdependence of commerce, industry, labor and education?

In addition to teacher focused objectives, the study set out to measure how the business partners were effected by the program. Unfortunately, although the objectives were very interesting, the study did not say how these objectives were measured and had no conclusions regarding the impact of the VIP program on the business community.

The assessment study identified the teachers and developed and field-tested an instrument assessing these objectives.² The study drew these preliminary conclusions and recommendations (Stitt, et al., 1988, unnumbered):

Preliminary Conclusions

- * A sizable portion of the participants have a provisional teaching certificate;
- * Most of the participating teachers are in business, home economics or industrial education;
- * A large number of the people selected retail, health or manufacturing firms for their experience site;
- * Most of the people worked with smaller firms.
- * This survey shows that people with more teaching experience are more likely to participate in the

² This instrument, a questionnaire, was used in this study. See Appendix B for the Stitt, Legacy and Coffey VIP Questionnaire.

program.

Preliminary recommendations

- * Emphasis be placed on involving younger teachers in the program;
- * Efforts be made to expand the number of sites that (sic) participants can gain experience;
- * Involvement be made by the Southern Illinois University at Carbondale in the placement of participants with work experience sites and cooperating employers.

In an effort to evaluate the VIP program's effect on the teaching techniques and skills of the participants, James Denny, Director of the Organization/Human Resource Development for the International Minerals and Chemical Corporation and head of the committee responsible for working with the Illinois State Board of vocational education internships, conducted a telephone survey of 16 of the 18 Educational Service Centers (Stitt et al., 1988, unnumbered).

"Without exception, all felt the VIP Program was one of the best, if not the best, staff development action ever supported by the ISBE," Denny said. "One single issue came to the forefront...It is the weakness of classroom accountability for vocational education."

Dr. Thomas Stitt (personal communication, March, 1989) feels that the lack of classroom accountability might present problems in the future funding of the VIP program. He is currently designing a comprehensive evaluation of the VIP program and is seeking a grant to implement the study.

Comparison of the VIP Program to Employee Retraining Programs and Internship Programs

Although the Vocational Instruction Practicum is a unique program, it was designed as a solution to a very common problem. Many businesses and industries have a work force with obsolete skills. A recent survey (Lloyd, 1987, p. 20) of private industry projects that each skilled employee will require retraining every 3-5 years just to keep pace with new technological applications. Unfortunately, vocational education teachers with obsolete skills perpetuate the cycle of a poorly trained work force.

Since the VIP program is a staff development issue, it might be profitable to look at how the private sector is dealing with the problem of employee retraining.

A study commissioned by Britain's National Economics Development Office looked at six successful companies efforts to improve "competence and competition" (Fudge, 1986, p. 42). Among the findings, it was concluded that the "age, previous background and skill qualifications are not generally related to an individual's ability to absorb training" (p. 43).

This is particularly interesting because, according to Illinois State Board of Education guidelines, candidates for the VIP program are to be selected based on their background and skills. The ISBE assumes that teachers who had a better background benefit more from the VIP program.

The study reported by Fudge also found that many trainees experienced initial fears about their ability to cope with new technologies and about the prospect of "learning to learn again" (p.43). Since the VIP Program is a voluntary program, participants have either overcome this fear or do not experience these qualms. There is a large population of teachers who have never applied to the VIP Program and may experience these feelings.

In 1988, the National Training Award was given to GEC-Avery, a subsidiary of General Electric, for their extensive retraining program (Tumelty, 1988). Over a period of three years, seventy-five percent of the work force was retrained: shop floor workers were retrained to assemble printed circuits; development engineers were retrained in electronic and software programming skills; sales engineers were trained to sell the new products. Presenting the award to GEC-Avery, Sir John Harvey Jones summed up the necessity of retraining by stating: (Tumelty, 1988, p. 41)

"Avery learned the value of retraining not merely as a matter of survival but as a basis for enhancing its position as a world leader."

The best results for retraining were achieved when a company worked with a college in designing a retraining program (Fudge, 1986). Tumelty also reports that involving local technical colleges to teach the retraining programs was effective in their situation. Equipment suppliers and in-house resources also provide means for retraining.

A survey conducted by Personnel (Blocklyn, 1988, p. 64) found that the majority of the companies were providing retraining in "high technology", "computer science", and "microprocessing", confirming that these are the areas in which employees need help.

Dennis Riscoe (1987) claims in his article "The Ten Commandments of Development" that although our knowledge of management and employee development has grown in the last 30 years, there are ten basic principles for successful development programs.

The first principle is "development occurs largely on the job ... we learn while doing" (p. 54). Classes and seminars provide ideas about how the job should be done, but people need to practice new skills and receive feedback to develop new proficiency.

Internship programs are often used with the objective of providing hands-on experience. The VIP Program's on-the-job training, when implemented correctly, provides this opportunity. In essence, the VIP Program is an internship program and a look at the effectiveness of intern programs is in order.

In their study of accounting internships, Knechel and Snowball (1987, p. 799) state:

Degree credit awarded for accounting internship programs is based on the assumption that the student's education is enhanced by internship experience. However, there is little empirical support for this assumption.

Their study's goal was to assess the impact of

internship on subsequent academic performance. The research acknowledged that internship programs have been popular with students for reasons outside of academic improvement, such as "financial considerations, job search strategies, and overall career evaluation concerns" (p. 800).

Knechel and Snowball found no difference between interns and non-interns with respect to their total grade point average in courses completed after the internship and no significant differences in the grades the two groups earned when comparing grades in nonbusiness, total business and or total accounting classes. Interns did perform significantly better than non-interns in auditing classes, probably because auditing is a skill used during the internship. In summary, "the results suggest that the academic benefits of internship are narrowly confined" (p. 807).

M. Susan Taylor (1988) studied the effects of college internships on participants, comparing interns and a control group for these three factors (p. 393):

(a) greater crystallization of vocational self-concept and work values, (b) less reality shock, and (c) better employment opportunities.

Taylor's initial results showed that participants experiencing internships had better employment opportunities.

When the amount of autonomy interns experienced in their intern placement was used as a moderating factor, the

interns with autonomy showed significantly greater benefits than noninterns on many of the crystallization and reality shock variables.

Along with these two research studies, there are many case studies which claim internships to be extremely beneficial (Lewis, Kagle, and Peters, 1988), (Patten and Dial, 1988), (Schwartz, 1987).

Patton and Dial surveyed 125 human resource development (HRD) personnel to assess their experiences as interns (while students or as part of job training) and solicit their opinions on internships as part of training for HRD careers (1988, p. 51).

Most respondents seemed generally satisfied with their experiences, implying that the internships met many of their needs and offered opportunities to clarify career choices and learn about the field without having to make a total work commitment to it.

As an interesting side note, half of the HRD respondents were offered full-time employment after their internships.

The most relevant article (Lewis, Kagle, and Peters 1988) suggests internships in business for university professors teaching cost accounting (p. 51).

The magnitude of the changes required to update the university study of cost accounting is too great to be accomplished by educators alone. Major assistance must be provided ... in the form a partnership among higher education, industry, and professional associations.

The authors advocate that cooperation between industry and universities will not only allow accounting students to

be taught the latest methods, but offer cost accounting professors the opportunity to lead the way in implementing changes in industry.

This call for cooperation between academicians and practitioners illustrated how helpful a trained professional, such as a professor of cost accounting, can be to industry. As with the VIP participants, this group of professionals have more to offer to the business world than a college intern. And the end result-- a better trained teacher-- provides for a more skilled work force.

CHAPTER III

METHOD

Subject Selection

In January, 1988 the Illinois State Board of Education mailed Vocational Instruction Practicum information and application forms to all high school and junior college vocational education instructors, administrators and counselors in Illinois (see Vocational Instruction Practicum Program Guidelines and Application Form, Appendix A).

The population eligible to participate in the VIP Program, and therefore this study, were those instructors, counselors and administrators from the areas serviced by the West 40 Education Service Center. This area of west suburban Cook County encompasses eight high school districts (12 high schools) and two junior colleges (see Educational Service Center map, Appendix A).

In an effort to recruit applicants and to promote the program, the researcher visited three high schools and one community college to present a slide show on the VIP Program, answer questions and distribute a second set of

application forms. Promotional help was also received from high school department chairs and junior college job counselors in distributing applications and information packets to prospective participants.

According to the selection process outlined by ISBE, applicants to the program were to fill out the application, include a resume, and return both to the local Educational Service Center. Incomplete forms received at the West 40 ESC were sent back to the candidates with instructions to reapply. Candidates who did not meet the qualifications as delineated by the ISBE were rejected immediately.³

An eight-person review panel composed of former participants, vocational education department heads, job placement counselors, and representatives from the business community was established and these reviewers were instructed to follow the selection process as outlined by ISBE.

The applications were numbered and for all research purposes the candidates were referred to by number. The reviewers were permitted to see the applicant's name and were asked not to review a candidate they knew personally or professionally. It was felt that even if the number blind was used instead of the name, the reviewers would easily

³ According to the ISBE guidelines in 1988, applicants from junior high schools were not eligible for the program. An exception was approved by the ISBE and two junior high school teachers were enrolled in the program through the West 40 ESC.

identify a person from the application questions and resume.

Each application was reviewed four times. Using the Vocational Instruction Practicum Application Review Form (see Appendix A), reviewers read the candidate's application and resume and rated them, on a score of one (low) to five (high), on these four criteria:

1. recent professional development experiences
2. need for inservice or continuing education
3. expected results of practicum
4. how the practicum will improve teaching, counseling or administrative assignment

On the Supplemental VIP Scoring Form (Appendix A), each of the four reviewers' scores was recorded and a total score was calculated by averaging the four scores. This score is referred to in the results as the "application review score".

The reviewers and the staff of West 40 ESC felt strongly about accepting all candidates into the VIP Program, regardless of their application review score. It was felt that a candidate who lacks professional development experience needs the VIP Program to help them acquire new skills and improve their classroom teaching. A candidate who has been active and has participated in other self-development programs should be encouraged to continue and be rewarded by acceptance into the program.

Fifty-one candidates were accepted into the program and forty-one participants completed the job experience and the paperwork necessary to be included in this study.

Twenty-four of the participants were males, 16 females, and one did not indicate his or her sex. Twenty-one of the participants were participating for the first time, 14 for the second time and six for the third time. Twenty-six participants were from high schools, 13 from junior colleges, and two from junior high schools.

Preprogram Questionnaire

Once accepted into the VIP Program, participants attended an orientation meeting. At this meeting they were given the preprogram questionnaire (see the Questionnaire for VIP Participants in Appendix B) to be filled out and filed before starting the work experience.

The questionnaire was designed to gather background information and to be a self-evaluation tool. This instrument was not field tested prior to its use in this study. It is a very subjective questionnaire, and participants could have easily reported what they felt was the "right" answer. However, the demographic information is useful and the participants' perception of themselves useful.

It should be noted that because of the way the questionnaire is worded, some of the questions are only applicable to teachers. Counselors, five in the study, may have answered "not applicable" to some questions.

Postprogram Questionnaire

On completing the VIP Program, participants returned two evaluation forms: the Stitt, Legacy and Coffey VIP Questionnaire (see the Appendix B) and the Vocational Instruction Practicum Plan.

The Stitt, Legacy and Coffey Questionnaire, discussed in Chapter II, evaluates the impact the program had on the participant. It uses a scale ranking of one (low) to nine (high). In questions one through seven, a high score indicates a favorable response. Question eight asks the participants to rank characteristics of their vocational education graduates considered to be of greatest significance to employers. Again, the higher scores were more favorable.

Question nine was worded so a low score was a favorable response. In analyzing the data, the answers to question nine were weighted so a high score remained a favorable response (1=9; 2=8; 3=7; etc.). In analyzing this questionnaire, the scores to each question were considered as individual variables. The scores are then considered together as a variable called "post". To get the post variable, the scores from questions one through nine were added together.

The Stitt, Legacy and Coffey VIP Questionnaire also asks participants to rank order eight statements. In the analysis of the questionnaire each statement became a

variable and each valued from one (high) to eight (low).

The four open-ended questions were not used as variables, as the results were descriptive.

The Vocational Instruction Practicum Plan is a document, designed by ISBE, which the participants used as a training outline, a training plan, and a summary of the results of the program. The VIP Plan was not used in analysis, since the questions refer to planning and implementation of the training. The open-ended questions in the summary section are very similar to those asked in the Stitt, Legacy and Coffey Questionnaire, and were not used as part of this analysis.

Establishing Groups

As indicated in the Introduction, this study was designed to investigate differences between groups. Eight groups were established. The participants were divided into groups according to:

1. gender
2. years teaching: less than or equal to 13 or greater than or equal to 14 years
3. application review score: less than or equal to 15, greater than or equal to 15.25
4. seeking university credit or not
5. occupation: teacher or counselor (no administrators applied to the program)
6. if found own job or if needing job placement help
7. for the repeaters: if working the same job or not
8. if working in the field now or not

These groups were tested against selected variables to investigate responses based on group membership.

The Analysis

Using the information collected from the sources described, 53 variables were described (see Table I).

An I.D. number and sex value was assigned to each of the 41 participants. Variables 1-9 are demographic variables, gathered from the application form. Variable 10 is the application review score. Variables 11-30 reflect information from the preexperience questionnaire. Variable 11, "years teaching", was divided into those teaching 13 years or less, and those teaching 14 years or more. Variables 31-42 related to the Stitt, Legacy and Coffey Questionnaire. Each was considered individually and then tallied as the variable post. Variables 42-50 are from the Stitt, Legacy and Coffey Questionnaire. Variables 51-53 are data gathered from West 40 ESC records.

A frequency distribution was run on each variable to sort information into categories and determine percentages. This information is reported in Appendix C.

To look for differences in the training needs of the participants and to compare the differences with other variables, the Pearson product-moment correlation coefficient was used. This statistical method was selected because it tests for relationships between variables and measures the strength of the relationships. The results with a significance level of .05 or less are reported in Table II.

To test for differences between groups, the Mann-Whitney U Test was used. This test, rather than a T test, was selected because some groups presented a sample size of fewer than ten subjects. The significant results are reported in Table III.

TABLE I
VARIABLE LABELS

- V1 place of work: sr. high, jr. college, jr. high
- V2 school district
- V3 number of times participating in VIP program (up to three)
- V4 job change: has job assignment changed since prior participation (yes or no)
- V5 occupation: teacher, counselor, administrator
- V6 job specification: agriculture, business, health, home economics, industrial, cooperative education, other
- V7 teaching any nonvocational classes (yes or no)
- V8 seeking university credit (yes or no)
- V9 number of weeks wanting to work (2-8)
- V10 Application Review Score
- Information from the Stitt, Legacy and Coffey Questionnaire**
- V11 Q1: years teaching (less than or equal to 13, greater than or equal 14)
- V12 Q2: years working prior to teaching
- V13 Q3: if working in the field now (yes or no)
- V14 Q4: number of professional organization memberships
- V15 Q5: involvement includes subscription membership (yes or V16 Q5: involvement includes attending regional conference (yes or no)
- V17 Q5: involvement includes attending national conferences (yes or no)
- V18 Q5: involvement includes holding office (yes or no)
- V19 Q5: involvement includes presenting papers (yes or no)
- V20 Q5: other professional involvement (yes or no)
- V21 Q6: update skills by attending VIP program (yes or no)
- V22 Q6: update in other voc ed training program (yes or no)
- V23 Q6: update by returning to college (yes or no)
- V24 Q6: update skills through other means (yes or no)
- V25 Q7: teach new subject (yes or no)
- V26 Q7: years teach new subject (2-5; 6-10; 11-15; 16+)
- V27 Q8: technological changes in subject (yes or no)
- V28 Q8: years technological changes in subject occur (2-5; 6-10; 11-15; 16+)

Variable Labels cont.

V29 Q9: feels about technological changes in subject (current; moderately up-to-date; behind-the-times)

V30 Q10: involved in profession (very involved; moderately involved; not involved)

V31 Q1: rank business regards to technology

V32 Q2: rank experience, knowledge gained

V33 Q3: rank job site coordinator

V34 Q4: rank application to classroom

V35 Q5: rank motivation to continue to update

V36 Q6: rank business's motivation to continue to help teachers

V37 Q7: will VIP Program help business-school cooperation

V38 attitudinal skills

V39 entry level technical skills

V40 higher level technical skills

V41 reading, writing, math

V42 Q9: ranking the need for curriculum design training to the prior VIP experience

POST: tallied scores of V31-V42

Ranking of statement in order of importance (1-8, with 1 most important)

V43 rank new curriculum

V44 acquisition and use of updated equipment

V45 use contacts for speakers, field trips, etc.

V46 student internships

V47 cooperative work experience

V48 job shadowing

V49 job placement assistance

V50 partnership with business

V51 did the participant find own job (yes or no)

V52 did repeater work in old job (yes or no)

V53 number of weeks worked

CHAPTER IV

RESULTS AND DISCUSSION

Profile of a VIP Participant

Using the cumulative percentage as shown in the frequency count, a profile of the average VIP participant can be drawn by selecting the category that at least 50% of the participants chose.

The typical VIP participant is a male high school teacher working in the industrial or business education field. He has been teaching for 13 years or more. Prior to teaching he worked in his field four or more years. Currently, he is not working in his field outside of teaching.

He feels involved in teaching and is a member of two or more professional organizations, attending the regional meetings of these organizations. He has returned to college to update his teaching or professional skills but is not seeking university credit for the VIP experience.

He teaches a new subject every 2-5 years and feels that technological changes occur in his field every 2-5

years. He feels "moderately up-to-date" about these changes in technology and feels "moderately" to "very" involved in the trade or profession he teaches.

He was given an application review score of 15, out of a range of 12.25 to 19.25, by the panel selecting applicants for the program.

This is his first time in the VIP program. He found his own VIP job placement and worked 5-8 weeks.

He gave the VIP experience a post score of 88, from a range of 66-106.

He rated his field site a seven, on a scale of one (low) to nine (high), with regards to its state-of-the-art technology. He rated his experience and knowledge gained at the field site as an eight. His coordinator at the field site got a nine in terms of helpfulness in updating his knowledge of current technology and trends. He feels strongly, ranking it as a nine, that he will apply this knowledge in the classroom or laboratory. He is very motivated, another ranking of nine, to continue to update his skills.

He feels confident, another nine, that the VIP experience will encourage business and industry to continue to assist teachers in updating their knowledge and skills. He feels, rating it as a nine, that the VIP program has enhanced relations between business and education.

Correlations Between Variables

The Pearson product-moment correlation coefficient yielded some interesting correlations between the variables, establishing differences among participants and differences in the participants' evaluation of the program. The variable correlations reported are ones that have a significance factor of .05 or less, (Table II).

The most interesting correlation, in terms of answering the research questions this study posed, was the correlation between the application review score and the post score (significance of .029). There is a relationship between a high application review score and a high post score and, conversely, a relationship between a low application review score and a low post score.

The application review evaluates the VIP candidate's potential to acquire new skills, prior commitment to professional development, and perception of the VIP program as a way to improve teaching. Because of the significant correlation between the application review score and the post score, it can be assumed that a participant who is rated high in these application review characteristics is one who will evaluate the VIP experience favorably. In this instance, it might be fair to say that the application review score is a predictor of how well a participant will function in the program.

The longer a person has worked in the field prior to

teaching (variable 12) also has some positive bearing on how the participant evaluates the VIP program, as determined by the post score variable. Variable 12 correlates with the post variable with a significance of .021. Perhaps people who have spent more time in the work world outside of teaching are more comfortable in returning to the work world and are able to get more out of the experience, therefore rating the experience higher than those who did not spend as long in the field prior to teaching.

Most interestingly, participants requesting more work time scored higher on the post variable (significance .044), showing the more time a participant wants to invest in the program, the more favorably they evaluated the VIP program.

However, there is not a significant correlation between the number of weeks actually worked and the post score. This would seem to mean that the intent to work has a more positive bearing on the evaluation of the program than the actual experience of working. Perhaps people requesting more work time are more positive people: more willing to work and more willing to say the work experience was of great value.

What is the relationship between the amount of field time requested and the actual amount of time worked? A significant correlation, .000, between variables 9 and 53 shows an almost direct correlation between the number of weeks participants request and the number of weeks they

actually work. While this might seem obvious, it should be noted that due to the funding limitations, there were restraints placed on the number of weeks granted.⁴ And, as seen in the significant correlation between weeks requested and the post score, and the lack of significant correlation between the actual weeks worked and the post score, the weeks requested and the weeks worked are very different variables, interacting with other factors differently.

The number of weeks a participant requested to work (variable 9) has a negative correlation with variable 12, years working prior to teaching (significance .037). The more weeks requested, the less time a participant has worked in his or her field prior to teaching. This correlation might indicate that people who have spent less time in the field prior to teaching are more anxious to take advantage of the opportunity to be in the business world now.

Participants requesting more field time (variable 9) also report a higher feeling of involvement in the trade or profession they teach (variable 30) yielding a significance .002. Again, this might be interpreted as an "enthusiasm" correlation. Participants expressing a desire to work are


⁴ All participants from junior colleges and all first-time high school participants received up to seven weeks of funding (a maximum of eight weeks was the state's limit). Returning high school participants were given a maximum of two weeks. These allocations were based on directives from ISBE. As participants from the West 40 ESC district and from across the state dropped out of the program, more funds became available and most initial work requests were granted.

people who are involved teachers.

The number of weeks a participant wants to invest in the VIP program is an interesting variable, showing significant correlations with four other variables. Variable 9 can be viewed as an indicator of a participant's level of involvement in the profession and reveals something about the participant's self-motivation and enthusiasm.

Variable 30, involvement in the profession, also correlates with variable 53, the weeks actually worked, (significance .008). The more involved the participant feels in the trade or profession taught, the more weeks actually worked.

The time spent in the field prior to teaching also has a positive correlation with how current the participants feel about technological changes that have occurred in the field (variable 12 and 29, significance .016). The more knowledgeable they feel about current technology, the more time they have spent in the field prior to teaching. As mentioned, the more time they spent in the field prior to teaching, the more favorably they evaluate the VIP program. One can assume that getting work experience before teaching is desirable. Teachers who have worked before teaching show greater confidence concerning technological changes and are more enthusiastic about staff development opportunities. In selecting future VIP participants or hiring vocational education staff, prior work experience should be considered



n prerequisite.

There is a correlation between variables 26 and 28, significance .002, showing a positive relationship between how often a participant teaches a new subject and how often technological changes occur in the subject area. It stands to reason that the more often changes occur in the field the more often a teacher would be designing and teaching a new class about these changes.

And finally, the longer the participant has been teaching or counseling, the more professional organizations they have joined (correlation between variables 11 and 14, significance of .029). This is an encouraging correlation, showing that older teachers are remaining involved in the teaching profession, at least through their participation in organizational membership.

TABLE II

PEARSONS PRODUCT-MOMENT COEFFICIENT CORRELATIONS

In using the Pearsons product-moment coefficient correlation to measure the strength of the relationship between the established 53 variables, nine sets of variables showed a relationship with a significance level of .05 or less. They are:

Variables	Number	Coefficient	R ²	Sig
V9 (weeks want to work) with V53 (weeks worked)	39	.6535	.4271	.000
V9 (weeks want to work) with V12 (years working prior to teaching)	35	-.3054	.0933	.037
V9 (weeks want to work) with V30 (feeling of involvement)	39	.4476	.2003	.002
V9 (weeks want to work) with Post (postevaluation)	36	.2877	.0828	.004
V53 (weeks worked) with V30 (feeling of involvement)	37	.3931	.1545	.008
V10 (application review score) with Post (postevaluation)	35	.3245	.1053	.029
V11 (years teaching) with V14 (# of organizations belong to)	38	.3106	.0965	.029

PEARSONS PRODUCT-MOMENT COEFFICIENT CORRELATIONS

Variables	Number	Coefficient	R ²	Sig
V12 (years working prior to teaching) with V29 (feelings about subject)	34	.3689	.1361	.016
V12 (years working prior to teaching) with Post (postevaluation)	30	.3743	.1401	.021
8 (how often technology change) with V26 (how often teach new subject)	14	.7305	.5336	.00
V29 (feel about subject) with V30 (feeling of involvement)	39	.3336	.1113	.019
V30 (feeling of involvement) with Post (postevaluation)	34	.2904	.0843	.048

Differences Between Groups

The Mann-Whitney U test shows that there are differences between the groups tested and how these groups respond to selected variables. Results reported as significant have a P value of .05 or less.

Since the Pearson product-moment coefficient showed a significant relationship between the application review score and the post score, it is interesting to look at these variables in another manner. Subjects were divided into two groups based on the application review score, those scoring 15.00 or less and those scoring 15.25 or higher.

Participants with higher application review scores tend to score higher on the post evaluation score, a mean rank of 21.79 as compared to 14.42 scored by those with a lower application review score.

The number of years spent in the teaching profession makes for differences as well. The two groups, those teaching 13 or fewer years and those teaching 14 or more years, were compared with several variables.

Two significant differences were found. Those teaching less than thirteen years wanted to work more weeks than the more seasoned veterans: a mean rank of 23.67 as compared to 16.13. However, the more seasoned teachers belonged to more professional organizations: a mean rank of 23.79 compared to 15.21. This relationship between teaching and membership to professional organizations was also found using the Pearson

product-moment coefficient.

It is encouraging to find teachers with less teaching experience signing up for more VIP weeks. The Stitt, Legacy and Coffey report (1988, unnumbered) recommended that an effort be made to involve "younger teachers" in the VIP program. It is unclear whether "younger teachers" are synonymous with teachers with less teaching experience, although it can be assumed that the younger the teacher, the fewer the years of teaching experience. In this study the teachers with less experience seem to be actively pursuing the opportunity to improve their professional skills through VIP field time.

Teachers spent more time in the field, a mean rank of 22.47, when compared to counselors who had a mean rank of 10.40. In discussions with counselors, they expressed dissatisfaction with the VIP guidelines, which require that the participant spent a minimum of one week at each job site.

Counselors claim they are interested in an overview of a business or industry. They want to gather information on a particular field so they can counsel students about job opportunities available in that field. Counselors feel they can get this information by spending a few days at a business. The minimum requirement of one week at a site hampers the counselors and so they tended to only work a few weeks as a result of this regulation.

Teachers and counselors did not differ on any other variables, including how they rated the VIP program.

Was there a difference between the sexes? The only significant difference detected was a difference in how often a new subject was taught: men had a mean rank of 18.91 while women had a mean rank of 13.18, indicating that women teach a new subject more often than men.

Other groups tested against the variables were those who found their own job compared with those who did not; those repeaters who were working the same job they had in the past vs. those repeaters with new jobs; those participants working in the field in addition to teaching vs. those who do not work in the field; and those participants seeking university credit vs. those who are not seeking credit. These comparisons yielded no significant differences between groups.

TABLE III

MANN-WHITNEY U TEST RESULTS

Eight criteria were selected and used to divide the participants into groups. The Mann-Whitney U test was used to detect differences between groups and their responses to selected variables. The significant results are reported in this table.

Post (postevaluation score)

by V10 (application review score)

V10 groups

group 1= app review score less than or equal to 15.00

group 2= app review score greater than or equal to 15.25

	Mean Rank	Cases
Group 1	14.42	18
Group 2	21.79	17
U	Corrected for ties	
	2-tailed P	
88.5	0.0330	

V9 (weeks want to work)

by

V11 (years teaching)

V11 groups

group 1= teaching less than or equal to 13 years

group 2= teaching greater than or equal to 14 years

	Mean Rank	Cases
Group 1	23.67	20
Group 2	16.13	19
U	Corrected for ties	
	2-tailed P	
116.5	0.0293	

V14 (# of professional organization belong to)

by

V11 (years teaching)

V11 groups defined above

	Mean Rank	Cases
Group 1	15.21	19
Group 2	23.79	19
U	Corrected for ties	
	2-tailed P	
99.0	0.0153	

MANN-WHITNEY U TEST RESULTS

V9 (weeks want to work)

by

V5 (occupation)

V5 groups

group 1= teacher

group 2= counselor

	Mean Rank	Cases
Group 1	22.47	36
Group 2	10.40	5
U	Corrected for ties	
	2-tailed U	
37.0	0.0268	

V26 (how often teach new subject)

by

Sex

Sex groups

group 1= male

group 2= female

	Mean Rank	Cases
Group 1	18.91	22
Group 2	13.18	11
U	Corrected for ties	
	2-tailed U	
79.0	0.0548	

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This study's primary goal was to establish differences in the retraining needs of the forty-one participants. These differences were investigated using two instruments, the application review score and the preprogram evaluation. The application review score measured the candidate's background and potential for benefiting from the VIP program. This score was determined by an objective review panel and was based on the candidate's application form and resume. The preprogram evaluation was a self-evaluation form which asked the participant to assess their need for retraining.

These retraining variables were then compared with the postprogram evaluation variables, which were established using a postprogram evaluation form.

In addition, the participants were divided into groups as delineated by factors such as sex, number of years teaching, application review score, etc.. The groups were compared to selected variables to see if there were differences between groups.

The results show, among several significant factors,

two key variables- the post variable (sum score of the postprogram evaluation) and the number of weeks a participant requests to work in the field.

In looking at the post score, it was found that the higher the application review score, the more favorably a participant evaluates the program. The longer a person has worked in their field prior to teaching also positively influences their post score. People who want to work many weeks also tend to score higher in the postevaluation.

The more weeks a participant declares they want to work, the stronger their feelings of involvement in the trade or profession they teach. The fewer years a participant has either worked in the field before teaching or taught, the more weeks that participant requests for work experience. Teachers want to work more weeks than counselors.

In summary, the Vocational Instruction Practicum participants do differ in their need for technical retraining and in their self-perception. This study has defined these differences and shown how the differences influence the participants' evaluate the VIP program.

This information can help the regional Educational Service Centers in selecting participants for future programs. The VIP program is in its fourth year and prospects of continued funding are good. If the Illinois State Board of Education is interested in choosing

candidates who find the VIP program to be a positive experience, criteria for selecting these participants can be established.

The ideal VIP participant scores high on the application review score. He or she expresses the desire to work as many weeks as possible. The ideal candidate is a teacher who has worked in his or her field prior to teaching, who feels up-to-date in technological skills, teaches new classes often and is involved in his or her profession.

In other words, people who do well in the VIP program are the people who don't critically need this opportunity for self-development. They keep their skills sharp, remain active in their profession, and probably bring the enthusiasm and motivation they show in their profession to the classroom.

The VIP program is voluntary. There is no mechanism for recruiting and retraining teachers who lack motivation. Although this study did show that the population who applies to the VIP program exhibits a measure of diversity in training needs and self-evaluation, the full spectrum of vocational education teachers was not tapped. It is probably safe to assume that teachers from the very low end of the scale did not apply to the program. If there had been a way of recruiting these "reluctant" teachers into the program the results would have been very different.

The program does not attract the less motivated teacher and the Illinois State Board of Education needs to be aware of this fact. It is the researcher's opinion that the VIP program takes "B+" teachers and gives them the opportunity of becoming "A" teachers. It does not take "C", or lower, teachers and make them "A's". To say that this program assists all vocational education staff is erroneous. It is not structured to motivate, entice or demand the participation the missing segment of the teaching population.

The Illinois State Board of Education should be congratulated on implementing a fine staff development program for motivated teachers. But until all teachers are reached and until it is proven that the VIP program's benefits filter down to the students, there is work to be done.

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APPENDIX A

Vocational Instruction Practicum (VIP) Program Guidelines



The Illinois State Board of Education is issuing the following guidelines for the Vocational Instruction Practicum (VIP) program.

What is the Vocational Instruction Practicum (VIP) Program?

State law authorized the Illinois State Board of Education to award grants of up to \$2,000 for each teacher/instructor, counselor or administrator employed in public school vocational education programs to be placed in short-term private or public sector positions for continuing education. The Illinois General Assembly appropriated \$1.4 million to support the VIP program in Fiscal Year 1988.

Who is eligible for the VIP program?

Eligible applicants for the VIP program include teachers/instructors, counselors and administrators listed in the Local Plan for Vocational Education. For 1988, vocational personnel who spend

more than 50 percent of their time in vocational education will be eligible to participate in the VIP program. Attention will be given to applicants who have not participated in the VIP.

How does a vocational teacher/instructor, counselor or administrator apply for participation in the VIP program?

Applicants may apply directly to the Educational Service Center which serves their school district or college. In addition, school districts and community colleges may submit applications for groups of applicants to their respective Educational Service Center. In either situation, VIP application forms must be submitted on or before March 11, 1988. A map of the 18 Educational Service Centers is included in these guidelines.

When will VIP applications be approved?

Each Educational Service Center will establish a selection panel to identify 1988 program participants. Applications will be approved in March 1988, so that

participants may select a business/industry site for in-service purposes. Actual practicum sites should not be identified until after an applicant is approved to participate in the VIP program.

When may the short-term private or public sector experience take place?

Personnel may participate in practicum experiences during that period of the calendar not embraced within the school year, e.g., June, July and August 1988. However, staff in the field of corrections are exempt from this program limitation, and they may become involved in the VIP program any time during the calendar year.

What criteria will be used to select personnel for participation in the VIP program?

Each VIP application will be reviewed to assess the potential of the applicant to acquire practical knowledge and skills which will improve his/her teaching, counseling or administrative assignments; the relevance of the practicum experience to the applicant's professional development as a teacher/instructor, counselor or administrator; and the prior commitment on the part of the applicant to participate in professional development experience.

What kind of financial support may each participant receive who is approved to complete the VIP program?

The grant award¹ and payment of funds to personnel in this program will be made at a rate not to exceed \$50/day or \$250/week for a five day period of time up to eight weeks total. A practicum day is defined as the standard working day for the business, industry, or agency, and it must not be less than five or more than eight hours of continuing education time. For experiences of less than a full week, payment will be made on a prorated basis.

In those instances where the employer will benefit from the

personnel participating in the practicum, the employer will be expected to contribute at least 30 percent of the grant award.

What is required of the vocational education personnel who participate in the VIP program?

Personnel who are selected to participate in the VIP program must:

- attend an orientation session which will describe the operational procedures related to the VIP program;
- meet with the designated Educational Service Center staff to determine the location of their practicum experience;
- complete the appropriate reporting forms (after participating in the on-site study); and
- participate in a follow-up session.

Once participants are selected to complete the VIP program, how should the practicum site be selected? What type of site should be chosen?

Personnel who are approved to participate in the VIP program should work with staff of the Educational Service Centers to determine an appropriate site for the practicum. The private or public sector site should be one in which the VIP participant 1) has access to current generation equipment, training materials, and processes; 2) can develop a comprehensive overview of the business; and 3) may interact with employees about their work.

Is university credit available for participating in the VIP program?

Several state universities¹ are willing to provide credit for participation in the VIP program. Names of these institutions and appropriate contacts are on file with the Educational Service Center. It is, however, the responsibility of each participant to contact the university and arrange for credit.

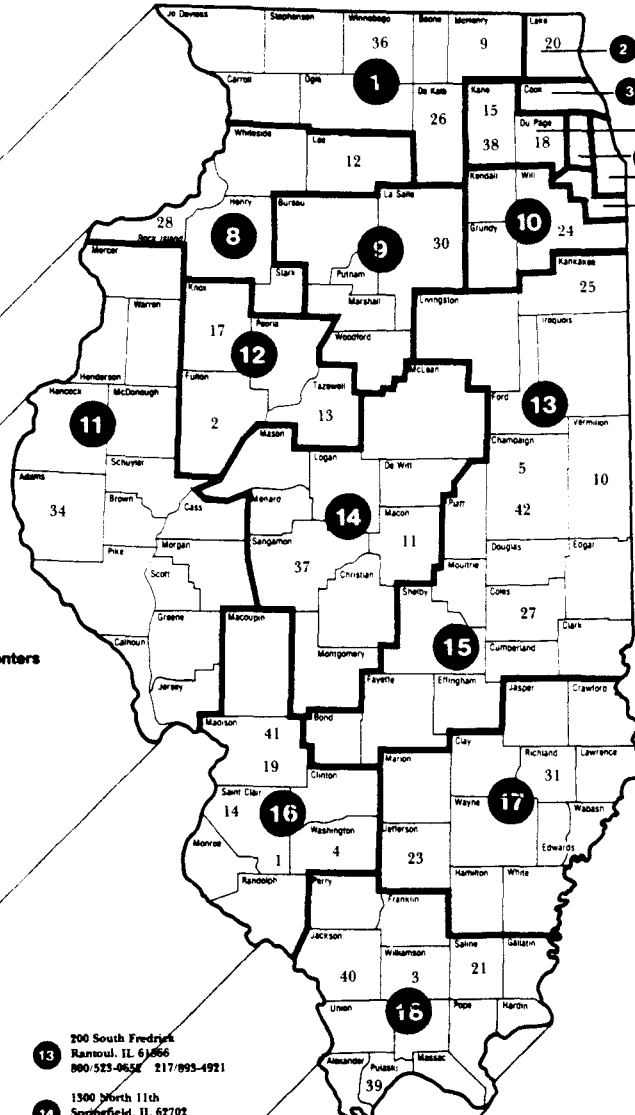
What type of reporting will be necessary?

Each VIP participant must complete a Final Report and Request for Reimbursement form. These should be submitted to the designated Educational Service Center on or before August 31, 1988. Reimbursement for participation in the VIP will be made by the Educational Service Centers after receipt of the Final Report and Request for Reimbursement forms.

¹Teachers in the field of corrections may use their VIP grant award to hire another qualified teacher to substitute for them while they are engaged in continuing education experiences.

Educational Service Centers

Illinois West Community Colleges and University-Based Technical Institutes



Cook County (North) 29, 32
 Cook County (West) 8, 35
 City of Chicago 6
 Cook County (South) 7, 22, 33

Educational Service Centers

- 1 Courthouse Room 896
Rockford, IL 61101
815-987-3023
- 2 19525 West Washington
Grayslake, IL 60030
312-223-5400
- 3 2701 Central Road
Glenview, IL 60025
312-998-5065
- 4 421 N. County Farm Road
Wheaton, IL 60187
312-682-6955
- 5 8201 West Fullerton Avenue
Elmhurst Park, IL 60635
312-453-0856
- 6 1819 West Pershing 1 Center (N)
Chicago, IL 60609
312-890-2460
- 7 800 Governors Highway, Box 69
Flossmoor, IL 60422
312-796-6600
- 8 2921 Avenue J
Sterling, IL 61081
815-625-1495
- 9 Downtown Courthouse-RM 107
Oswego, IL 61350
815-434-0124
- 10 105 Sage Street
Channahon, IL 60418
815-467-4048
- 11 210 S. Lafayette/P.O. Box 556
Macomb, IL 61485
309/833-5133
- 12 400 N. Highland
Crestwood, IL 61611
508/696-7119

- 13 200 South Fredrick
Rantoul, IL 61866
800-523-0652 217/893-4921
- 14 1500 North 11th
Springfield, IL 62702
317-525-2061
- 15 P.O. Box 249
Charleston, IL 61920
800-443-3370 217/348-0951
- 16 1505 Caseyville Avenue
Belleville, IL 62221
618-277-9638
- 17 Third Floor Courthouse
Olney, IL 62450
618-995-8626
- 18 1006D North Clinton
Marion, IL 62969
618-995-2696

Illinois Community Colleges And University-Based Technical Institutes

- 1. Belleville Area College
- 2. Spoon River College
- 3. John A. Logan College
- 4. Kaskaskia College
- 5. Parkland College
- 6. Chicago City Colleges
- 7. Prairie State College
- 8. Moron College
- 9. McHenry County College
- 10. Danville Junior College
- 11. Richland Community College
- 12. Sault Valley College
- 13. Illinois Central College
- 14. State Community College of E. St. Louis
- 15. Elgin Community College
- 16. Highland Community College
- 17. Carl Sandburg College
- 18. College of DuPage
- 19. Lewis & Clark Community College
- 20. College of Lake County
- 21. Southeastern Illinois College
- 22. Thornton Community College
- 23. Rend Lake College
- 24. Joliet Junior College
- 25. Kankakee Community College
- 26. Kishwaukee College
- 27. Lake Land College
- 28. Black Hawk College
- 29. Oakton Community College
- 30. Illinois Valley Community College
- 31. Illinois Eastern Community College
- 32. William Rainey Harper College
- 33. Morris Valley Community College
- 34. Quincy-John Woods College
- 35. Trison College
- 36. Rock Valley College
- 37. Lincoln Land Community College
- 38. Waubesa Community College
- 39. Shawnee Community College
- 40. Southern Illinois University VTI
- 41. Southern Illinois University-E
- 42. University of Illinois

Do Not Return To ISBE

APPLICATION DUE DATE MARCH 11, 1988

Submitted by:

- Individual
 Individual School or
 Community College

Date _____

VOCATIONAL INSTRUCTION PRACTICUM (VIP) APPLICATION

INSTRUCTIONS: Teachers/instructors, counselors, and administrators listed in the Local Plan for Vocational Education are eligible to apply for the VIP. This VIP Application must be typed and returned to the designated Educational Service Center.

Applicant's Name	School Name/District
Social Security Number	
Home Address (Street, City, State, Zip Code)	School Address (Street, City, State, Zip Code)
Home Telephone Number (Include Area Code)	School Telephone Number (Include Area Code)

Yes No Have you participated in the VIP program? If yes, when? _____
 Which occupational area? _____

Yes No Has your teaching, counseling or administrative assignment changed since your last practicum experience? If yes, please explain: _____

INSTRUCTORS ONLY

Check Occupational Area:

- Agriculture Business Health Home Economics Industrial Cooperative Education

List vocational courses you teach:

List nonvocational courses you teach:

_____ How many class periods are in your daily class schedule?

COUNSELORS AND ADMINISTRATORS ONLY

Describe your present employment responsibilities.

EDUCATION PLAN (All applicants must complete an education plan)

1. Describe recent (within the last 5 years) professional development experiences which have helped you to improve your teaching, counseling or administrative skills.

2. Describe the inservice need you wish to address while on-site.

3. Describe what you expect to know or be able to do as a result of your participation in the Vocational Instruction Practicum.

4. How will your participation in the Vocational Instruction Practicum contribute to the improvement of your teaching, counseling, or administrative assignments?

5. Yes No Are you interested in receiving university credit for your on-site study? If yes, from which university? _____

6. How many days/weeks do you plan to be involved in your practicum experience? _____ Days _____ Weeks

7. What dates do you prefer for your practicum experience? Please be specific:

1st choice _____

2nd choice _____

3rd choice _____

8. Yes No Do you have any ideas about where you would like to complete your practicum experience? If yes, please explain: _____

9. ALL APPLICANTS MUST ATTACH A CURRENT RESUME.

Date Signature of Applicant Date Signature of Superintendent or Community College President (Verifying employment within your district)

Approved by: _____ Amount Approved: _____

Title: _____ Date: _____

Estimated number of days/weeks of involvement in the VIP _____ X \$ _____ (funds not to exceed \$50/day or \$250/week) = \$ _____
(NOTE: Each participant may receive up to \$2,000 for an 8 week VIP experience.)

Applicant Code _____

Vocational Instruction Practicum (VIP) Application Review Form



Directions:

In the VIP application review process, you should evaluate the applicant's responses to the four statements in his/her education plan. Include in your evaluation an assessment of the applicant's:

- 1) Potential to acquire practical knowledge and skills to improve his/her teaching, counseling or administrative skills in vocational education.
- 2) Commitment based on prior participation in professional development experiences.
- 3) Perception of the practicum. Did the applicant identify an experience which will contribute to the improvement of his/her teaching, counseling or administrative assignment?

Based on this evaluation criteria, you should:

- 1) Complete the rating scale for each of the four statements in the applicant's education plan. Refer to the second column of this form. A score of five is the highest value.
- 2) Indicate your positive and/or negative comments to the applicant's responses.
- 3) List your total score for the four statements.
- 4) Assign an overall ranking to the application. This ranking should be a number value and reflect a comparison of the applicant to the other applications.

Name of Applicant _____

Review of the Application

Statement One: Describe recent professional development experiences.

Rating scale, circle your response: (low) 1 2 3 4 5 (high)

Reviewer's Comments: _____

Statement Two: Describe need for inservice or continuing education. (This program is intended to provide vocational teachers/instructors, counselors and administrators with continuing education experiences and not supplemental funds for the applicant's summer employment.)

Rating scale, circle your response: (low) 1 2 3 4 5 (high)

Reviewer's Comments: _____

Statement Three: Describe expected results of the practicum.

Rating scale, circle your response: (low) 1 2 3 4 5 (high)

Reviewer's Comments: _____

Statement Four: How the practicum will improve the applicant's teaching, counseling or administrative assignment.

Rating scale, circle your response: (low) 1 2 3 4 5 (high)

Reviewer's Comments: _____

Reviewer _____

Date _____

Your total score for the four statements: _____

YOUR OVERALL RANKING OF APPLICATION: _____

Supplemental VIP Scoring Form



Rank _____ Applicant Code _____

Name _____ District _____

Occupational Area _____

School _____ Home _____

Phone _____ Phone _____

Estimated number days/weeks _____ x \$50 per day/\$250 per week = \$ _____

University Credit from _____

Signatures completed _____ Needs: _____ Applicant _____ Administrator _____

Point Totals

Reviewer #1 _____

Reviewer #2 _____

Reviewer #3 _____

Reviewer #4 _____

Total _____

Panel Recommendation: _____ approved _____ not approved



APPENDIX B

Questionnaire for VIP Participants

I am evaluating the VIP program as part of my thesis work for a MA degree at Loyola University. Please help me by answering the following questions. Your answers will be kept confidential and only used as part of this study. Thank you.

Name _____

Position _____

School _____

1. How many years have you been teaching vocational education? _____
2. How long did you work in your field of expertise before teaching? _____
3. Do you currently work in your field other than through teaching? If yes, please explain. _____

4. Please list the professional organizations you are a member of:

5. Your involvement in these professional organizations includes:

- _____ subscription membership
- _____ attending regional conferences
- _____ attending national conferences
- _____ holding regional/national office
- _____ presenting papers/seminars at conferences

other _____

6. What opportunities have you had to update your skills in the past five years?

- _____ participating in the VIP program
- _____ attending other vocational training programs

specify: _____

- _____ returning to college in area you are teaching
 - _____ other
- _____

7. I teach a new subject area every

- year
- 2 to 5 years
- 6 to 10 years
- 11 to 15 years
- haven't in the last 16 or more years

8. Technological changes in my subject area occurred every

- year
- 2 to 5 years
- 6 to 10 years
- 11 to 15 years
- haven't occurred in the last 16 years

9. In relationship to changes in my field I feel I am

- very current
- moderately up-to-date
- behind-the-times

Questionnaire used by Stitt, Legacy and Coffey in their preliminary report "VIP-Its Impact" presented at: Issues in Professional Development of Vocational Education, Fifth Annual Conference, Springfield, Illinois, April 7-8, 1988

The questionnaire is designed with a scale of one to nine, with nine indicating the highest value and one the lowest possible response.

Questions:

1. How do you rank this business or industry with regards to state of the art technology?

high 9 8 7 6 5 4 3 2 1 low

2. How do you rank your experience and knowledge gained in new and emerging trends in business and industry?

high 9 8 7 6 5 4 3 2 1 low

3. How do you rank your training site coordinator in terms of helping you update your knowledge of current technology and trends?

high 9 8 7 6 5 4 3 2 1 low

4. To what extent will you be able to apply the knowledge gained in your vocational classroom or laboratory?

high 9 8 7 6 5 4 3 2 1 low

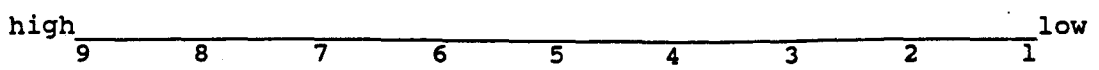
5. To what extent will this experience encourage you to continue to update your competencies with regard to new and emerging technologies and trends?

high 9 8 7 6 5 4 3 2 1 low

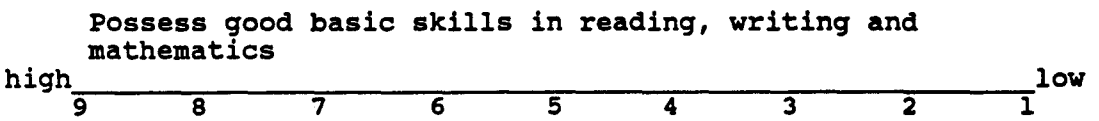
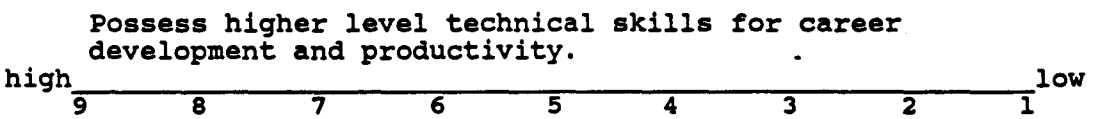
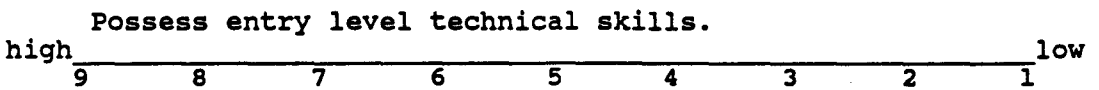
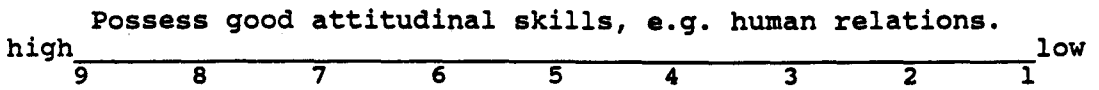
6. To what extent will this experience encourage business and industry to continue to assist in updating teacher's knowledge and skill?

high 9 8 7 6 5 4 3 2 1 low

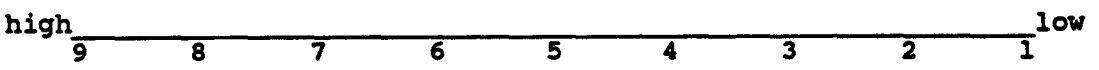
7. To what extent will cooperation between business and education communities be enhanced as a result of this experience?



8. Which of the following characteristics of your Vocational Education graduates are considered to be of greatest significance by employing businesses and industries:



9. Do you think that any type of curriculum design training would have been helpful prior to the VIP experience?



APPENDIX C

FREQUENCY COUNT

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Sex				
male	24	58.5	60.0	60.0
female	15	39.0	40.0	100.0
V1(pl work)				
sr. high	26	63.4	63.4	63.4
jr. college	13	31.7	31.7	95.1
jr. high	2	4.9	4.9	100.0
V2 (district)				
97	2	4.9	7.1	7.1
200	4	9.8	14.3	21.4
201	3	7.3	10.7	32.1
208	1	2.4	3.6	35.7
209	7	17.1	25.0	60.7
212	3	7.3	10.7	71.4
234	5	12.2	17.9	89.3
401	3	7.3	10.7	100.0
missing	13	31.7	missing	
V3 (x part)				
first	21	51.2	51.2	51.2
second	14	34.1	34.1	85.4
third	6	14.6	14.6	100.0
V4 (job change)				
yes	5	12.2	23.8	23.8
no	16	39.0	76.2	100.0
missing	20	48.8	missing	
V5 (occupation)				
teacher	36	87.8	87.8	87.9
counselor	5	12.2	12.2	100.0
V6 (job spec)				
business	12	29.3	33.3	33.3
health	1	2.4	2.8	36.1
home ec	5	12.2	13.9	50.0
industry	17	41.5	47.2	97.2
coop ed	1	2.4	2.8	100.0
missing	5	12.2	missing	

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
V7 (non-voc)				
yes	8	19.5	21.6	21.6
no	29	70.7	78.4	100.0
missing	4	9.8	missing	
V8 (credit)				
yes	10	24.4	24.4	24.4
no	31	75.6	75.6	100.0
V9 (wks want)				
1	1	2.4	2.4	2.4
2	7	17.1	17.1	19.5
3	3	7.3	7.3	26.8
4	4	9.8	9.8	36.6
5	2	4.9	4.9	41.5
6	2	4.9	4.9	46.3
7	3	7.3	7.3	53.7
8	18	43.9	43.9	97.6
13	1	2.4	2.4	100.0
V10 (rev score)				
12.25	2	4.9	5.0	5.0
13.25	2	4.9	5.0	10.0
13.50	2	4.9	5.0	15.0
13.75	3	7.3	7.5	22.5
14.00	2	4.9	5.0	27.5
14.25	3	7.3	7.5	35.0
14.50	1	2.4	2.5	37.5
14.75	2	4.9	5.0	42.5
15.00	4	9.8	10.0	52.5
15.25	3	7.3	7.5	60.0
16.00	3	7.3	7.5	67.5
16.25	3	7.3	7.5	75.0
16.75	2	4.9	5.0	80.0
17.25	2	4.9	5.0	85.0
17.50	2	4.9	5.0	90.0
18.00	1	2.4	2.5	92.5
18.50	1	2.4	2.5	95.0
18.75	1	2.4	2.5	97.5
19.25	1	2.4	2.5	100.0
missing	1	2.4	missing	

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
V11 (yr teach)				
1	1	2.4	2.6	2.6
2	2	4.9	5.1	7.7
5	2	4.9	5.1	12.8
8	2	4.9	5.1	17.9
9	2	4.9	5.1	23.1
10	1	2.4	2.6	25.6
11	4	9.8	10.3	35.9
12	4	9.8	10.3	46.2
13	2	4.9	5.1	51.3
14	2	4.9	5.1	56.4
15	1	2.4	2.6	59.0
17	3	7.3	7.7	66.7
18	1	2.4	2.6	69.2
19	1	2.4	2.6	71.8
20	3	7.3	7.7	79.5
21	2	4.9	5.1	84.6
22	4	9.8	10.3	94.9
23	1	2.4	2.6	97.4
25	1	2.4	2.6	100.0
missing	2	4.9	missing	
V12 (working prior)				
1	2	4.9	5.7	5.7
2	9	22.0	25.7	31.4
3	5	12.2	14.3	45.7
4	2	4.9	5.7	51.4
5	2	4.9	5.7	57.1
6	5	12.2	14.3	71.4
8	2	4.9	5.7	77.1
10	2	4.9	5.7	82.9
13	1	2.4	2.9	85.7
18	1	2.4	2.9	88.6
20	4	9.8	11.4	100.0
missing	6	14.6	missing	
V13 (work now)				
yes	13	31.7	32.5	32.5
no	27	65.9	67.5	100.0
missing	1	2.4	missing	

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
V14 (# organz)				
1	10	24.4	25.0	25.0
2	10	24.4	25.0	50.0
3	5	12.2	12.5	62.5
4	7	17.1	17.5	80.0
5	5	12.2	12.5	92.5
6	1	2.4	2.5	95.0
9	1	2.4	2.5	97.5
10	1	2.4	2.5	100.0
missing	1	2.5	missing	
V15 (involv)				
yes	36	87.8	87.8	87.8
no	5	12.2	12.2	100.0
V16 (region conf)				
yes	29	70.7	70.7	70.7
no	12	29.3	29.3	100.0
V17 (nat conf)				
yes	15	36.6	36.6	36.6
no	26	63.4	63.4	100.0
V18 (office)				
yes	7	17.1	17.1	17.1
no	34	82.9	82.9	100.0
V19 (paper)				
yes	9	22.0	22.0	22.0
no	32	78.0	78.0	100.0
V20 (other)				
yes	3	7.3	7.3	7.3
no	38	92.7	92.7	100.0
V21 (update)				
yes	21	51.2	51.2	51.2
no	21	48.8	48.8	100.0
V22 (voc prog)				
yes	16	39.0	39.0	39.0
no	25	61.0	61.0	100.0

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
V23 (college)				
yes	22	53.7	53.7	53.7
no	19	46.3	46.3	100.0
V24 (other)				
yes	8	19.5	19.5	19.5
no	33	80.5	80.5	100.0
V25 (teach new)				
yes	5	12.2	13.2	13.2
no	33	80.5	86.8	100.0
missing	3	7.3	missing	
V26 (yrs new)				
2-5 yrs	22	53.7	66.7	66.7
6-10 yrs	6	14.6	18.2	84.8
11-15 yrs	3	7.3	9.1	93.9
16+ yrs	2	4.9	6.1	100.0
missing	8	19.5	missing	
V27 (tech chg)				
yes	21	51.2	58.3	58.3
no	15	36.6	41.7	100.0
missing	5	12.2	missing	
V28 (yrs tech chg)				
2-5 yrs	14	34.1	93.3	93.3
6-10 yrs	1	2.4	6.7	100.0
missing	26	63.4	missing	
V29 (feel sub)				
behind times	3	7.3	7.5	7.5
moderate	26	63.4	65.0	72.5
current	11	26.8	27.5	100.0
missing	1	2.4	missing	
V30 (involv)				
not	4	9.8	10.3	10.3
moderate	18	43.9	46.2	56.4
very	17	41.5	43.6	100.0
missing	2	4.9	missing	

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
V31 (rank bus)				
4	2	4.9	5.1	5.1
5	8	19.5	20.5	25.6
6	8	19.5	20.5	46.2
7	4	9.8	10.3	56.4
8	8	19.5	20.5	76.9
9	9	22.0	23.1	100.0
missing	2	4.9	missing	
V32 (+ know)				
6	5	12.2	12.8	12.8
7	10	24.4	25.6	38.5
8	15	36.6	38.5	76.9
9	9	22.2	23.1	100.0
0	2	4.9	missing	
V33 (co-ord)				
5	1	2.4	2.6	2.6
6	3	7.3	7.7	10.3
7	5	12.2	12.8	23.1
8	15	36.6	38.5	61.5
9	15	36.6	38.5	100.0
0	2	4.9	missing	
V34 (use know)				
5	1	2.4	2.6	2.6
6	2	4.9	5.3	7.9
7	8	19.5	21.1	28.9
8	10	24.4	26.3	55.3
9	17	41.5	44.7	55.3
missing	3	7.3	missing	
V35 (cont update)				
5	2	4.9	5.1	5.1
6	3	7.3	7.7	12.8
7	6	14.6	15.4	28.2
8	10	24.4	25.6	53.8
9	18	43.9	46.2	100.0
missing	2	4.9	missing	

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
V36 (help cont)				
3	1	2.4	2.6	2.6
5	2	4.9	5.1	7.7
6	4	9.8	10.3	17.9
7	8	19.5	20.5	38.5
8	7	17.1	17.9	56.4
9	17	41.9	43.6	100.0
missing	2	4.9	missing	
V37 (help co-oper)				
1	1	2.4	2.6	2.6
4	1	2.4	2.6	5.1
5	4	9.8	10.3	15.4
6	3	7.3	7.7	23.1
7	9	22.0	23.1	46.2
8	7	17.1	17.8	64.1
9	14	34.1	35.9	100.0
missing	2	4.9	missing	
V38 (attitude)				
3	1	2.4	2.6	2.6
5	2	4.9	5.1	7.7
6	1	2.4	2.6	10.3
7	8	19.5	20.5	30.8
8	18	43.9	46.2	76.9
9	9	22.0	23.1	100.0
missing	2	4.9	missing	
V39 (entry skill)				
4	3	7.3	7.7	7.7
5	5	12.2	12.8	20.5
6	4	9.8	10.3	30.8
7	11	26.8	28.2	59.0
8	7	17.1	17.9	76.9
9	9	22.0	23.1	100.0
missing	2	4.9	missing	
V40 (tech skill)				
3	3	7.3	7.9	7.9
5	2	4.9	5.3	13.2
6	5	12.2	13.6	26.3
7	12	29.3	31.6	57.9
8	11	26.8	28.9	86.8
9	5	12.2	13.2	100.0
missing	3	7.3	missing	

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
V41 (basic skill)				
3	1	2.4	2.6	2.6
5	1	2.4	2.6	5.1
6	3	7.3	7.7	12.8
7	4	9.3	10.3	23.1
8	13	31.7	33.3	56.4
9	17	41.5	43.6	100.0
missing	2	4.9	missing	
V42 (curriculum train)				
1	3	7.3	8.1	8.1
2	3	7.3	8.1	16.2
3	4	9.8	10.8	27.0
4	9	22.0	24.3	51.4
5	2	4.9	5.4	56.8
6	7	17.1	18.9	75.7
7	5	12.2	13.5	89.2
8	4	9.8	10.8	100.0
missing	4	9.8	missing	
V43 (new curriculum)				
1	22	53.7	59.5	59.5
2	5	12.2	13.5	73.0
3	4	9.8	10.8	83.8
5	2	4.9	5.4	89.2
6	1	2.4	2.7	91.9
7	3	7.3	8.1	100.0
missing	4	9.8	missing	
V44 (application + use)				
1	2	4.9	5.6	5.6
2	10	24.4	27.8	33.3
3	5	12.2	13.9	47.2
4	6	14.6	16.7	63.9
5	4	9.8	11.1	75.0
6	1	2.4	2.8	77.8
7	3	7.3	8.3	86.1
8	5	12.2	13.9	100.0
missing	5	12.2	missing	

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
V45 (utliz source)				
1	8	19.5	22.2	22.2
2	9	22.0	25.0	47.2
3	8	19.5	22.2	69.4
4	4	9.8	11.1	80.6
5	1	2.4	2.8	83.3
6	3	7.3	8.3	91.7
7	2	4.9	5.6	97.0
missing	5	12.2	missing	
V46 (interns)				
1	1	2.4	2.9	2.9
2	3	7.3	8.6	11.4
3	2	4.8	5.7	17.1
4	9	22.0	25.7	42.9
5	5	12.2	14.3	57.1
6	5	12.2	14.3	71.4
7	4	9.8	11.4	82.9
8	6	14.6	17.1	100.0
missing	6	14.6	missing	
V47 (coop exp)				
1	3	7.3	8.6	8.6
2	5	12.2	14.3	22.9
3	4	9.8	11.4	34.3
4	4	9.8	11.4	45.7
5	8	19.5	22.9	68.6
6	6	14.6	17.1	85.7
7	4	9.8	11.4	97.1
8	1	2.4	2.9	100.0
missing	6	14.6	missing	
V48 (job shadow)				
1	2	4.9	5.6	5.6
2	2	4.9	5.6	11.1
3	5	12.2	13.9	25.0
4	6	14.6	16.7	41.7
5	3	7.3	8.3	50.0
6	6	14.6	16.7	66.7
7	8	19.5	22.2	88.9
8	4	9.8	11.1	100.0
missing	5	12.2	missing	

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
V49 (job placements)				
1	1	2.4	2.8	2.8
2	3	7.3	8.3	11.1
3	7	17.1	19.4	30.6
4	7	17.1	19.4	50.0
5	7	17.1	19.4	69.4
6	3	7.3	8.3	77.8
7	4	9.8	11.1	88.9
8	4	9.8	11.1	100.0
missing	5	12.2	missing	
V50 (partner agree)				
1	1	2.4	2.8	2.8
2	5	12.2	13.9	16.7
3	5	12.2	13.9	30.6
4	4	9.8	11.1	41.7
5	2	4.9	5.6	47.2
6	4	9.8	11.1	58.3
7	4	9.8	11.1	69.4
8	11	26.8	30.6	100.0
missing	5	12.2	missing	
V51 (own job)				
yes	36	87.8	90.0	90.0
no	4	9.8	10.0	100.0
missing	1	2.4	missing	
V52 (work same job)				
yes	5	12.1	25.0	25.0
no	15	36.6	75.00	100.0
missing	21	51.2	missing	
V53(wks worked)				
1	2	4.9	5.1	5.1
2	6	14.6	15.4	20.5
3	3	7.3	7.7	28.2
4	5	12.2	12.8	41.0
5	4	9.8	10.3	51.3
6	7	17.1	17.9	69.2
7	9	22.0	23.1	92.3
8	3	7.3	7.7	100.0
missing	2	4.9	missing	

FREQUENCY COUNT cont.

VARIABLE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Post Score				
66.00	1	2.4	2.8	2.8
73.00	2	4.9	5.6	8.3
76.00	1	2.4	2.8	11.1
79.00	2	4.9	5.6	16.7
80.00	2	4.9	5.6	22.2
81.00	1	2.4	2.8	25.0
82.00	1	2.4	2.8	27.8
83.00	1	2.4	2.8	30.6
85.00	3	7.3	8.3	38.9
86.00	3	7.3	8.3	47.2
88.00	1	2.4	2.8	50.0
89.00	1	2.4	2.8	52.8
91.00	3	7.3	8.3	58.3
92.00	3	7.3	8.3	66.7
93.00	2	4.9	5.6	72.2
95.00	2	4.9	5.6	77.8
96.00	2	4.9	5.6	83.3
98.00	1	2.4	2.8	86.1
100.00	1	2.4	2.8	88.9
101.00	2	4.9	5.6	94.4
103.00	1	2.4	2.8	97.2
106.00	1	2.4	2.8	100.00
missing	5	12.2	missing	

APPROVAL SHEET

This thesis submitted by Jessica Esslinger has been read and approved by the following:

Dr. Philip Carlin, Director
Associate Professor, Educational, Leadership and
Policy Studies,
Loyola University

Dr. Max Bailey
Associate Professor, Educational, Leadership and
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Loyola University

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

November 14, 1989
Date


Philip M. Carlin
Director's Signature