

CRITERIA USED TO EVALUATE TRADE AND INDUSTRIAL  
INSTRUCTORS IN THE OKLAHOMA AREA  
VOCATIONAL TECHNICAL SCHOOLS

By

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## CHAPTER I

### INTRODUCTION

One of the major concerns for both administrators and instructors in trade and industrial education is staff development (Wentling and Piland, 1981). Teacher evaluation is a key element in this process. In addition, evaluation is the basis for decisions relative to promotion, tenure and salary increases.

A first step in improving the evaluation process is a plan of evaluation which will indicate strengths and limitations of instructional personnel. However, accumulating thorough and accurate information of an instructor's strengths and limitations is a difficult task. This is largely due to different backgrounds and attitudes of educators (Collins, 1978). Gudridge (1980) determined that the primary objective of a good personnel evaluation program should be to stimulate, to upgrade and to better equip the person being evaluated to do a better job.

While most administrators and instructors agree that evaluation is essential, there is much disagreement regarding how evaluation should be accomplished and what criteria should be used for evaluation.

Even though evaluation takes place in all of the area schools, the criteria used to evaluate trade and industrial instructors is not the same in all of the area schools. Ryan and Hickcox (1980, p. 95) were aware of this same situation in education in general when they determined that "no research to date has established clearly valid teacher

effectiveness criteria." This lack of established criteria tends to lead each school into the development of their own criteria for evaluation.

Whatever the criteria chosen by the individual schools, there are guidelines for criteria selection which should be used. Gudridge (1980) stated that criteria established as part of evaluation must be valid (the criterion measures what it claims to measure); reliable (the criterion works every time it is used); and legally discriminating (the criterion enables administrators to tell the difference between productive and unproductive teachers).

#### Statement of the Problem

Many different types of criteria are used by administrators in the Oklahoma area schools to evaluate trade and industrial instructors. However, the particular criteria selected and the importance assigned to each, varies greatly from school to school. The problem with which this study was concerned was the lack of information relative to valid criteria content which should be used in evaluation instruments to evaluate trade and industrial instructors in the Oklahoma area schools.

#### Need for the Study

Although general education and trade and industrial education are closely related, these two branches of education differ considerably in objectives and methods used to attain these objectives.

Therefore, there is a need to identify more appropriate criteria in order to assist administrators in designing instruments to be used for evaluation of trade and industrial instructors.



### Purpose of the Study

The purpose of this study was to collect information from area school administrators in Oklahoma to determine what criteria are used for evaluation of trade and industrial instructors. Additionally, further analysis was performed to conclude if administrators could come to a consensus of opinion on which of these criteria should be used and how much priority should be assigned to each.

### Research Objectives

This study was designed to achieve the following research objectives:

1. Identify the specific criteria used on evaluation instruments used to evaluate trade and industrial instructors.
2. Determine which evaluation criteria administrators in Oklahoma area schools consider to be the most important in evaluating trade and industrial instructors.
3. Use group consensus or majority opinion to develop a final list of criteria which could be incorporated into a "sample" evaluation instrument.

### Definitions

The following terms that appear in this thesis are defined to clarify their meanings. Other terms used in this study were considered to be self-explanatory.

Administrator: An administrator is a person who serves in a supervisory capacity and who is responsible for superintending the resources of the area school, including personnel. For this study, administrators

directly involved in the teacher evaluation process were superintendents, principals and directors.

Trade and Industrial Education: Is that form of education and training which "helps people, young or old, to get a job, get a better job and to believe in their job" in any payroll activity in trades and industries (Ralston, 1967, p. 8).

Trade and Industrial Instructor: An instructor whose major assignment is to teach in a vocational trade or industrial specialty at the secondary and full-time adult levels.

Area School: A public school established for the purposes of providing courses of study in vocational technical and occupational subjects for secondary, full-time adult and part-time adult students.

Instructor-Evaluation: A practice followed by all area schools which involves assessing the total performance of instructors on the basis of selected criteria, including but not limited to classroom teaching ability.

Criteria: A standard of attainment against which comparisons can be made. It is the behavior and results of behavior actually attained by an instructor on the job.

Delphi Technique: A method of collecting opinions without bringing the group together in a face-to-face confrontation. The opinions of the group are determined through the use of successive questionnaires. Feedback from each round of questionnaires usually produces a group consensus.

Delphi Panel: Consists of administrators from each of the 40 area vocational technical schools and associated satellite campuses who hold the title of Superintendent, Principal or Director.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The purpose of this study was to collect information from area school administrators in Oklahoma to determine what criteria are used for evaluation of trade and industrial instructors. Additionally, further analysis was performed to conclude if administrators could come to a consensus of opinion on which of these criteria should be used and how much priority should be assigned to each.

This chapter presents a review of the literature which relates to administrative evaluation of instructor effectiveness in general and involves the main concept of criteria selection which is investigated in this study. The review of literature in areas related to the study concerned are: (1) research on the purpose of evaluation, (2) research on the types of evaluation models, (3) research on evaluation guidelines, and (4) research on evaluation criteria.

The literature reviewed in this chapter indicated that certain evaluation principles apply to all levels of education. The main difference for trade and industrial instructors would be the type of criteria used on the evaluation instrument.

## Purpose of Evaluation

Bolton (1973) noted that although many speak as though evaluation had a single purpose, it is apparent that there are multiple purposes and they sometimes conflict with each other. The purposes may be as different as the school's need to satisfy need for accountability and the individual instructor's desire to improve his teaching. The first consideration in establishing a program of evaluation is a definition of purpose.

Herman (1973) stated that prior to the formulation of a plan of evaluation, each school's staff must clearly identify the purposes for evaluation. These purposes must be developed through meaningful dialogue and the purposes decided upon need to be continuously emphasized as new instructors enter the school. The major purposes to be considered for inclusion or exclusion are:

1. improvement of performance,
2. motivation for attainment of potential,
3. informing the instructor of expectations,
4. providing input information for administrative decisions,
5. tenure considerations,
6. determining merit pay provisions,
7. differentiating staff assignments, and
8. deciding on the staff characteristics to be developed in terms of educational, experiential and other important factors (p. 29).

## Evaluation Models

Bolton (1973) said there are two common models or definitions of evaluation. One of these assumes evaluation is a value judgment that occurs only following description, analysis and interpretation (supervisory). It is discussed differently from evaluation viewed as a means of categorizing instructors for some obscure reason (traditional). The definition of evaluation is likely to determine whether evaluation will

be satisfying known needs with knowledge or providing psychological support for emotional reasons. Where evaluation is used for diagnostic purposes (i.e., to describe and analyze behavior to help improve instruction), the emphasis is justifiably on dealing with providing needed information. If the emphasis is primarily on categorizing individuals (instructor accountability), as in the case where a cumulative rating is used, then the evaluator should be prepared to deal with emotional reactions.

A study by McGreal (1981) determined that the traditional evaluation models stressed instructor accountability, while supervisory models have emphasized instructional improvement. This dual emphasis has required evaluators to walk a fine line between the two evaluation models. McGreal determined that evaluators need to make a choice of which evaluation model they are going to use, as the chances of success are greater if the system is consistent.

McGreal also stated that the accountability system is designed to obtain documentation of inappropriate teacher behavior. Supervisors collect data, use instruments and act in a directive manner that allows for a total evaluation performance. McGreal said that experience data collected in his study showed that evaluation systems based on accountability promote negative feelings about evaluation which, in turn, lead to a lack of participation and a lower probability of instructors altering their behavior. On the other hand, the supervisory model which is built around the improvement of instruction concept is always accompanied by an acceptable level of compliance.

## Evaluation Guidelines

Gibson and Hunt (1965) stated that a means for centralizing the evaluation system around the concept of relating evaluation to staff development can be done by following certain guidelines in setting up the evaluation program. They stated these points as follows:

1. develop clearly stated policies and procedures for evaluation of personnel,
2. develop statements of expectations with respect to the several classes of positions in the school system,
3. separate the evaluation process from the salary determination process in the sense that salary determination is not the immediate reason for evaluation,
4. make the evaluation objective in the sense that the effectiveness of performance is determined in such a way that the particular bias or preference of an individual may not dominate or do a disservice to an individual or the school system,
5. evaluation policies and procedures should be consistent with the general purposes and policies of the school system,
6. provision should be made to draw upon a variety of evaluation data from appropriate sources, and
7. results should be made available for purposes of self-development and for administrative decisions (p. 250).

Redfern (1978) stated that most personnel evaluations do not work because they are not designed, developed or implemented to improve performance. He referred to them as "conventional evaluation programs" and listed the characteristics. These were:

1. measurement of performance in terms of rating scales on checklists,
2. basically "report card" types of assessment, overladen with rater biases,
3. pays little attention to the importance of performance objectives,
4. overemphasizes the "identification of deadwood" in order to get rid of it,
5. generates little or no enthusiasm on the part of those evaluated, and
6. contributes little to real accountability in performance (p. 1).

Redfern went on to say that effective performance evaluation for instructors rests on a different set of premises. These guidelines were as follows:

1. job content must be better understood,
2. status of current performance has to be diagnosed,
3. relevant performance objectives have to be established,
4. a specific action plan for achieving each objective is necessary,
5. cooperative action between evaluatee and evaluator is essential,
6. assessment must cover attainment of objectives and effectiveness in overall performance, and
7. evaluation should be a continuing process (p. 2).

These guidelines for evaluation were called "Evaluation by Objectives" by Redfern. He stated that when properly done, evaluation by objectives overcomes many of the inadequacies of conventional evaluation. It is essentially a diagnostic and remediation process whose ultimate purpose is to motivate improved performance.

Gudridge (1980) noted that one of the best guides for a good evaluation system is in the form of a list of questions which comes from the National Education Association. The list of questions is as follows:

1. Does the evaluation system consider all factors which affect the quality of teaching, not only the instructor?
2. Is the purpose of evaluation to improve the quality of teaching and learning?
3. Was the evaluation system cooperatively developed by representatives from all of the groups to be evaluated?
4. Is it carried out as a cooperative activity designed to establish rapport and communication between evaluators and evaluatees?
5. Does it help evaluatees identify the scope of their duties and prerogatives and to clarify the relationship of their personal objectives to those of the school?
6. Does the evaluation system include self assessment designed to motivate to improve? Is the system diagnostic rather than judgmental?
7. Does the system establish in writing clear "ground rules" and follow-up procedures for both evaluatees and evaluators?
8. Does the system provide for adequate record keeping on all phases of the process?

9. Does the evaluation system encourage experimentation, creativity and flexibility on the part of the evaluatees rather than conformity to someone else's conception of what constitutes "good performance"?
10. Does the system provide for periodic assessment and revision?
11. Does the evaluation system provide for training of all concerned before evaluation begins?
12. Is the evaluation system realistic in terms of time and funds for implementation (p. 45)?

Gudridge went on to note that, while each school should develop its own evaluation system according to its specific needs and objectives, it is the consensus of all the authors referenced that the evaluation system should use the recommended guidelines.

#### Evaluation Criteria

Bolton (1973) stated that, generally, a criterion is defined as a standard of attainment against which comparisons can be made. In evaluation, a criterion is the behavior and results of behavior actually attained by an instructor on the job. The criteria of instructor effectiveness will vary from one job to another and tend to change over time. In the evaluation of instructors, most practitioners and researchers agree that an instructor functions in a highly complicated setting, in which his performance is influenced by the interaction of his personal characteristics and various situational variables. The personal variables include intellectual and affective structures, perceptual habits, age and level of training, while the situational variables might include the characteristics of the learners present, the materials being used, the goals of the institution, the institutional objectives and the physical setting.

In a survey done by Ryan and Hickcox (1980), administrators and instructors were surveyed to determine what they saw as desirable or



acceptable criteria. A variety of possible criteria were extracted from numerous documents, and 22 of these possibilities were sent out on a questionnaire.

More than half of the respondents in the Ryan and Hickcox study identified 11 of the 22 possibilities as components that definitely should be criteria for instructor evaluation. These items were as follows: (1) instructional skills and strategies, (2) skills in planning and preparation, (3) classroom management, (4) skills in diagnosing learning difficulties, (5) attention to duties, (6) subject matter competency, (7) professional ethics, (8) student evaluation techniques, (9) classroom atmosphere, (10) contribution to total school effort and (11) personal qualities.

Bolton (1973) went on to state that evaluation procedures may be the same for all professional personnel regardless of level or position. However, this does not imply that the criteria will be the same. The criteria changes with the variables, but the procedures for establishing criteria will be similar enough to incorporate into the same policy or strategy.

#### Methodology for Determining Criteria

Ryan and Hickcox (1980) noted that no research to date has established clearly valid instructor effectiveness criteria. Gudridge (1980) pointed out that a school opting to choose its own criteria might find as many as 360 discrete items describing good teaching behavior.

A method for determining criteria which was noted by Gudridge was one where, after the possible criteria are identified, administrators would meet as a group of people (board members, administrators, etc.) to

observe volunteer instructors at work in the classroom. Their job would be to separate out and agree on instructor behaviors that seemed to promote good learning.

Such a system was used by one school district. Almost 1300 selected individuals observed and appraised the teaching of 69 teachers. This group identified 94 items out of the 360 as sufficiently powerful to separate high teacher performance from mediocre performance. The 94 items were then prioritized by an evaluation team, which resulted in 30 items in five general categories as the final evaluation criteria.

Bolton (1973) noted that numerous methods have been used to acquire information from people about what criteria are considered important in the instructional process. He listed six possible techniques that have been used:

1. free response - statements of criteria and degrees of importance based on general impressions held by various members of the educational community,
2. checklist response - indications by individuals on a previously compiled checklist of desired behaviors and outcomes,
3. position analysis - detailed systematic descriptions of factors and their importance by individuals trained in conducting such analyses,
4. critical incidents description - detailed descriptions of actual incidents and behavior that have been observed by experts to be "critical" in learner growth and development,
5. time sampling - detailed tabulations of teacher behavior based on systematic observation and recording during representative samples in time, and
6. psychophysical methods - determination of factors and their importance by members of a jury, using such methods as ranking and paired comparisons (p. 105).

Bolton stated that in education, the first two techniques probably have been used more frequently than the others, although from an objective and rational viewpoint they are the weakest. Considering the nature of criteria for teacher evaluations, probably the method that holds the most promise is the position analysis technique.

### Summary

This chapter has provided the means for discussing background information and previous research studies. The literature reviewed in this chapter has brought out at least five major points concerning instructor evaluation in general:

1. The main purpose of instructor evaluation should be to help improve instruction. Research indicates this is true at all levels of education.

2. There are two common evaluation models, "accountability," which is judgmental, and "supervisory," which is a diagnostic and remediation process.

3. The better evaluation systems use the "supervisory" model.

4. Due to the many variables involved, instructor evaluation criteria can vary greatly from job to job. There is no "right" set of evaluation criteria which will cover all instructor situations.

5. Selection of criteria for instructor evaluation is usually based on general impressions held by various members of the educational community or by means of selection from a previously compiled list of desired behaviors and outcomes.

The literature referenced in this chapter indicates that instructor evaluation is a serious and complex matter, which, if done incorrectly, can be destructive both to the goals of administrators and those of the teaching staff. On the other hand, if done correctly, the evaluation process can be a strong motivational force for improvement in instructional personnel.

## CHAPTER III

### METHODOLOGY

#### Introduction

The purpose of this study was to collect information from area school administrators in Oklahoma to determine what criteria are used for evaluation of trade and industrial instructors. Additionally, further analysis was performed to conclude if administrators could come to a consensus of opinion on which of these criteria should be used and how much priority should be assigned to each.

#### Assumptions

It was assumed that the data brought together via the modified Delphi Technique were unbiased and that the consensus regarding evaluation criteria were similar to those that would have been made by any comprehensive group of area school administrators.

It was further assumed that the instrument used for collecting evaluation criteria data was designed to elicit responses which accurately reflected the beliefs of area school administrators.

It was also assumed that the respondents were familiar with the role of the trade and industrial instructor and that each respondent was capable of making an honest and unbiased response.

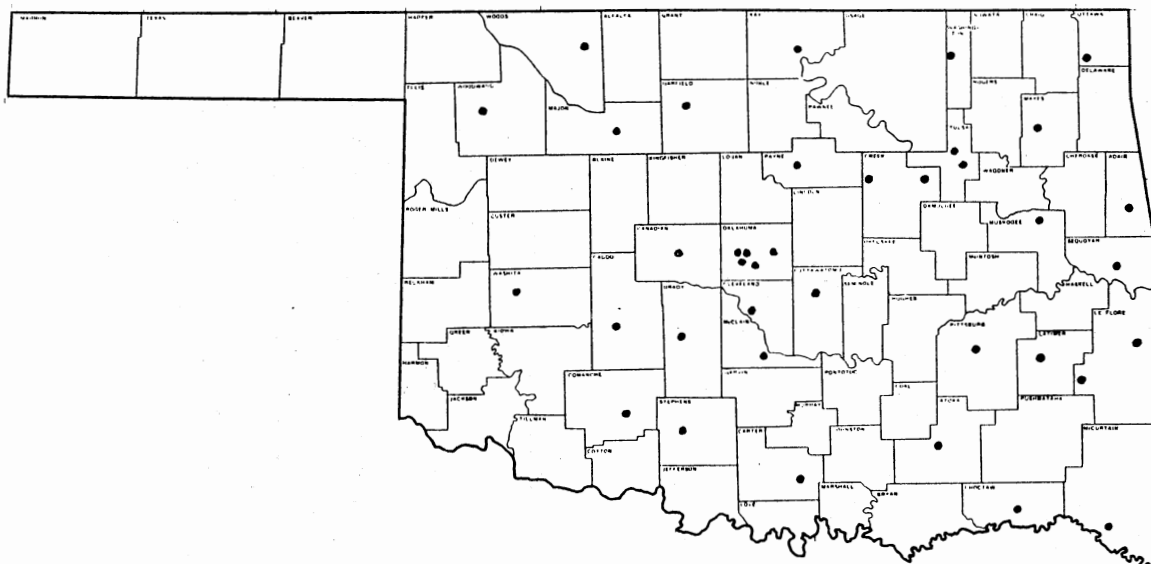
### Selection of Subjects

A minimum of one administrator from each of the area vocational-technical schools and associated satellite school campuses in Oklahoma which offer trade and industrial subjects was selected for this study. Since some schools had multiple campuses, several administrators were selected from some school systems. The names of the administrators were obtained from the Oklahoma State Department of Vocational Technical Education Personnel Directory. The locations of the schools and satellite campuses from which the subjects were selected can be seen in Figure 1.

The Delphi Panel was selected from administrators holding the title of Superintendent, Principal or Director. These administrators were selected because most with these job titles presently evaluate, or have at some time in the past evaluated trade and industrial instructors.

### Development of the Instrument

In its simplest form, the Delphi Technique eliminates committee activity among the experts altogether and replaces it with a carefully designed program of sequential individual surveys (usually conducted by questionnaire) interspersed with information input and opinion feedback (Collins, 1978).



Schools Surveyed

Location (County)

Caddo - Kiowa AVTS	Caddo
Canadian Valley AVTS	Canadian
Canadian Valley AVTS	Grady
Central Oklahoma AVTS (Drumright)	Creek
Central Oklahoma AVTS (Sapulpa)	Creek
Eastern Oklahoma County AVTS (Choctaw)	Oklahoma
Francis Tuttle AVTS (Oklahoma City)	Oklahoma
Kiamichi AVTS	Atoka
Kiamichi AVTS	Choctaw
Kiamichi AVTS	Latimer
Kiamichi AVTS	McCurtain
Kiamichi AVTS	Pittsburg
Kiamichi AVTS (Poteau)	LeFlore
Kiamichi AVTS (Talihina)	LeFlore
Mid-DeI AVTS (Midwest City)	Oklahoma
Gordon Cooper AVTS	Pottawatomie
Great Plains AVTS	Comanche
High Plains AVTS	Woodward
Indian Capital AVTS	Adair
Indian Capital AVTS	Muskogee
Indian Capital AVTS	Sequoyah
Indian Meridian AVTS	Payne
Mid-America AVTS	McClain
Moore - Norman AVTS	Cleveland
Northeast Oklahoma AVTS	Mayes
Northeast Oklahoma AVTS	Ottawa

Figure 1. Location of Oklahoma Area Vocational Technical Schools

<u>Schools Surveyed</u>	<u>Location (County)</u>
Oklahoma City Adult Vo-Tech Training Center	Oklahoma
Oklahoma City AVTS	Oklahoma
Oklahoma Northwest AVTS	Major
Oklahoma Northwest AVTS	Woods
O. T. Autry AVTS	Garfield
Pioneer AVTS	Kay
Red River AVTS	Stephens
Southern Oklahoma AVTS	Carter
Tri County AVTS	Washington
Tulsa County AVTS (Memorial)	Tulsa
Tulsa County AVTS (Peoria)	Tulsa
Western Oklahoma AVTS	Washita

Figure 1 (Continued)

There are many variations or modifications of the Delphi Technique. The procedure used in this study to arrange and present information is as follows:

1. Correspondence one asked administrative personnel to send a copy of the evaluation instrument they use to evaluate trade and industrial instructors.
2. Correspondence two was a list of evaluation criteria which was compiled from the evaluation instruments received as a result of correspondence one. Each person was asked to evaluate and rate each item, from most important to least important, on a five-point scale.
3. Correspondence three was a compiled list of criteria, ranked according to the responses obtained in correspondence two. Each participant was asked to agree with the rankings established by the group consensus or specify their reasons for remaining outside the group consensus.

The Delphi Technique was chosen because it involved getting individuals' reactions by mail to specific questions or statements, combining these reactions and again asking these individuals to review and rank the findings until a priority ranking was determined. This technique produces individual and group ideas which the researchers or consultants may use in the most appropriate manner (Hopkins, Ritter and Stevenson, 1972).

#### Collection of the Data

A letter requesting a copy of the evaluation instrument used to evaluate trade and industrial instructors and a cover letter from the State Department of Vocational Technical Education were mailed along with a self-addressed, stamped envelope to each of the area school chief administrators who were selected for the study. Respondents were asked to return the information within two weeks. A follow-up letter was not mailed to those few who did not respond, since the response to this request was very good. After collecting the responses, each of the criteria on the evaluation instruments was investigated and compared with other criteria on the same and other instruments. It was noted at this point that each school's instrument was generally different in construction and in criteria used, although some criteria items were duplicated. The instruments received from schools which consisted of multiple campuses usually were identical for each campus. That is, all of the campuses of a multiple campus school usually used the same evaluation instrument. The purpose of the investigation was to remove all duplicate criteria and refine ambiguous criteria so that correspondence one would be a valid instrument for the development of correspondence two.



After a valid list of criteria was developed, correspondence two was sent to each of the area school administrators who had been selected to participate. The Delphi Panel was asked to rate the importance of each of the criteria on a five-point continuum. A follow-up letter was sent encouraging non-respondents to take part in the study.

Correspondence three was sent to panel members with the criteria rank-ordered according to the categories used in correspondence two. The panel was asked to consider the group consensus in each of the four categories. If the panel member disagreed with the consensus, then a reason for the variation between the group consensus and the panel member's position was encouraged. A follow-up letter was sent to non-respondents to encourage participation in the study.

#### Analysis of the Data

A mean was computed on each item in each of the four categories used in correspondence two. The means were used to rank order each item in each category according to the responses received.

Since the objective of the Delphi Technique is to gain group consensus without bringing the individuals together in a face-to-face confrontation, an analysis of correspondence three was conducted to determine the percent of agreement or group consensus achieved in this study.

#### Limitations

This study involved a survey of administrators in the area vocational technical schools, and was designed to: (1) determine what criteria are used to evaluate trade and industrial instructors in area

vocational technical schools in Oklahoma, and (2) determine if a consensus can be reached on which criteria are most important when evaluating trade and industrial instructors.

The Delphi Technique was restricted to area vocational technical schools and associated satellite campuses in Oklahoma which have trade and industrial programs.

This study relied upon forced choices of existing criteria, which in turn imposed limits upon the respondent and hindered the freedom of choice. If the respondent had suggestions for other desirable traits in a trade and industrial instructor, no space was provided for their listing.

#### Summary

This chapter has described the methodology of the study. Also described were the study instrument, the subjects and the procedures used to collect the data. The chapter concludes with an explanation of the procedures used to analyze the data and the basic limitations of the study.

## CHAPTER IV

### RESULTS

#### Introduction

The purpose of this study was to collect information from area school administrators in Oklahoma to determine what criteria are used for evaluation of trade and industrial instructors. Additionally, further analysis was performed to conclude if administrators could come to a consensus of opinion on which of these criteria should be used and how much priority should be assigned to each.

The objective of this chapter is to present and analyze the data gathered in the study. The chapter is divided into sections as follows: (1) response rates, (2) summary of the data from correspondence one and two, and (3) summary of the data from correspondence three.

#### Response Rates

Forty Oklahoma area vocational technical school administrators representing each of the 38 area schools and associated satellite campuses were asked to take part in a study concerning criteria used to evaluate trade and industrial instructors. The initial mailing for correspondence one was March 16, with the cut-off date for returns established as March 31. Usable responses were received from 87.5 percent of the administrators. The response rates for correspondence two sent April 15 and

returned by May 13 were 82.5 percent. The response rate for correspondence three, sent May 17 and returned by May 31, were 62.5 percent. Table I presents the response rates for correspondences received from administrators representing Oklahoma area vocational technical schools or associated satellite campuses.

TABLE I  
RESPONSE RATES FOR CORRESPONDENCES RECEIVED FROM  
ADMINISTRATORS REPRESENTING OKLAHOMA AREA  
VOCATIONAL TECHNICAL SCHOOLS AND  
ASSOCIATED SATELLITE CAMPUSES

Group	Returns					
	Correspondence One		Correspondence Two		Correspondence Three	
	No.	Percent	No.	Percent	No.	Percent
AVTS Administrators	35	87.5	33	82.5	25	62.5

#### Data Summary

Instruments received from administrators on correspondence one contained the criteria which are presently being used. These criteria were studied to identify duplicate items and to refine or clarify ambiguous items. Insofar as it was possible, the intent of each item on the instruments submitted by participants was retained. A total of 135 items were compiled from instruments sent by respondents to correspondence one. The number of items compiled for each of the four categories used for evaluation criterion varied somewhat. They were as follows: Personal

Characteristics, 17 items; Instructional Proficiency, 46 items; Shop and Classroom Management, 40 items; and Professional Responsibilities, 32 items. It should be noted, however, that the category assignment varied somewhat from instrument to instrument, i.e., a specific criteria might be listed under "Personal Characteristics" on one instrument and "Professional Responsibilities" on another. The number of evaluation instruments using each criteria item was also determined from correspondence one.

Correspondence two was then developed from the 135 items compiled as a result of correspondence one. Administrators were asked to rate the importance of each item for all four categories. A five-point scale, with five indicating a rating of "most important" and one indicating "least important," was used. A mean was computed for each item in each category.

In the category of "Personal Characteristics," (Table II), the item which was ranked most important was "exhibits fairness and impartiality toward all students," which had a mean of 4.7741. The item which was ranked least important was "has a sense of humor," which had a mean of 3.6774. Five of the 17 items in this category which were taken from the evaluation instruments received as a result of correspondence one were used on 25 percent or more of the instruments. The most frequently used item was "forms acceptable interpersonal relationships with students, teachers, parents and administrators." With the exception of two items, each item was used on a minimum of at least two of the instruments received from the respondents.

In the category of "Instructional Proficiency," (Table III), the item which was ranked most important was "produces students with saleable skills," which had a mean of 4.9032. The item which was ranked

TABLE II  
 SUMMARY OF THE DATA FROM CORRESPONDENCE ONE AND TWO  
 CATEGORY A. PERSONAL CHARACTERISTICS

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
1. Exhibits fairness and impartiality toward all students	2	4.7741
2. Enthusiastic and dedicated toward teaching profession	5	4.7419
3. Possesses disposition conducive to good teaching	6	4.7096
4. Punctual and dependable	22	4.6451
5. Maintains emotional control	5	4.6129
6. Maturity of professional judgment	4	4.5483
7. Honest liking and sincere respect for people	1	4.4516
8. Has poise and confidence in the classroom	4	4.3870
9. Forms acceptable interpersonal relationships with students, teachers, parents and administration	25	4.2903
10. Receptive to new ideas	2	4.2580
11. Accepts constructive criticism well	7	4.2580

TABLE II (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
12. Apparent good mental and physical health	9	4.1290
13. Possesses good personal grooming	17	4.0000
14. Approaches difficulties encountered as problems to be solved	2	4.0000
15. Wears clothing appropriate for area of responsibility	11	3.8064
16. Cooperative in sharing plans, materials and facilities	7	3.7419
17. Has a sense of humor	1	3.6774

least important was "teaching activities being conducted are in keeping with teaching unit listed by the instructor in the course outline," which had a mean of 3.8064. Eight of the 46 items in this category, which were taken from the evaluation instruments received as a result of correspondence one, were used on 25 percent or more of the instruments. The most frequently used item was "plans and organizes for daily instruction". With the exception of eight items, each item was used on a minimum of at least two of the instruments received from the respondents.

In the category "Shop and Classroom Management," (Table IV), the item which was ranked most important was "teaches and supervises safety in the shop," which had a mean of 4.9354. The item which was ranked least important was "maintains reference and resource materials for the students," which had a mean of 4.0322. Nine of the 40 items in this category, which were taken from the evaluation instruments received as a result of correspondence one, were used on 25 percent or more of the instruments. The most frequently used item was "shop and classroom kept in a neat and orderly manner." With the exception of seven items, each item was used on a minimum of at least two of the instruments received from the respondents.

In the final category of "Professional Responsibilities," (Table V), the item which was ranked most important was "works well with businesses and industries in the district," which had a mean of 4.7419. The item which was ranked least important was "assists in promotion of program through television, radio, newspapers, etc.," which had a mean of 3.5161. Eight of the 32 items in this category, which were taken from the evaluation instruments received as a result of correspondence one,



were used on 25 percent or more of the instruments. The most frequently used item was "is knowledgeable of school policies and procedures and adheres to them." With the exception of two items, each item was used on a minimum of at least two of the instruments received from the respondents.

The mean response, computed from the ratings of all respondents for each item from correspondence two, was used to rank order items in the four categories. The rank-ordered items were then used as the basis for correspondence three. Administrators were asked to agree or disagree with the ranking of each item in each of the four categories. An index of agreement (percentage agreeing with the ranking) was computed by dividing the number of respondents who agreed with the item ranking, by the total number of respondents in the respective group for correspondence three, then multiplying by 100.

As a general rule, the administrators suggested the items be moved up or down in rank, but did not describe their reason for moving the item. Statements such as "This should be lower," or "This does not apply to Vo-Tech," etc., are examples of the statements used by the administrators. Responses associated with each item which indicated disagreement with the ranking were used to determine whether they would raise the ranking (move the item up the list) or decrease the ranking (move the item down). The results of this analysis are summarized in Tables VI through IX.

Twenty of the 135 items had combined indexes of agreement at or below 90 percent, therefore indicating some weakness in the consensus. The 20 items were somewhat evenly distributed on the first three

TABLE III  
 SUMMARY OF THE DATA FROM CORRESPONDENCE ONE AND TWO  
 CATEGORY B. INSTRUCTIONAL PROFICIENCY

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
1. Produces students with saleable skills	8	4.9032
2. Knowledge of subject matter	10	4.8064
3. Able to convey knowledge of subject matter to students	13	4.7741
4. Plans and organizes for daily instruction	15	4.7333
5. Evaluations of students are fair and impartial	4	4.7096
6. Keeps instructional program up-to-date	11	4.6774
7. Makes subject matter interesting and meaningful	4	4.6129
8. Shows enthusiasm for classroom activities	3	4.5806
9. Promotes good work and study habits	11	4.5161
10. Teaching activities are based on course content derived from procedures, skills and knowledge required in the occupation	4	4.5161
11. Uses acceptable instructional techniques	7	4.4838
12. Provides for individual differences of students	9	4.4838

TABLE III (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
13. Uses acceptable, clearly defined grading system	5	4.4838
14. Students exhibit a genuine pride in workmanship	3	4.4838
15. Students attain high achievement levels	2	4.3793
16. Recognizes contributions and efforts of students	1	4.3225
17. A planned student testing and evaluation program are used	2	4.3225
18. Respects opinions and suggestions of students	4	4.3225
19. Possesses good oral and written communications skills	5	4.2903
20. Students show interest in the class	7	4.2903
21. Activities are of a nature that fit a proper sequence in relation to the order of skills and knowledge listed by the course of study	3	4.2580
22. Uses immediate feedback to students of test results and progress measures	1	4.2580
23. Stimulates students to do much sound and independent thinking	7	4.2580
24. Explains immediate goals to students	6	4.2333

TABLE III (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
25. Capable of selection and utilization of instructional materials	1	4.2333
26. Provides performance based individualized and group instruction	2	4.2258
27. Has good student retention record	2	4.1612
28. Uses student objectives based on student abilities	4	4.1612
29. Effectively uses instructional aids	10	4.1612
30. Encourages class discussion, student questions and student performance	4	4.1290
31. Has assignment making skills	2	4.1290
32. Integrates leadership training with skill training	4	4.1290
33. Uses a variety of techniques to evaluate student progress	4	4.1290
34. Plans curriculum for individualized instruction	5	4.0967
35. Relates today's lesson to previous ones	1	4.0645
36. Identifies problems interfering with individual student achievement and refers problem cases to appropriate counselors or agencies	4	4.0322

TABLE III (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
37. Continuously evaluates teaching effectiveness through self-imposed and system-developed evaluations	3	4.0322
38. Develops and uses instructional aids and resource people	12	4.0000
39. Counsels with individual students concerning career decisions, learning and employment	3	4.0000
40. Does not introduce practices which might cause disciplinary problems for other teachers who do not use the same practices	2	3.9677
41. Students ask thoughtful questions	3	3.9333
42. Develops and uses innovative teaching techniques	8	3.9032
43. Instructs students to organize their experiences and develop meaningful relationships	1	3.8709
44. Familiar with local and state adopted courses of study and adjusts teaching objectives to include such options	1	3.8064
45. Activities being conducted are compatible with the time schedule set forth in the course of study	1	3.8064
46. Teaching activities being conducted are in keeping with teaching unit listed by the instructor in the course outline	1	3.8064

TABLE IV  
 SUMMARY OF THE DATA FROM CORRESPONDENCE ONE AND TWO  
 CATEGORY C. SHOP AND CLASSROOM MANAGEMENT

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
1. Teaches and supervises safety in the shop	11	4.9354
2. Maintains student control	12	4.8387
3. Does not leave classroom or shop unattended	2	4.7741
4. Maintains accurate attendance records	8	4.6774
5. Keeps all students busy on job assignments relating to the trade area	4	4.6451
6. Uses procedures to prevent loss of tools, supplies and equipment	5	4.6129
7. Begins class on time	5	4.6129
8. Shop simulates conditions found in industry	5	4.6129
9. Equipment and tools properly maintained	20	4.5806
10. Maintains appropriate student records	7	4.5806
11. Supervision of area of responsibility maintained	11	4.5806
12. Follows established discipline procedures	6	4.5806

TABLE IV (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
13. Has control of live work	7	4.5483
14. Returns from break on time	1	4.5483
15. Shop classroom and office are organized	12	4.5483
16. Accepts live work on the basis of its instructional value	3	4.5333
17. Selects jobs for students which reinforce principles taught in the classroom	4	4.5161
18. All records are accurately and promptly completed	8	4.5161
19. Has a satisfactory course outline which describes program content and objectives	13	4.4838
20. Manages students' time wisely	2	4.4516
21. Proper storage of supplies and materials	8	4.4516
22. Maintains an inventory of supplies and equipment	12	4.4193
23. Has an efficient student organization for shops maintenance and cleanup duties	21	4.4193
24. Shop and classroom kept in a neat and orderly manner	25	4.4193

TABLE IV (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
25. Makes provision for furnishing live work experiences for students	2	4.3870
26. Strives to promote positive attitudes among students toward the physical environment of the school	3	4.3870
27. Acts to insure accuracy and confidentiality of student records	1	4.3870
28. Maintains an appropriate level of projects for maximum instruction, not production	1	4.3870
29. Provides for many opportunities for participation in various classroom and shop activities by all students	1	4.3225
30. Utilizes progress charts for students' achievement	2	4.3225
31. Utilizes a daily procedure for starting and closing class	3	4.2903
32. Proper utilization of time for planning	1	4.2903
33. Follows an organized system for control of student absenteeism	1	4.2280
34. Makes job assignments through job tickets or other definite written manner	3	4.2258
35. Has an effective OJT program	4	4.2258



TABLE IV (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
36. Maintains an emergency data file on each student enrolled	1	4.2000
37. Practices and teaches thrift in use of supplies, materials and care of textbooks	2	4.1935
38. Equipment and supply requests are accurate, complete and conservative	3	4.0645
39. Keeps and uses daily lesson plans	8	4.0645
40. Maintains reference and resource materials for the students	3	4.0322

TABLE V  
 SUMMARY OF THE DATA FROM CORRESPONDENCE ONE AND TWO  
 CATEGORY D. PROFESSIONAL RESPONSIBILITIES

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
1. Works well with business and industries in the district	10	4.7419
2. Absent from work only when necessary	1	4.6774
3. Keeps certification and transcript current and on file with administration	2	4.6451
4. Strives for self improvement	15	4.6129
5. Utilizes advisory committee	16	4.5806
6. Maintains student placement and follow-up records	6	4.5806
7. Represents the school in a professional manner	8	4.5806
8. Is knowledgeable of school policies and procedures and adheres to them	18	4.5806
9. Is active in placing students and following up their occupational success	7	4.5806
10. Cooperates with the Board of Education and Administration to improve the educational process	15	4.5483
11. Completes and files accident reports when applicable	2	4.5483

TABLE V (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
12. Visits industry on a regular basis	6	4.5483
13. Achieves a high rate of placement in area of training	5	4.5161
14. Dependable in performing written or oral directives from administration	2	4.5000
15. Applies total school time to job for which employed	1	4.4838
16. Participates in community activities	6	4.4516
17. Works well with administration	3	4.4193
18. Advisory committee expresses satisfaction with program objectives	2	4.4193
19. Observes proper channels of communication	2	4.4193
20. Cooperates with adult evening program	2	4.3870
21. Is prompt in making reports to administration	9	4.3225
22. Willingly attends the annual Vocational Teachers Conference in August	3	4.2258
23. Cooperates with State Department of Vocational Education to improve the educational process	3	4.1935

TABLE V (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	<u>Correspondence One</u> Frequency of Item Use	<u>Correspondence Two</u> Means
24. Accepts and carries out in an enthusiastic manner a designated share of the school activity program	3	4.1290
25. Willingly attends the Mid-Winter Vocational Teachers Conference when held	3	4.0666
26. Involved in professional and trade organization membership	4	4.0645
27. Is willing to accept responsibilities beyond normal classroom duties	11	4.0000
28. Accepts and fulfills share of school building responsibilities and duties	4	4.0000
29. Gives a reasonable degree of support to school functions with which he or she is not directly concerned	4	3.9032
30. Supports and encourages student participation in student organizations	9	3.7419
31. Has positive attitude toward youth organization	5	3.7419
32. Assists in promotion of program through television, radio, newspapers, etc.	5	3.5161

categories, i.e. Personal Characteristics, Instructional Proficiency and Shop and Classroom Management. However, 8 of the 20 items were in the last category, i.e., Professional Responsibilities, which indicated a lower level of consensus in this category.

In Category A, Personal Characteristics, (Table VI), definite patterns could be observed in the responses of individuals who disagreed with the item ranking. Of the 13 items disagreed with, ten showed an overall upward reranking preference. Only the item "cooperative in sharing plans, materials and facilities" had a split reranking preference with two respondents reranking up, and one respondent reranking down. The other two items were reranked down by one respondent on each.

In Category B, Instructional Proficiency, (Table VII), no definite pattern could be established. Of the 46 items in this category, 24 had one or more respondents disagree with its ranking. Of these 24 items 12 had a reranking preference up, eight had a reranking preference down, and the other four were split in their reranking preference. However, all but two of the 24 items on which a reranking preference existed showed a high percentage of consensus (most respondents did not rerank). One of the items on which a lower level consensus summary was reached was "possesses good oral and written communication skill." It had a consensus summary of 84 percent, and all of the respondents who reranked this item suggested that it be moved up. The other item which had a lower percentage of consensus summary was "does not introduce practices which might cause disciplinary problems for other teachers who do not use the same practices." The consensus summary on this item was also 84 percent, however the respondents who chose to rerank this item were split evenly, two reranking up, and two reranking down.

TABLE VI  
 SUMMARY OF THE DATA FROM CORRESPONDENCE THREE  
 CATEGORY A. PERSONAL CHARACTERISTICS

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
1. Exhibits fairness and impartiality toward all students	96	24	1		1
2. Enthusiastic and dedicated toward teaching profession	96	24	1	1	
3. Possesses disposition conducive to good teaching	96	24	1	1	
4. Punctual and dependable	100	25			
5. Maintains emotional control	96	24	1	1	
6. Maturity of professional judgment	92	23	2	2	
7. Honest liking and sincere respect for people	100	25			
8. Has poise and confidence in the classroom	96	24	1	1	
9. Forms acceptable interpersonal relationships with students, teachers, parents and administration	100	25			

TABLE VI (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
10. Receptive to new ideas	100	25			
11. Accepts constructive criticism well	96	24	1		1
12. Apparent good mental and physical health	96	24	1	1	
13. Possesses good personal grooming	92	23	2	2	
14. Approaches difficulties encountered as problems to be solved	96	24	1	1	
15. Wears clothing appropriate for area of responsibility	96	24	1	1	
16. Cooperative in sharing plans, materials and facilities	88	22	3	2	1
17. Has a sense of humor	84	21	4	4	

TABLE VII  
SUMMARY OF THE DATA FROM CORRESPONDENCE THREE  
CATEGORY B. INSTRUCTIONAL PROFICIENCY

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
1. Produces students with saleable skills	96	24	1		1
2. Knowledge of subject matter	92	23	2		2
3. Able to convey knowledge of subject matter to students	100	25			
4. Plans and organizes for daily instruction	100	25			
5. Evaluations of students are fair and impartial	96	24	1	1	
6. Keeps instructional program up-to-date	100	25			
7. Makes subject matter interesting and meaningful	100	25			
8. Shows enthusiasm for classroom activities	96	24	1	1	
9. Promotes good work and study habits	96	24	1	1	



TABLE VII (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
10. Teaching activities are based on course content derived from procedures, skills and knowledge required in the occupation	96	24	1	1	
11. Uses acceptable instructional techniques	92	23	2	1	1
12. Provides for individual differences of students	100	25			
13. Uses acceptable, clearly defined grading system	100	25			
14. Students exhibit a genuine pride in workmanship	96	24	1		1
15. Students attain high achievement levels	96	24	1		1
16. Recognizes contributions and efforts of students	92	23	2	2	
17. A planned student testing and evaluation program are used	96	24	1		1
18. Respects opinions and suggestions of students	100	25			

TABLE VII (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
19. Possesses good oral and written communications skills	84	21	4	4	
20. Students show interest in the class	100	25			
21. Activities are of a nature that fit a proper sequence in relation to the order of skills and knowledge listed by the course of study	100	25			
22. Uses immediate feedback to students of test results and progress measures	100	25			
23. Stimulates students to do much sound and independent thinking	100	25			
24. Explains immediate goals to students	96	24	1		1
25. Capable of selection and utilization of instructional materials	100	25			
26. Provides performance based indivi- dualized and group instruction	96	24	1	1	
27. Has good student retention record	92	23	2	1	1
28. Uses student objectives based on student abilities	96	24	1	1	

TABLE VII (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
29. Effectively uses instructional aids	100	25			
30. Encourages class discussion, student questions and student performance	96	24	1	1	
31. Has assignment making skills	100	25			
32. Integrates leadership training with skill training	88	22	3	3	
33. Uses a variety of techniques to evaluate student progress	100	25			
34. Plans curriculum for individualized instruction	100	25			
35. Relates today's lesson to previous ones	92	23	2		2
36. Identifies problems interfering with individual student achievement and refers problem cases to appropriate counselors or agencies	96	24	1	1	
37. Continuously evaluates teaching effectiveness through self-imposed and system-developed evaluations	88	22	3	1	2

TABLE VII (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
38. Develops and uses instructional aids and resource people	100	25			
39. Counsels with individual students concerning career decisions, learning and employment	100	25			
40. Does not introduce practices which might cause disciplinary problems for other teachers who do not use the same practices	84	21	4	2	2
41. Students ask thoughtful questions	96	24	1		1
42. Develops and uses innovative teach- ing techniques	96	24	1	1	
43. Instructs students to organize their experiences and develop meaningful relationships	92	23	2		2
44. Familiar with local and state adopted courses of study and adjusts teaching objectives to include such options	100	25			

TABLE VII (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
45. Activities being conducted are compatible with the time schedule set forth in the course of study	100	25			
46. Teaching activities being conducted are in keeping with teaching unit listed by the instructor in the course outline	92	23	2	1	1

In Category C, Shop and Classroom Management, (Table VIII), no strong patterns were evident. Of the 40 items in this category, 23 had one or more respondents disagree with its ranking. Of these 23 items, seven had a reranking preference up, nine had a reranking preference down, and seven were split, having reranking preferences both up and down. All of the 23 items reranked maintained a high level of consensus summary (most respondents did not rerank). The lowest consensus summary was 88 percent, and this occurred on six items out of those reranked.

In Category D, Professional Responsibilities, (Table IX), 24 out of the 32 items were reranked. Four of the items were reranked up, nine were reranked down and the other 11 were split, being reranked both up and down. Most of the items which were reranked maintained a high level of consensus summary, however, there were several items in this category which did not. The item "willingly attends the mid-winter vocational teachers conference when held" had a consensus summary of 84 percent, with a reranking preference of one up and three down. The item "has positive attitude toward youth organization" had a consensus summary of 80 percent with a reranking preference of three up and two down. The item "supports and encourages student participation in student organizations" had a consensus summary of only 72 percent, which indicated that no consensus really exists on this item.

This study did indicate that although all of the criteria presently being used to evaluate trade and industrial instructors in Oklahoma have some importance, there was a consensus on which items were "most important." Therefore, the consensus could be used to develop a final list of criteria which could be incorporated into a "sample" evaluation instrument using the higher ranked items. Table X shows the number of

TABLE VIII  
SUMMARY OF THE DATA FROM CORRESPONDENCE THREE  
CATEGORY C. SHOP AND CLASSROOM MANAGEMENT

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
1. Teaches and supervises safety in the shop	96	24	1		1
2. Maintains student control	96	24	1		1
3. Does not leave classroom or shop unattended	88	22	3	1	2
4. Maintains accurate attendance records	100	25			
5. Keeps all students busy on job assignments relating to the trade area	96	24	1	1	
6. Uses procedures to prevent loss of tools, supplies and equipment	100	25			
7. Begins class on time	96	24	1		1
8. Shop simulates conditions found in industry	96	24	1	1	
9. Equipment and tools properly maintained	100	25			

TABLE VIII (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
10. Maintains appropriate student records	100	25			
11. Supervision of area of responsibility maintained	96	24	1		1
12. Follows established discipline procedures	92	23	2	1	1
13. Has control of live work	100	25			
14. Returns from break on time	88	23	3		3
15. Shop classroom and office are organized	96	24	1	1	
16. Accepts live work on the basis of its instructional value	100	25			
17. Selects jobs for students which reinforce principles taught in the classroom	96	24	1	1	
18. All records are accurately and promptly completed	96	24	1		1



TABLE VIII (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
19. Has a satisfactory course outline which describes program content and objectives	100	25			
20. Manages students' time wisely	96	24	1	1	
21. Proper storage of supplies and materials	100	25			
22. Maintains an inventory of supplies and equipment	100	25			
23. Has an efficient student organiza- tion for shops maintenance and cleanup duties	100	25			
24. Shop and classroom kept in a neat and orderly manner	92	23	2	1	1
25. Makes provision for furnishing live work experiences for students	96	24	1		1
26. Strives to promote positive attitudes among students toward the physical environment of the school	100	25			

TABLE VIII (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
27. Acts to insure accuracy and confidentiality of student records	96	24	1	1	
28. Maintains an appropriate level of projects for maximum instruction, not production	88	22	3	2	1
29. Provides for many opportunities for participation in various classroom and shop activities by all students	100	25			
30. Utilizes progress charts for students' achievement	100	25			
31. Utilizes a daily procedure for starting and closing class	100	25			
32. Proper utilization of time for planning	100	25			
33. Follows an organized system for control of student absenteeism	100	25			
34. Makes job assignments through job tickets or other definite written manner	92	23	2	2	
35. Has an effective OJT program	88	22	3	2	1

TABLE VIII (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
36. Maintains an emergency data file on each student enrolled	88	22	3	1	2
37. Practices and teaches thrift in use of supplies, materials and care of textbooks	96	24	1		1
38. Equipment and supply requests are accurate, complete and conservative	96	24	1		1
39. Keeps and uses daily lesson plans	88	22	3	1	2
40. Maintains reference and resource materials for the students	100	25			

TABLE IX  
 SUMMARY OF THE DATA FROM CORRESPONDENCE THREE  
 CATEGORY D. PROFESSIONAL RESPONSIBILITIES

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
1. Works well with business and industries in the district	96	24	1		1
2. Absent from work only when necessary	96	24	1	1	
3. Keeps certification and transcript current and on file with administration	88	22	3	1	2
4. Strives for self improvement	88	22	3	3	
5. Utilizes advisory committee	96	24	1		1
6. Maintains student placement and follow-up records	96	24	1		1
7. Represents the school in a professional manner	100	25			
8. Is knowledgeable of school policies and procedures and adheres to them	100	25			

TABLE IX (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
9. Is active in placing students and following up their occupa- tional success	100	25			
10. Cooperates with the Board of Education and Administration to improve the educational process	96	24	1	1	
11. Completes and files accident reports when applicable	100	25			
12. Visits industry on a regular basis	96	24	1		1
13. Achieves a high rate of placement in area of training	96	24	1	1	
14. Dependable in performing written or oral directives from administration	100	25			
15. Applies total school time to job for which employed	96	24	1		1
16. Participates in community activities	88	22	3	1	2
17. Works well with administration	100	25			

TABLE IX (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
18. Advisory committee expresses satisfaction with program objectives	96	24	1		1
19. Observes proper channels of communication	100	25			
20. Cooperates with adult evening program	92	23	2	1	1
21. Is prompt in making reports to administration	96	24	1	1	
22. Willingly attends the annual Voca- tional Teachers Conference in August	88	22	3		3
23. Cooperates with State Department of Vocational Education to improve the educational process	96	24	1		1
24. Accepts and carries out in an enthusiastic manner a designated share of the school activity program	96	24	1		1
25. Willingly attends the Mid-Winter Vocational Teachers Conference when held	84	21	4	1	3

TABLE IX (Continued)

Ranking from Correspondence Two of Criteria Used to Evaluate Trade and Industrial Instructors	Consensus Summary (Nearest Whole Percent)	Agreement with Ranking		Reranking Preference	
		Yes	No	Up	Down
26. Involved in professional and trade organization membership	100	25			
27. Is willing to accept responsibil- ities beyond normal classroom duties	92	23	2	1	2
28. Accepts and fulfills share of school building responsibilities and duties	88	22	3	1	2
29. Gives a reasonable degree of support to school functions with which he or she is not directly concerned	88	22	3	2	1
30. Supports and encourages student participation in student organizations	72	18	7	4	3
31. Has positive attitude toward youth organization	80	20	5	3	2
32. Assists in promotion of program through television, radio, newspapers, etc.	92	23	2	1	1

criteria used by the area schools in Oklahoma to evaluate trade and industrial instructors. The median number of criteria was 35.

TABLE X  
NUMBER OF CRITERIA USED ON AREA SCHOOLS'  
EVALUATION INSTRUMENTS

School	Number of Criteria
Caddo-Kiowa	55
Canadian Valley AVTS	60
Central Oklahoma AVTS	40
Eastern Oklahoma County AVTS	30
Francis Tuttle AVTS	29
Gordon Cooper AVTS	32
Great Plains AVTS	27
High Plains	10
Indian Capital AVTS	17
Indian Meridian AVTS	40
Kiamichi AVTS	26
Mid-America AVTS	Not Defined
Mid-De1 AVTS	14
Moore - Norman AVTS	Not Defined
Northeast Oklahoma AVTS	28
Oklahoma City Adult Vo-Tech Center	Not Defined
Oklahoma City AVTS	21
Oklahoma Northwest AVTS	19
O. T. Autry AVTS	No Response
Pioneer AVTS	26
Red River AVTS	39
Southern Oklahoma AVTS	27
Tri County AVTS	32
Tulsa County AVTS	31
Western Oklahoma AVTS	26
Median Number of Criteria on Evaluation Instruments	35



A "sample" evaluation instrument was produced which had 33 criteria, which was close to the median number of criteria used on the other instruments. This "sample" instrument was produced by selecting all criteria from the list of 135 which had a mean of 4.5490 or higher. This "sample" instrument is illustrated in Table XI.

TABLE XI  
"SAMPLE" EVALUATION INSTRUMENT CONSISTING OF ITEMS  
WITH RANKING OF 4.5490 OR HIGHER

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Category A. Personal Characteristics

1. Exhibits fairness and impartiality toward all students
2. Enthusiastic and dedicated toward teaching profession
3. Possesses disposition conducive to good teaching
4. Punctual and dependable
5. Maintains emotional control

Category B. Instructional Proficiency

1. Produces students with saleable skills
2. Knowledge of subject matter
3. Able to convey knowledge of subject matter to students
4. Plans and organizes for daily instruction
5. Evaluations of students are fair and impartial
6. Keeps instructional program up-to-date
7. Makes subject matter interesting and meaningful
8. Shows enthusiasm for classroom activities

TABLE XI (Continued)

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Category C. Shop and Classroom Management

1. Teaches and supervises safety in the shop
2. Maintains student control
3. Does not leave classroom or shop unattended
4. Maintains accurate attendance records
5. Keeps all students busy on job assignments relating to the trade area
6. Uses procedures to prevent loss of tools, supplies and equipment
7. Begins class on time
8. Shop simulates conditions found in industry
9. Equipment and tools properly maintained
10. Maintains appropriate student records
11. Supervision of area of responsibility maintained
12. Follows established discipline procedures

Category D. Professional Responsibilities

1. Works well with businesses and industries in the district
  2. Absent from work only when necessary
  3. Keeps certification and transcript current and on file with administration
  4. Strives for self improvement
  5. Utilizes advisory committee
  6. Represents the school in a professional manner
  7. Is knowledgeable of school policies and procedures and adheres to them
  8. Is active in placing students and following up their occupational success
-

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to collect information from area school administrators in Oklahoma in order to determine what criteria are used for evaluation of trade and industrial instructors. This was done in order to achieve the following objectives:

1. To identify the evaluation criteria which are being used to evaluate trade and industrial instructors in Oklahoma.
2. To determine if the administrators of trade and industrial programs in Oklahoma can come to a consensus as to which evaluation criteria are most important.
3. Use group consensus or majority opinion to develop a final list of criteria which could be incorporated into a "sample" evaluation instrument.

In correspondence one, administrators selected from the area vocational technical schools were asked to provide a copy of the evaluation instrument they were using to evaluate trade and industrial instructors. The administrators responded to correspondence one at a rate of 87.5 percent. From the evaluation instruments received, a questionnaire was developed which consisted of 135 items on criterion. These items were divided into four categories, which were commonly used

on the evaluation instruments. These categories were: Personal Characteristics, Instructional Proficiency, Shop and Classroom Management and Professional Responsibilities.

The questionnaire which was developed from the information received in correspondence one was analyzed and then sent to the administrators as correspondence two, and they were asked to rank the items on a five-point scale from least important to most important. From the response received on correspondence two, correspondence three was developed.

In correspondence three, each participant was asked either to agree with the ranking or to give their reasons for remaining outside the group consensus. When differences occurred within the group, the responses had no specific pattern as to whether the item should rank higher or lower. As a rule, the administrators occasionally responded as to why they remained outside the group consensus.

The area vocational technical school administrators responded to correspondences two and three at the rate of 82.5 percent and 62.5 percent respectively.

### Conclusions

The results indicated that a wide variety of criteria were used to evaluate trade and industrial instructors in Oklahoma. Each school has, to a great extent, developed their own evaluation instrument according to what a particular school's administration considered important. Most of the schools were also using "conventional evaluation methods" even though "evaluation by objectives" has been proven to be the most effective system according to the existing literature.

Many of the criteria rated "most important" by the administrators on the questionnaire that was sent out as correspondence two, were not frequently used on the actual evaluation instruments. On the other hand, some criteria which were ranked lower appeared more frequently on evaluation instruments.

The ranking of all 135 criteria was skewed toward the "most important" end of the scale. Some administrators did not give any of the criteria a ranking below four on the five-point scale. Based on these findings of the study, administrators believe all of the criteria on evaluation instruments presently being used to evaluate trade and industrial instructors have some value. However, 135 separate items in four different categories cannot be practically used on an evaluation instrument because of the length of the instrument.

Although a group consensus was reached, some administrators differed on some items, which indicates personal preferences, or differing needs do exist.

The following conclusions are supported by the findings of the study:

1. The criteria under the category of "Personal Characteristics" which was most commonly used to evaluate trade and industrial instructors in Oklahoma was "forms acceptable interpersonal relationships with students, teachers, parents and administration."

2. The criteria under the category of "Instructional Proficiency" which was most commonly used to evaluate trade and industrial instructors in Oklahoma was "plans and organizes for daily instruction."

3. The criteria under the category of "Shop and Classroom Management" which was most commonly used to evaluate trade and industrial instructors in Oklahoma was "shop and classroom kept in a neat and orderly manner."

4. The criteria under the category of "Professional Responsibilities" which was most commonly used to evaluate trade and industrial instructors in Oklahoma was "is knowledgeable of school policies and procedures and adheres to them."

5. Under the category of "Personal Characteristics," the administrators believed that "exhibits fairness and impartiality toward all students" was the most important criteria.

6. Under the category of "Instructional Proficiency," the administrators believed that "produces students with saleable skills" was the most important criteria.

7. Under the category of "Shop and Classroom Management," the administrators believed that "teaches and supervises safety in the shop or laboratory" was the most important criteria.

8. Under the category of "Professional Responsibilities," the administrators believed that "works well with business and industries in the district" was the most important criteria.

This study indicated that although all of the criteria presently being used to evaluate trade and industrial instructors in Oklahoma are valid, there was a consensus on which items were "most important." Therefore, the consensus could be used to develop an evaluation instrument using the higher ranked items.

## Recommendations

A great amount of research has been conducted to determine the best methods for determining instructor effectiveness. However, most existing literature recommends that whatever evaluation criteria is used, it should be in an "evaluation by objectives" format rather than the conventional or "report card" method. Therefore, it is recommended that administrators of trade and industrial programs in Oklahoma who are not using the evaluation by objectives system change their evaluation concept if not the criteria they use.

According to the indications of this study, some evaluation criteria were rated very high, but were seldom used in the actual instruments which are being used. Also, some criteria which were rated relatively low on the scale were commonly used to evaluate trade and industrial instructors. Therefore, it is recommended that some evaluation instruments be revised to remove an excess of less important criteria and add more of the "most important" criteria.

1. It is recommended that administrators use this study and the existing literature available to develop a "core" or list of recommended instructor evaluation criteria which could be used by all administrators of trade and industrial programs in Oklahoma to help develop evaluation instruments. The administrators could then add to the "core" criteria to meet their own preferences and their schools' special needs.

2. It is recommended that a list of preferred criteria be considered for use by trade and industrial teacher education programs. These teacher education programs could then include as objectives, the strengthening of those characteristics of present and future trade and

industrial instructors which are shown to be desirable by the criteria in the preferred list.

3. It is recommended that an additional study be done which will allow trade and industrial instructors to have an input into the type of criteria that will be used to evaluate them. Existing literature strongly suggests that those who are being evaluated should be involved in the development of the criteria used in the evaluation process.

Other suggested follow-up studies might include: (1) a comparison of what trade and industrial administrators and instructors consider important criteria for evaluation, and (2) research in trade and industrial education to determine real or perceived differences among students, instructors, and administrators as compared to those in general education as to the importance of instructor characteristics to effective teaching.



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## APPENDIXES

APPENDIX A  
CORRESPONDENCE ONE PLUS  
THE COVER LETTER

March 16, 1983

Dear :

I am writing to request your assistance. In order to complete a graduate research project, I need your help in identifying criteria which are used to evaluate trade and industrial instructors (secondary and full-time adult) in Oklahoma area vocational-technical schools. If you could send a copy of the evaluation instrument you use for this task, it would help meet this need.

Instructor evaluation is an important concern for both faculty and administration. It is a very complex task which is accomplished in a variety of ways. Since evaluation is important and complex, there are many things which must be considered. This study provides you an opportunity to express your views relative to evaluation criteria.

In order to obtain data for this study, a three-phase method for obtaining group consensus has been selected. You are asked to participate in all three phases. These are:

Phase One: You are asked to send me a copy of the evaluation instrument you use to evaluate your trade and industrial instructors. Also, a list of any additional criteria you feel are important, but are not on the instrument, would be helpful.

Phase Two: A list of evaluation criteria will be compiled from all participants' responses and mailed back to you. Using this list, you will be asked to evaluate and rate each item, from most important to least important, on a five-point scale.

Phase Three: A list of criteria, ranked according to the responses obtained in Phase Two, will be compiled. You will be asked if you want to revise your opinions in line with the priority list developed, or if not, to specify reasons for remaining outside the group consensus. From the responses obtained in Phase Three, a final list of criteria will be incorporated into a "sample" evaluation instrument.

March 16, 1983  
Page 2

Your participation in this study will require a few minutes of your time to complete each of the phases. The information provided by you and the others who participate will be used to determine if a consensus exists among administrators with regard to the criteria to be used in evaluating trade and industrial instructors in the area vocational-technical schools.

A summary of this study will be mailed to you after the data is analyzed. However, the information from your response will be kept strictly confidential. Neither you nor your school will be identified.

Thank you very much for your consideration of this request. If you decide to participate, please return a copy of your evaluation instrument in the enclosed self-addressed envelope by March 31, 1983, and you will have completed Phase One.

Sincerely,

Paul M. Kerr, Jr.  
409 N. Donaldson  
Stillwater, OK 74074

Enclosure



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

March 16, 1983

Dear Educator:

We would like to request your assistance in completing this study. We have reviewed the subject of Mr. Kerr's study and believe it to be one which is a valid and worthwhile concern for us as well as the area schools throughout the state.

We believe your participation in this study will not only benefit Mr. Kerr's research results, but will also provide an excellent opportunity for those who are most knowledgeable about evaluation criteria to express their views on the subject. In doing so, this could help us all in identifying possible ways of improving the instructor process.

Sincerely,

Ivan Armstrong, State Supervisor  
Trade and Industrial Education

Larry Hansen, Assistant State Director  
Area Vocational-Technical Education

lk

Enclosure

APPENDIX B

CORRESPONDENCE TWO PLUS THE  
FOLLOW-UP LETTER

April 15, 1983

Dear :

Thank you for participating in the study relative to criteria for evaluating trade and industrial instructors in the Oklahoma area vocational-technical schools. The response to Phase One was excellent.

Phase Two is a composite of all the factors that were identified from the evaluation instruments you and others sent for Phase One. The criteria listed in Phase Two may or may not be worded exactly as in your evaluation instrument, but the intent or meaning should still be the same. In order to determine the most important factors in each of the four categories, please rate each item on the five-point continuum.

The code number on the survey is used solely for the purpose of following up non-respondents. The information obtained from your correspondence will be kept strictly confidential and will be treated as anonymous data. Neither you nor your school will be identified.

A summary of this study will be mailed to all participants after the data is analyzed. Thank you very much for your assistance.

Sincerely,

Paul M. Kerr, Jr.  
409 N. Donaldson  
Stillwater, OK 74074

Enclosures





Page 2

A. PERSONAL CHARACTERISTICS (CONTINUED)

	Least Important	Some Importance	Most Important
11. Enthusiastic and dedicated toward teaching profession	/	/	/
	1	2	3
	/	/	/
	1	2	3
12. Forms acceptable interpersonal relationships with students, teachers parents and administration	/	/	/
	1	2	3
	/	/	/
	1	2	3
13. Punctual and dependable	/	/	/
	1	2	3
	/	/	/
	1	2	3
14. Approaches difficulties encountered as problems to be solved	/	/	/
	1	2	3
	/	/	/
	1	2	3
15. Has poise and confidence in the classroom	/	/	/
	1	2	3
	/	/	/
	1	2	3
16. Cooperative in sharing plans, materials and facilities	/	/	/
	1	2	3
	/	/	/
	1	2	3
17. Exhibits fairness and impartiality toward all students	/	/	/
	1	2	3
	/	/	/
	1	2	3

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Category B. INSTRUCTIONAL PROFICIENCY


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1. Knowledge of subject matter	/	/	/	/	/
	1	2	3	4	5
2. Keeps instructional program up-to-date	/	/	/	/	/
	1	2	3	4	5
3. Uses acceptable instructional techniques	/	/	/	/	/
	1	2	3	4	5
4. Explains immediate goals to students	/	/	/	/	/
	1	2	3	4	5
5. Possesses good oral and written communications skills	/	/	/	/	/
	1	2	3	4	5

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B. INSTRUCTIONAL PROFICIENCY (CONTINUED)

	Least Important		Some Importance		Most Important
6. Develops and uses instructional aids and resource people	/	1	/	2	/
7. Develops and uses innovative teaching techniques	/	1	/	2	/
8. Provides for individual differences of students	/	1	/	2	/
9. Plans curriculum for individualized instruction	/	1	/	2	/
10. Encourages class discussion, student questions and student performance	/	1	/	2	/
11. Teaching activities being conducted are in keeping with teaching unit listed by the instructor in the course outline	/	1	/	2	/
12. Teaching activities are based on course content derived from procedures, skills and knowledge required in the occupation	/	1	/	2	/
13. Activities are of a nature that fit a proper sequence in relation to the order of skills and knowledge listed by the course of study	/	1	/	2	/
14. Activities being conducted are compatible with the time schedule set forth in the course of study	/	1	/	2	/
15. Plans and organizes for daily instruction	/	1	/	2	/
16. Recognizes contributions and efforts of students	/	1	/	2	/

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B. INSTRUCTIONAL PROFICIENCY (CONTINUED)

	Least Important	Some Importance	Most Important
17. Uses acceptable, clearly defined grading system	/	/	/
	1	2	3
	/	/	/
	1	2	3
18. Has assignment making skills	/	/	/
	1	2	3
	/	/	/
	1	2	3
19. Capable of selection and utilization of instructional materials	/	/	/
	1	2	3
	/	/	/
	1	2	3
20. Students attain high achievement levels	/	/	/
	1	2	3
	/	/	/
	1	2	3
21. A planned student testing and evaluation program are used	/	/	/
	1	2	3
	/	/	/
	1	2	3
22. Uses immediate feedback to students of test results and progress measures	/	/	/
	1	2	3
	/	/	/
	1	2	3
23. Identifies problems interfering with individual student achievement and refers problem cases to appropriate counselors or agencies	/	/	/
	1	2	3
	/	/	/
	1	2	3
24. Counsels with individual students concerning career decisions, learning and employment	/	/	/
	1	2	3
	/	/	/
	1	2	3
25. Students exhibit a genuine pride in workmanship	/	/	/
	1	2	3
	/	/	/
	1	2	3
26. Familiar with local and state adopted courses of study and adjusts teaching objectives to include such options	/	/	/
	1	2	3
	/	/	/
	1	2	3
27. Continuously evaluates teaching effectiveness through self-imposed and system-developed evaluations	/	/	/
	1	2	3
	/	/	/
	1	2	3

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B. INSTRUCTIONAL PROFICIENCY (CONTINUED)

	Least Important	Some Importance	Most Important
28. Stimulates students to do much sound and independent thinking	/	/	/
	1	2	3 4 5
29. Instructs students to organize their experiences and develop meaningful relationships	/	/	/
	1	2	3 4 5
30. Promotes good work and study habits	/	/	/
	1	2	3 4 5
31. Shows enthusiasm for classroom activities	/	/	/
	1	2	3 4 5
32. Has good student retention record	/	/	/
	1	2	3 4 5
33. Evaluations of students are fair and impartial	/	/	/
	1	2	3 4 5
34. Does not introduce practices which might cause disciplinary problems for other teachers who do not use the same practices	/	/	/
	1	2	3 4 5
35. Produces students with saleable skills	/	/	/
	1	2	3 4 5
36. Integrates leadership training with skill training	/	/	/
	1	2	3 4 5
37. Uses a variety of techniques to evaluate student progress	/	/	/
	1	2	3 4 5
38. Uses student objectives based on student abilities	/	/	/
	1	2	3 4 5
39. Effectively uses instructional aids	/	/	/
	1	2	3 4 5

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B. INSTRUCTIONAL PROFICIENCY (CONTINUED)

	Least Important		Some Importance		Most Important
40. Makes subject matter interesting and meaningful	/	/	/	/	/
	1	2	3	4	5
41. Respects opinions and suggestions of students	/	/	/	/	/
	1	2	3	4	5
42. Relates today's lesson to previous ones	/	/	/	/	/
	1	2	3	4	5
43. Students show interest in the class	/	/	/	/	/
	1	2	3	4	5
44. Students ask thoughtful questions	/	/	/	/	/
	1	2	3	4	5
45. Able to convey knowledge of subject matter to students	/	/	/	/	/
	1	2	3	4	5
46. Provides performance based individualized and group instruction	/	/	/	/	/
	1	2	3	4	5

Category C. SHOP AND CLASSROOM MANAGEMENT

1. Maintains student control	/	/	/	/	/
	1	2	3	4	5
2. Selects jobs for students which reinforce principles taught in the classroom	/	/	/	/	/
	1	2	3	4	5
3. Makes provision for furnishing live work experiences for students	/	/	/	/	/
	1	2	3	4	5
4. Does not leave classroom or shop unattended	/	/	/	/	/
	1	2	3	4	5

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C. SHOP AND CLASSROOM MANAGEMENT (CONTINUED)

- |   | Least<br>Important | Some<br>Importance | Most<br>Important |
|---|--------------------|--------------------|-------------------|
| 5. Has a satisfactory course outline which describes program content and objectives | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 6. Keeps and uses daily lesson plans  | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 7. Shop and classroom kept in a neat and orderly manner                             | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 8. Equipment and tools properly maintained  | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 9. Proper storage of supplies and materials   | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 10. Procedures to prevent loss of tools, supplies and equipment                     | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 11. Teaches and supervises safety in the shop or laboratory                         | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 12. Maintains accurate attendance records   | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 13. Maintains appropriate student achievement records                               | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 14. Maintains an inventory of supplies and equipment                                | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 15. Equipment and supply requests are accurate, complete and conservative           | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 16. All records are accurately and promptly completed                               | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |

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C. SHOP AND CLASSROOM MANAGEMENT (CONTINUED)

	Least Important	Some Importance	Most Important
17. Supervision of area of responsibility maintained	/	/	/
	1	2	3
	/	/	/
	1	2	3
18. Has control of live work	/	/	/
	1	2	3
	/	/	/
	1	2	3
19. Makes job assignments through job tickets or other definite written manner	/	/	/
	1	2	3
	/	/	/
	1	2	3
20. Keeps all students busy on job assignments relating to the trade area	/	/	/
	1	2	3
	/	/	/
	1	2	3
21. Has an efficient student organization for shops maintenance and cleanup duties	/	/	/
	1	2	3
	/	/	/
	1	2	3
22. Utilizes a daily procedure for starting and closing class	/	/	/
	1	2	3
	/	/	/
	1	2	3
23. Utilizes progress charts for students' achievement	/	/	/
	1	2	3
	/	/	/
	1	2	3
24. Begins class on time	/	/	/
	1	2	3
	/	/	/
	1	2	3
25. Returns from break on time	/	/	/
	1	2	3
	/	/	/
	1	2	3
26. Shop, classroom and office are organized	/	/	/
	1	2	3
	/	/	/
	1	2	3
27. Maintains reference and resource materials for the students	/	/	/
	1	2	3
	/	/	/
	1	2	3
28. Accepts live work on the basis of its instructional value	/	/	/
	1	2	3
	/	/	/
	1	2	3
29. Strives to promote positive attitudes among students toward the physical environment of the school	/	/	/
	1	2	3
	/	/	/
	1	2	3



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C. SHOP AND CLASSROOM MANAGEMENT (CONTINUED)

	Least Important		Some Importance		Most Important
30. Acts to insure accuracy and confidentiality of student records	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
31. Provides for many opportunities for participation in various classroom and shop activities by all students	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
32. Practices and teaches thrift in use of supplies, materials and care of textbooks	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
33. Proper utilization of time for planning	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
34. Maintains an appropriate level of projects for maximum instruction, not production	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
35. Shop simulates conditions found in industry	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
36. Follows established discipline procedures	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
37. Manages students' time wisely	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
38. Follows an organized system for control of student absenteeism	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
39. Has an effective OJT program	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/
40. Maintains an emergency data file on each student enrolled	/	1	/	2	/
	/	3	/	4	/
	/	5	/		/

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**Category D. PROFESSIONAL RESPONSIBILITIES**


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	Least Important		Some Importance		Most Important
1. Utilizes advisory committee	/	1	/	2	/
2. Cooperates with State Department of Vocational Education to improve the educational process	/	1	/	2	/
3. Cooperates with the Board of Education and Administration to improve the educational process	/	1	/	2	/
4. Maintains student placement and follow-up records	/	1	/	2	/
5. Completes and files accident reports when applicable	/	1	/	2	/
6. Supports and encourages student participation in student organizations	/	1	/	2	/
7. Represents the school in a professional manner	/	1	/	2	/
8. Works well with administration	/	1	/	2	/
9. Works well with business and industries in the district	/	1	/	2	/
10. Visits industry on a regular basis	/	1	/	2	/
11. Assists in promotion of program through television, radio, newspapers, etc.	/	1	/	2	/
12. Is prompt in making reports to administration	/	1	/	2	/

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D. PROFESSIONAL RESPONSIBILITIES (CONTINUED)

- |   | Least<br>Important | Some<br>Importance | Most<br>Important |
|---|--------------------|--------------------|-------------------|
| 13. Is willing to accept responsibilities beyond normal classroom duties                                | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 14. Is knowledgeable of school policies and procedures and adheres to them                              | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 15. Keeps certification and transcript current and on file with administration                          | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 16. Absent from work only when necessary  | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 17. Achieves a high rate of placement in area of training   | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 18. Involved in professional and trade organization membership  | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 19. Strives for self improvement  | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 20. Dependable in performing written or oral directives from administration                             | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 21. Advisory committee expresses satisfaction with program objectives                                   | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 22. Is active in placing students and following up their occupational success                           | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |
| 23. Accepts and carries out in an enthusiastic manner a designated share of the school activity program | /                  | /                  | /                 |
|   | 1                  | 2                  | 3 4 5             |

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D. PROFESSIONAL RESPONSIBILITIES (CONTINUED)

	Least Important	2	3	Some Importance	4	5	Most Important
24. Applies total school time to job for which employed	/	/	/	/	/	/	/
25. Gives a reasonable degree of support to school functions with which he or she is not directly concerned	/	/	/	/	/	/	/
26. Observes proper channels of communication	/	/	/	/	/	/	/
27. Has positive attitude toward youth organization	/	/	/	/	/	/	/
28. Participates in community activities	/	/	/	/	/	/	/
29. Accepts and fulfills share of school building responsibilities and duties	/	/	/	/	/	/	/
30. Cooperates with adult evening program	/	/	/	/	/	/	/
31. Willingly attends the annual Vocational Teachers Conference in August	/	/	/	/	/	/	/
32. Willingly attends the Mid-Winter Vocational Teachers Conference when held	/	/	/	/	/	/	/

409 N. Donaldson  
Stillwater, OK 74074  
May 5, 1983

Dear :

Three weeks ago I sent you Phase II of a survey which consisted of a questionnaire regarding criteria used to evaluate trade and industrial instructors in Oklahoma area vocational-technical schools. There has been an excellent response; however, I would like to include your opinions with those who have responded, in order to have the survey as complete as possible.

If you have not responded, and are interested in having your opinion included in the survey, please complete Phase II and return before May 13, 1983.

Thank you for your consideration of this request.

Sincerely,

Paul M. Kerr, Jr.

APPENDIX C

CORRESPONDENCE THREE

May 17, 1983

Dear :

Thank you for participating in the study relative to criteria used for evaluating trade and industrial instructors.

The research to this point has been successful and your cooperation has been instrumental in this success. A ranking of the factors is presented as the last step to complete your participation in the study. Your response is needed before May 31, 1983.

I would like to express my gratitude to you for assisting me in this study. I also want to express my appreciation to you for your interest and the enthusiasm you have shown.

Upon completion of this study, a copy of the results will be sent to you. If at any time I can be of assistance to you, please do not hesitate to contact me.

Sincerely,

Paul M. Kerr, Jr.

Enclosures

No.

CRITERIA USED TO EVALUATE TRADE AND  
INDUSTRIAL INSTRUCTORS

PHASE THREE  
(to be enclosed in return mail)

Directions: As you recall, in phase two you were asked to rate factors relative to evaluation criteria used to evaluate trade and industrial instructors on a continuum from least important (1) to most important (5). This third and final phase is a ranking of those factors. The first factor listed under each of the four categories was considered most important, the second factor less important, etc., down to the statement which was considered least important. If you agree with the group consensus, mark yes in the space provided. If you disagree with the group consensus, mark no in the space provided. Then write your reason for the variation between your response and the group consensus.

Example

CATEGORY A. PERSONAL CHARACTERISTICS

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
1. Has blue eyes	4.8960			
2. Possesses good personal grooming	4.5060			
3. Punctual and dependable	3.2160			

CATEGORY A. PERSONAL CHARACTERISTICS

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
1. Exhibits fairness and impartiality toward all students	4.7741			
2. Enthusiastic and dedicated toward teaching profession	4.7419			
3. Possesses disposition conducive to good teaching	4.7096			
4. Punctual and dependable	4.6451			



A. PERSONAL CHARACTERISTICS (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
5. Maintains emotional control	4.6129			
6. Maturity of professional judgment	4.5483			
7. Honest liking and sincere respect for people	4.4516			
8. Has poise and confidence in the classroom	4.3870			
9. Forms acceptable interpersonal relationships with students, teachers, parents and administration	4.2903			
10. Receptive to new ideas	4.2580			
11. Accepts constructive criticism well	4.2580			
12. Apparent good mental and physical health	4.1290			
13. Possesses good personal grooming	4.0000			
14. Approaches difficulties encountered as problems to be solved	4.0000			
15. Wears clothing appropriate for area of responsibility	3.8064			
16. Cooperative in sharing plans, materials and facilities	3.7419			
17. Has a sense of humor	3.6774			

CATEGORY B. INSTRUCTIONAL PROFICIENCY

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
1. Produces students with saleable skills	4.9032			
2. Knowledge of subject matter	4.8064			
3. Able to convey knowledge of subject matter to students	4.7741			
4. Plans and organizes for daily instruction	4.7333			
5. Evaluations of students are fair and impartial	4.7096			
6. Keeps instructional program up-to-date	4.6774			
7. Makes subject matter interesting and meaningful	4.6129			
8. Shows enthusiasm for classroom activities	4.5806			
9. Promotes good work and study habits	4.5161			
10. Teaching activities are based on course content derived from procedures, skills and knowledge required in the occupation	4.5161			
11. Uses acceptable instructional techniques	4.4838			
12. Provides for individual differences of students	4.4838			

CATEGORY B. INSTRUCTIONAL PROFICIENCY (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
13. Uses acceptable, clearly defined grading system	4.4838			
14. Students exhibit a genuine pride in workmanship	4.4838			
15. Students attain high achievement levels	4.3793			
16. Recognizes contributions and efforts of students	4.3225			
17. A planned student testing and evaluation program are used	4.3225			
18. Respects opinions and suggestions of students	4.3225			
19. Possesses good oral and written communications skills	4.2903			
20. Students show interest in the class	4.2903			
21. Activities are of a nature that fit a proper sequence in relation to the order of skills and knowledge listed by the course of study	4.2580			
22. Uses immediate feedback to students of test results and progress measures	4.2580			
23. Stimulates students to do much sound and independent thinking	4.2580			
24. Explains immediate goals to students	4.2333			

CATEGORY B. INSTRUCTIONAL PROFICIENCY (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
25. Capable of selection and utilization of instructional materials	4.2333			
26. Provides performance based individualized and group instruction	4.2258			
27. Has good student retention record	4.1612			
28. Uses student objectives based on student abilities	4.1612			
29. Effectively uses instructional aids	4.1612			
30. Encourages class discussion, student questions and student performance	4.1290			
31. Has assignment making skills	4.1290			
32. Integrates leadership training with skill training	4.1290			
33. Uses a variety of techniques to evaluate student progress	4.1290			
34. Plans curriculum for individualized instruction	4.0967			
35. Relates today's lesson to previous ones	4.0645			
36. Identifies problems interfering with individual student achievement and refers problem cases to appropriate counselors or agencies	4.0322			

CATEGORY B. INSTRUCTIONAL PROFICIENCY (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
37. Continuously evaluates teaching effectiveness through self-imposed and system-developed evaluations	4.0322			
38. Develops and uses instructional aids and resource people	4.0000			
39. Counsels with individual students concerning career decisions, learning and employment	4.0000			
40. Does not introduce practices which might cause disciplinary problems for other teachers who do not use the same practices	3.9677			
41. Students ask thoughtful questions	3.9333			
42. Develops and uses innovative teaching techniques	3.9032			
43. Instructs students to organize their experiences and develop meaningful relationships	3.8709			
44. Familiar with local and state adopted courses of study and adjusts teaching objectives to include such options	3.8064			
45. Activities being conducted are compatible with the time schedule set forth in the course of study	3.8064			
46. Teaching activities being conducted are in keeping with teaching unit listed by the instructor in the course outline	3.8064			

CATEGORY C. SHOP AND CLASSROOM MANAGEMENT

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
1. Teaches and supervises safety in the shop	4.9354			
2. Maintains student control	4.8387			
3. Does not leave classroom or shop unattended	4.7741			
4. Maintains accurate attendance records	4.6774			
5. Keeps all students busy on job assignments relating to the trade area	4.6451			
6. Uses procedures to prevent loss of tools, supplies and equipment	4.6129			
7. Begins class on time	4.6129			
8. Shop simulates conditions found in industry	4.6129			
9. Equipment and tools properly maintained	4.5806			
10. Maintains appropriate student records	4.5806			
11. Supervision of area of responsibility maintained	4.5806			
12. Follows established discipline procedures	4.5806			
13. Has control of live work	4.5483			

CATEGORY C. SHOP AND CLASSROOM MANAGEMENT (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
14. Returns from break on time	4.5483			
15. Shop classroom and office are organized	4.5483			
16. Accepts live work on the basis of its instructional value	4.5333			
17. Selects jobs for students which reinforce principles taught in the classroom	4.5161			
18. All records are accurately and promptly completed	4.5161			
19. Has a satisfactory course outline which describes program content and objectives	4.4838			
20. Manages students' time wisely	4.4516			
21. Proper storage of supplies and materials	4.4516			
22. Maintains an inventory of supplies and equipment	4.4193			
23. Has an efficient student organization for shops maintenance and cleanup duties	4.4193			
24. Shop and classroom kept in a neat and orderly manner	4.4193			
25. Makes provision for furnishing live work experiences for students	4.3870			

CATEGORY C. SHOP AND CLASSROOM MANAGEMENT (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
26. Strives to promote positive attitudes among students toward the physical environment of the school	4.3870			
27. Acts to insure accuracy and confidentiality of student records	4.3870			
28. Maintains an appropriate level of projects for maximum instruction, not production	4.3870			
29. Provides for many opportunities for participation in various classroom and shop activities by all students	4.3225			
30. Utilizes progress charts for students' achievement	4.3225			
31. Utilizes a daily procedure for starting and closing class	4.2903			
32. Proper utilization of time for planning	4.2903			
33. Follows an organized system for control of student absenteeism	4.2280			
34. Makes job assignments through job tickets or other definite written manner	4.2258			
35. Has an effective OJT program	4.2258			



CATEGORY C. SHOP AND CLASSROOM MANAGEMENT (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
36. Maintains an emergency data file on each student enrolled	4.2000			
37. Practices and teaches thrift in use of supplies, materials and care of textbooks	4.1935			
38. Equipment and supply requests are accurate, complete and conservative	4.0645			
39. Keeps and uses daily lesson plans	4.0645			
40. Maintains reference and resource materials for the students	4.0322			

CATEGORY D. PROFESSIONAL RESPONSIBILITIES

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
1. Works well with business and industries in the district	4.7419			
2. Absent from work only when necessary	4.6774			
3. Keeps certification and transcript current and on file with administration	4.6451			
4. Strives for self improvement	4.6129			
5. Utilizes advisory committee	4.5806			
6. Maintains student placement and follow-up records	4.5806			

CATEGORY D. PROFESSIONAL RESPONSIBILITIES (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
7. Represents the school in a professional manner	4.5806			
8. Is knowledgeable of school policies and procedures and adheres to them	4.5806			
9. Is active in placing students and following up their occupational success	4.5806			
10. Cooperates with the Board of Education and Administration to improve the educational process	4.5483			
11. Completes and files accident reports when applicable	4.5483			
12. Visits industry on a regular basis	4.5483			
13. Achieves a high rate of placement in area of training	4.5161			
14. Dependable in performing written or oral directives from administration	4.5000			
15. Applies total school time to job for which employed	4.4838			
16. Participates in community activities	4.4516			
17. Works well with administration	4.4193			

CATEGORY D. PROFESSIONAL RESPONSIBILITIES (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
18. Advisory committee expresses satisfaction with program objectives	4.4193			
19. Observes proper channels of communication	4.4193			
20. Cooperates with adult evening program	4.3870			
21. Is prompt in making reports to administration	4.3225			
22. Willingly attends the annual Vocational Teachers Conference in August	4.2258			
23. Cooperates with State Department of Vocational Education to improve the educational process	4.1935			
24. Accepts and carries out in an enthusiastic manner a designated share of the school activity program	4.1290			
25. Willingly attends the Mid-Winter Vocational Teachers Conference when held	4.0666			
26. Involved in professional and trade organization membership	4.0645			
27. Is willing to accept responsibilities beyond normal classroom duties	4.0000			

CATEGORY D. PROFESSIONAL RESPONSIBILITIES (CONTINUED)

Criteria (a)	Consensus Response (b)	Agree with Consensus (c)		Reason for variation between (b) and (c)
		Yes	No	
28. Accepts and fulfills share of school building responsibilities and duties	4.0000			
29. Gives a reasonable degree of support to school functions with which he or she is not directly concerned	3.9032			
30. Supports and encourages student participation in student organizations	3.7419			
31. Has positive attitude toward youth organization	3.7419			
32. Assists in promotion of program through television, radio, newspapers, etc.	3.5161			

VITA<sup>2</sup>

Paul Monroe Kerr, Jr.

Candidate for the Degree of

Master of Science

Thesis: CRITERIA USED TO EVALUATE TRADE AND INDUSTRIAL INSTRUCTORS IN  
THE OKLAHOMA AREA SCHOOLS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Arlington, Texas, April 17, 1943, the son of  
Mr. and Mrs. Paul M. Kerr.

Education: Graduated from C.E. Donart High School, Stillwater,  
Oklahoma, in May, 1961; received Associate degree in  
Aeronautical Technology from Oklahoma State University,  
Stillwater, in May, 1968; received Bachelor of Science degree  
in Trade and Industrial Education from Oklahoma State  
University, Stillwater, in May, 1971; completed requirements  
for the Master of Science degree at Oklahoma State University  
in July, 1983.

Professional Experience: Aircraft Turbine Engine Mechanic, U.S.  
Navy, 1962-1966; Aircraft Mechanic, Oklahoma State University,  
1969-71; Instructor, Department Head, Aeronautical Technology,  
Kansas Technical Institute, 1971-77; Instructor, Aeronautical  
Technology, Tarrant County Junior College 1977-78; Aircraft  
Logistics Engineer, General Dynamics Corporation, 1978-80;  
Helicopter Maintenance Instructor, Bell Helicopter, 1980-82;  
Instructor, Hydraulics, Pneumatics and Mechanics, Indian  
Meridian Area Vocational Technical School, 1982-83