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Professional Development Topics For Marketing Education Teachers

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PROFESSIONAL DEVELOPMENT TOPICS
FOR MARKETING EDUCATION TEACHERS

A Research Project

Presented to the Graduate Faculty of the Department of
Occupational and Technical Studies
Old Dominion University

In Partial Fulfillment of the Requirements for the Masters of Science in
Occupational and Technical Studies

By

Ashley E. Nunn

August 2008

SIGNATURE PAGE

Ashley E. Nunn prepared this research study under the direction of Dr. John M. Ritz in OTED 636, Problems in Occupational and Technical Studies, at Old Dominion University. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the degree of Master of Science in Occupational and Technical Studies.

Approved by: _____ Date: _____

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CHAPTER I

INTRODUCTION

The education field has been under a microscope for many years. One particular interest is that of highly qualified teachers in the United States.

All teachers are required to engage in professional development: to identify, document, record and evaluate it as they cross through the barriers of qualified teacher and induction standards, grapple with targets for performance management, submit threshold applications or bid for research scholarships, international exchanges, professional bursaries and sabbaticals (Campbell, McNamara, & Gilroy, 2004, p. 13).

The knowledge base in many subject areas is growing rapidly. “Never before in the history of education has greater importance been attached to the professional development of educators” (Guskey, 2000, p. 3). Professional development is training for educators to keep current with changing technology and practices in a profession or in the concept of lifelong learning. According to Guskey (2000), professional development is those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students.

Educators must view themselves as lifelong learners throughout the entire span of their professional careers, taking a proactive stand verse a reactive. Many times teachers have viewed professional development as workshops that need to be completed as soon as possible to “get in their hours.” “Professional development consists of special events that are restricted to 3-4 days during the school year, according to many teachers and

school administrators” (Guskey, 2000, p. 14). “As the knowledge bases expand, new types of experiences are required of educators at all levels” (Guskey, 2000, p. 4).

Marketing education prepares students for careers in the marketing of goods and services including buying and storing of goods, promotion, marketing research, and marketing management. Marketing education is a program offered as part of the Career and Technical Education curriculum in many high schools across the United States.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the topics for professional development days for marketing education high school teachers.

RESEARCH GOALS

To solve this problem the following questions will be asked:

- How are professional development workshops perceived by marketing education teachers?
- What topics do marketing education teachers want to learn through professional development?
- What are suggestions for improvement of professional development for marketing education teachers?

BACKGROUND AND SIGNIFICANCE

Professional development is skills required for maintaining a specific career path or to general skills offered through continuing education (http://en.wikipedia.org/wiki/Professional_development). Traditional professional development is taught using methods not aligned with active learning. The conflicting assumptions that teachers develop mainly through direct teaching, rather than being involved in helping to define

and shape teaching, is at the core of professional development in this era (Lieberman & Miller, 1992).

While there is still no set of concrete directions for implementing full teacher professional development, some schools have already experienced successes when professional development was incorporated as an integral part of school reform (Lieberman, 1995). For example, some school organizational changes put new and experienced teachers together to learn from one another (Lieberman, 1995).

The significance of this study was to determine what topics should be discussed during professional development days for marketing education teachers in Virginia Beach City Schools. In Virginia Beach City Schools, marketing education teachers are under different contractual agreements than other core-subject teachers. Their obligations for professional development are different than colleagues. This study is to determine if professional development topics are chosen by teachers to fit their subject area and what they want to learn further information about to assist in their students learning. There are thirty-five (35) marketing education teachers in Virginia Beach City Schools.

The goal of this study was to provide information that if teachers assist and contribute to the development of the PD workshops, they will return to their classroom incorporating what they learned to better assist their students learning.

LIMITATIONS

The following limitations were recognized during this study:

- Only the marketing education teachers in Virginia Beach City Schools were surveyed.
- The surveys were distributed through teachers email addresses.

- The survey was taken at the end of the second semester of the 2007-2008 school year.

ASSUMPTIONS

The researcher made the following assumptions:

- There are not enough professional development days for marketing education teachers.
- Marketing education teachers do not incorporate what they have learned in professional development presentations to their classroom instruction.
- Professional development aids teachers in keeping instructional methods and content up to date.

PROCEDURES

There were two methods of data collection used in this study. The researcher contacted the CTE Administrator for Virginia Beach City Schools. The survey was given to all marketing education teachers through their school email address. The researcher sorted the surveys by topic area that teachers asked for during professional development training sessions. Once these topics were identified the researcher made recommendations on how to coordinate professional development workshops to include the topics desired by marketing education teachers.

DEFINITION OF TERMS

The following terms were defined to assist the readers of the study:

Professional development (PD) - training to keep current with changing technology and practices in a profession or in the concept of lifelong learning.

Career and Technical Education (CTE) - competency based education in the areas of agriculture, business, family and consumer science, technology, and marketing.

Distributive Education Clubs of America (DECA) - an acronym for a student professional organization for marketing education students.

Marketing Education - education for students preparing or engaged in the marketing of goods and services to the public, including retail, wholesale, and service industries.

OVERVIEW OF CHAPTERS

Chapter I introduced marketing education and the professional development of educators. Chapter I established research goals to help develop and guide the study. The background and significance was provided to the reader with the history of professional development, marketing education, and the reason for the study. The limitations of the study explained to the reader the limits the researcher had set forth during the study. Chapter I also established the assumptions made by the researcher before moving forward with the study. The procedures for how the data were collected during the study were explained. And the chapter also provided definitions of terms to help the reader understand the meanings of acronyms used throughout the study.

Chapter II of this study provides a review of literature pertaining to the history of professional development in the education field, marketing education, and teacher involvement in Virginia Beach City Schools. Chapter III focuses on the methods and procedures used for the collection of data for the study. Chapter IV presents the findings of this study. Chapter V summarizes the findings of the research, draws conclusions based on the findings, and conveys recommendations based upon the conclusions.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to prove that professional development workshops impact classroom instruction in marketing education classes in Virginia Beach City Public Schools. Relevant literature on the history of Professional Development, Marketing Education, and Virginia Beach Public City Schools are used to provide insight about marketing education teachers continuing their professional development. The chapter begins with the national level requirements for teachers to be hired in any school.

HIGH QUALITY TEACHING FORCE

The purpose of No Child Left Behind is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments (Education Intergovernmental Relations, 2001).

One way that this purpose can be accomplished is: “ensuring that highly quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards.....” (Education Intergovernmental Relations, 2001).

The U.S. government’s proposal for preparing, training, and recruiting teachers is based upon the basic principle that teacher excellence is vital to improve in student achievement. This proposal will provide a major boost to schools in their efforts to establish and support a high-quality teaching force. According to the U.S. General Accounting Office, there are twenty-eight (28) programs within the Department of

Education that spend a significant portion of their funds on teacher training. A total of eighty-seven (87) programs support teacher training, administered by thirteen (13) different agencies (<http://www.whitehouse.gov/news/reports/no-child-left-behind.html#4>).

This proposal combines the funding of Federal education programs, including the Class Size Reduction program and the Eisenhower Professional Development program, into performance-based grants to states and localities. Using these funds, states and localities will have the support and flexibility necessary to improve academic achievement through such initiatives as providing high-quality training for teachers that is grounded in scientific research. In return, states will be held accountable for improving the quality of their teachers (<http://www.whitehouse.gov/news/reports/no-child-left-behind.html#4>). “Every proposal for educational reform and every plan for school improvement emphasizes the need for high-quality professional development” (Guskey, 2000, p. 4).

PROFESSIONAL DEVELOPMENT

Professional development is additional skills required for maintaining a specific career path or to general skills offered through continuing education (http://en.wikipedia.org/wiki/Professional_development.) Professional development on the job enhances “process” skills, sometimes referred to as leadership skills, as well as task skills. Successful professional development is defined by Gordon (2004, p. 23) as “A combination of experiences that empower individual educators, educational teams, and the educational organization to improve curriculum, instruction, and student assessment

in order to facilitate student growth and development.” The reality of traditional professional development for teachers is that it is often taught using methods not aligned with active learning. The traditional professional development model primarily fails because newly introduced pedagogies are not consistently incorporated into actual practice (Fiszer, 2004, p. 1). According to Fiszer (2004) the dismal picture of the typical efforts of professional development is that such efforts fail for the following reasons:

- The extensive use of one-shot workshops, which are ineffective
- Topics that are selected by non-participants
- A lack of follow-up following the introduction of new concepts and practices
- Failure to evaluate programs
- Failure to address individual needs and concerns
- District and multidistrict programs that do not address factors within individual schools
- Absence of a conceptual basis for program planning and implementation (Gordon, 2004, p. 8).

To impact teacher behavior through professional development programs, educational leaders need to acknowledge teacher perceptions regarding professional development (Fiszer, 2004, p. 1). Professional development programs that focus on expanding and elaborating teacher’s knowledge systems are particularly important in today’s climate of educational reform (Borko & Putnam, 1995, p. 37).

The role of a teacher is not to indoctrinate students into a certain perspective or way to think about such social issues, but instead to give students the skills to analyze

and think for oneself. This proceeds through professional learning and staff development that open new windows of understanding about students, teachers, learning, purpose, community, and oneself. To move toward more principled democratic learning, a teacher can begin in a number of ways: reading journals, watching videos, seeking information and discussions on websites, and attending classes, presentations, and conferences. A teacher on his/her own might construct a yearly individual personal plan for two components: one, information-gathering; the other, classroom practice. To work in a place where public purpose is encouraged and supported throughout the school by its official leaders through the provision of time and opportunities for professional development is the optimum learning community (Lieberman & Miller, 2001, p. 19-21). Engaging all teachers in discussions of good practice and supporting their efforts to learn and to use more effective pedagogy may be the first real step towards higher standards for all children (Villia, 2006, p. 10).

The Carl D. Perkins Vocational–Technical Education Act Amendments of 1998 (Public Law 105–332) was signed into law on October 31, 1998. This legislation restructures and reforms programs previously authorized by the Carl D. Perkins Vocational and Applied Technology Education Act, setting out a new vision of vocational and technical education for the 21st century (<http://www.ed.gov/offices/OVAE/CTE/legis.html>). Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) requires states to ensure that professional development is provided at both the postsecondary and secondary levels. Additions to professional development requirements include that it must:

- Provide in-service and pre-service training to career and technical teachers in the integration and use of rigorous academics with technical subjects, provided jointly with academic teacher to the extent practical, and on effective use of scientifically based research and data to improve instruction;
- Be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and not be one-day or short-term workshops or conferences;
- Help ensure teachers and personnel can effectively develop rigorous and challenging, integrated academic and CTE education curricula jointly with academic teachers;
- Develop a higher level of academic and industry knowledge and skills in CTE; and
- Ensure teachers can effectively use applied learning that contributes to the academic and career and technical knowledge of the student.

Changes were made to the current state permissible uses of funds, such as expanding language related to career guidance and academic counseling programs; including adjunct faculty arrangements under education and business partnerships; and specifically mentioning support for career clusters, career academies, and distance education. New permissible use of funds included:

- Support for initiatives to facilitate the transition of sub Baccalaureate CTE students into baccalaureate degree programs.

- Awarding incentive grants to eligible recipients for exemplary performance in carrying out programs, or for pooling with other recipients for innovative initiatives.
- Providing for activities to support entrepreneurship education and training.
- Developing valid and reliable assessments of technical skills.
- Developing and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.
- Improving the recruitment and retention of CTE teachers, faculty, administrators, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry, including small business.
- Support for occupational and employment information resources, such as those described in section 118 (<http://www.perkins4.org/perkins3-4.asp>).

According to Perkins IV: Programs of Study State by State, the state of Virginia incorporates secondary/postsecondary education elements:

- VA continues to reinforce high academic achievement for secondary students and provide postsecondary connections through the High Schools That Work (HSTW) program, Commonwealth (State) Scholars Initiative, and Tech Prep programs.
- In 2007-2008, VA will develop programs of study in Information Technology (IT) and Manufacturing that incorporate the secondary and postsecondary elements so that high school graduates of public schools in VA, who are enrolled in these programs can transition into an appropriate community college associate

of applied science or associate of science degree program in IT or Manufacturing without duplication of instruction.

The state of Virginia includes coherent and rigorous content aligned with standards:

- Virginia has in place the HSTW program model, the Commonwealth (State) Scholars Initiative, and Tech Prep programs that focus on rigorous content aligned with standards.
- VA has eight program areas designed to prepare students for particular fields of study that require rigorous mastery of both academic and technical skills.
- The VA programs of study, in development, will include appropriate academic and career and technical courses that are identified to provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and the required essential competencies for career and technical courses. These are aligned with postsecondary education.

The state of Virginia includes ways of earning postsecondary credits:

- There are statewide articulation agreements and dual enrollment in VA.
- The Vice Chancellor of Workforce Development has created a career pathways unit that has in it Perkins, Tech Prep, Career Coaches, National Science Foundation grants, Apprenticeship Related Instruction, Middle College (a college recovery program targeted to young adults ages 18-24 who do not have a high school diploma or GED), Career Readiness Certificate, and an Institute of Excellence credit and non-credit programs in emerging technologies.

The state of Virginia also leads to credentials/certificates/degrees:

- Opportunities for industry certifications/credentials/licensures are available at both the secondary and postsecondary level.
- Community college degree and certificate programs and apprenticeship-related instruction are offered in community colleges and secondary schools (Hess, 2007, p. 52).

MARKETING EDUCATION

The marketing education programs across the United States are designed to provide subject matter of marketing and instruction in basic academic skills, business, economics, and marketing foundations. The marketing education program prepares students for work in the retail industry, service, and manufacturing environments. The programs courses include discussion about marketing functions such as: distribution, finance, management of marketing information, pricing, product planning of goods and service, promotion, purchasing, risk management, selling, management, and entrepreneurship (OTED 401, 2001).

The marketing education program offers many different benefits for middle and high school students to prepare themselves for the workforce or a career in marketing. The program provides students the opportunity to explore marketing careers through job shadowing, field trips, and internships. The marketing education programs also provide courses specializing in hotel/motel marketing, fashion marketing, or establishing a small business. The different courses also provide students to learn and develop leadership, teamwork, participatory skills, applications of technology, and other important workplace

readiness skills. The courses offered in the programs also help to transition students interested in marketing in high school to post secondary schools and then into high-paying careers in marketing (OTED 401, 2001).

Marketing students also develop leadership skills and enhance marketing skills through participation in the DECA program. DECA is a program that provides students with a number of programs and activities such as leadership development, professional development, and competitive events to help students with personal development and their further understanding of civic and ethical responsibilities. More than 56 years ago, DECA organized around an ambitious goal: to improve education and career opportunities for students interested in careers in marketing, management, and entrepreneurship. What began with a few hundred students in seventeen (17) states has grown to over 185,000 students in all 50 states, the District of Columbia, Canada, Guam, Virgin Islands, Puerto Rico, and Germany. DECA provides recognition and leadership activities directly related to attainment of specific occupational and leadership skills. DECA's mission establishes clear criteria for its programs and activities (OTED 401, 2001). "A professional achieves a certain level of expertise in an area of study and is expected to keep current within their field" (Fischer, 2004, p. ix).

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Schools establish specific school-wide priorities for professional development that matched their priorities for curricular and instructional change (Lieberman & Miller, 2001, p. 35). The professional development program (PDP) is the name given to the School Board approved program of focused professional development in the area of

curriculum and instruction as devised by the 2006 Virginia Beach City Public Schools Task Force. It consists of seven (7) division-sponsored hours (PDPD), eight (8) individually focused hours (PDPI), and seven (7) site-based (third day) hours of professional development. The primary focus of the professional development program is to utilize standards, data, and strategies that lead to student achievement (Kaleidoscope, Vol. 16 No. 4). The Virginia Beach School division is required by law to provide a program of professional development for teachers and principals. This directive- Standard 5 of the Commonwealth of Virginia's Standard of Quality states in Part E that "Each local school board shall provide a program of high quality professional development..." It further mandates in parts D and G that the program must provide professional development in specific content areas and be reviewed annually (Kaleidoscope, Vol. 16 No. 4).

The objectives of the professional development program are:

- to improve student achievement through focused professional development
- to provide all teachers with a common foundation of information, skills, and strategies to enhance classroom instruction
- to provide time for teachers to reflect on what they are learning and to determine how to best apply the information to their classroom instruction
- to align school-based professional development activities related to student achievement with the school's plan for continuous improvement (Kaledoscope, Vol. 16 No. 4).

The PDP hours must be acquired during non-contractual time between June 17, 2007, and April 30, 2008 (Kaledoscope, Vol. 16 No. 4).

PDP offerings are opportunities that fall into one of two categories: Professional Development Programs- Division (PDPD) or Professional Development Program- Individual (PDPI). PDPD courses are focused on subject area content and are a critical component within each subject area's five year staff development plans. PDPI courses have an instructional focus and include courses such as classroom management and technology applications. These eight (8) hours will be selected by teachers based on their current assignment and their personal instructional goals.

SUMMARY

The Review of Literature focused on the national level requirement for the development of teachers. It also reviewed professional development and the difference between traditional PD and the collaborative way of PD workshops today. Chapter II explained that the marketing education program is designed to provide students with subject matter and hands-on experience in marketing, business, economic, and marketing foundations. It also reviewed the Carl D. Perkins Act of 2006 which requires that states ensure that professional development is provided at both the postsecondary and secondary levels. Chapter II concluded with the information about the professional development program for Virginia Beach City Schools.

In Chapter III, the researcher will explain the methods and procedures used to determine the topics for professional development workshops in Virginia Beach City Schools. The instrument for determining these topics will be a survey.

CHAPTER III

METHODS AND PROCEDURES

Chapter III contains the Methods and Procedures used in this research study. The focus of the study was to determine the topics for professional development days for marketing education high school teachers. The instrument used to determine these needs was a survey. The survey was composed of questions about teaching experience and professional development needs.

POPULATION

The problem of the study focused on the topics for professional development days for marketing education high school teachers. The population under study was composed of 35 high school marketing education teachers from the Virginia Beach City Public School system.

INSTRUMENT DESIGN

The instrument used to obtain marketing education teacher professional development data was a survey. Part of the survey contained Likert questions and questions where teachers selected from a list about their perception of professional development workshops. Another part of the survey dealt with questions to find out what marketing education teachers wanted to learn in professional development workshops. These questions ask the teachers to list their answers. Lastly, one part of the survey was a question for marketing education teachers to list or suggest what they feel is needed to improve professional development. The instrument questions were development from the research goals and professional literature. See Appendix C for a copy of the survey.

METHODS OF DATA COLLECTION

The methods of data collection in the study consisted of emailing the surveys with an introductory letter to all marketing education teachers in the Virginia Beach City School area. The researcher explained to the teachers the reason for the study in the introductory letter and attached the survey. A folder was given to Mrs. Sarah Martin, Marketing Coordinator, to collect all of the surveys and placed them in the folder. This way all responses remained anonymous. The teachers also had the option of emailing the surveys to Mrs. Martin. After two weeks had passed a follow-up letter via email was sent with the survey attached. This allowed the researcher to once again reach the teachers who had not yet participated.

STATISTICAL ANALYSIS

The survey was designed to determine the perceived professional development topics needed for workshops of Virginia Beach City Schools marketing education teachers using open and closed form responses to facilitate the tabulation and analysis of data and to improve the reliability and consistency of data. The survey consists of Likert questions and listing questions. The data will be analyzed using numbers, percentages, and mean of response where applicable.

SUMMARY

Chapter III drafted the methods and procedures used in this professional development study. To acquire the necessary data, a professional development survey was developed. The survey was hand delivered to all marketing education teachers at the last monthly meeting of the school year in Virginia Beach City Schools. The returned surveys were analyzed and the results are presented in Chapter IV.

CHAPTER IV
FINDINGS

The purpose of Chapter IV is to present the reader with information derived from the research survey. The problem of this study was to determine the topics for professional development days for marketing education high school teachers. The first items presented are the number of surveys sent to the marketing teachers in the Virginia Beach City Public School System and the number and percentage of completed surveys returned by the school system. This is followed by an analysis of the data gathered through the surveys.

POPULATION RESPONSE

Thirty-five surveys were electronically sent to Virginia Beach City Public School marketing education teachers. Twenty-six surveys were returned for a response rate of 74 percent. The population response survey data are presented in Table 1.

Table 1. Population Response

School System	Total Sent	Total Response	Percentage of Response
Virginia Beach City Public Schools	35	26	74

DATA ANALYSIS

The survey consisted of ten questions about professional development. The questions and results are stated below. A table or figure follows some of the questions showing the results and percentages.

Question 1: From the following list, check all items that best describe your definition(s) of professional development.

- A. To improve student achievement through focused professional development.
- B. To provide all teachers with a common foundation of information, skills, and strategies to enhance classroom instruction.
- C. To provide time for teachers to reflect on what they are learning and to determine how to best apply the information to their classroom instruction.
- D. To align school-based professional development activities related to student achievement with the school’s plan for continuous improvement.

There was a 100 percent response rate for Question 1. Nine of 26 or 34% of teachers responded checking all four definitions. Twenty-four of 26 or 92% said professional development was to improve student achievement through focused professional development. Twenty of 26 or 77% answered B, to provide all teachers with a common foundation of information, skills, and strategies to enhance classroom instruction. Fifteen of 26 or 58% answered C, to provide time for teachers to reflect on what they are learning and to determine how to best apply the information to their classroom instruction. Eighteen of 26 or 31% answered D, to align school-based professional development activities related to student achievement with the school’s plan for continuous improvement. The survey data for question one is presented in Table 2.

Table 2. Question One

Answers:	A	B	C	D	All Checked
Total:	24	20	15	18	9
Percentage:	92%	77%	58%	31%	34%

Question 2: What topics do you feel will best serve you for increasing your professional development? Please list at least three.

There was a 100 percent response rate to Question 2. Ten of 26 or 38% said that they feel topics on current trends and industry information will best serve them in their professional development. Ten of 26 or 38% also said they feel topics on continuing integration of technology in the classroom would best serve them. Eight of 26 or 31% answered that sharing activities with teachers who teach the same subjects would best serve them. Five of 26 or 19% responded that classroom management techniques would best serve them in their professional development. Five of 26 or 19% also responded with that instructional delivery methods would benefit them in their professional development. Four of 26 or 15% feel that topics on different activities for the classroom would best serve them in their professional development. Other topics that respondents listed were the following:

- Community based partnerships that bring relevancy, resources, and expertise to the classroom
- How to motivate student learning
- Job shadowing for teachers to stay current with what the students are doing
- UBD Instruction
- Time management
- Creative writing in the classroom
- Special needs students
- Recruitment and promotion of the marketing program
- Evaluation and assessment of students
- Curriculum development and accessibility
- Differentiated instruction and techniques

- Relative topics to today's world
- Integrate reading and writing strategies
- Locating updated resources
- Work with feeder schools to develop student pathways
- Questioning strategies
- Anticipatory sets
- Student discipline
- Examine student interest/personality type
- Collaboration with peers

Question 3: How might professional development for marketing education teachers be improved? Take some time to provide your personal thoughts.

There was a 96% response rate for Question 3. Seven of 26 or 27% responded with having time to share with other teachers in the same subject areas. Four of 26 or 10% suggested taking field trips to different companies in the industry and have guest speakers from the field at professional development workshops. Three of 26 or 12% responded with having new technology and computer training. Other topics that respondents listed were of the following:

- More focus on activities
- Make professional development interactivity
- Collaboration on actual course content
- Hands on group work and problem solving
- Increase practice practices and less on theory
- Give the teacher's choices

- Time for training content areas
- Curriculum writing and development
- Lesson plans
- Access to materials related to real world
- Information to be more current and specialized
- Make specific to marketing education
- Instruction strategies
- Questioning strategies
- Anticipatory sets

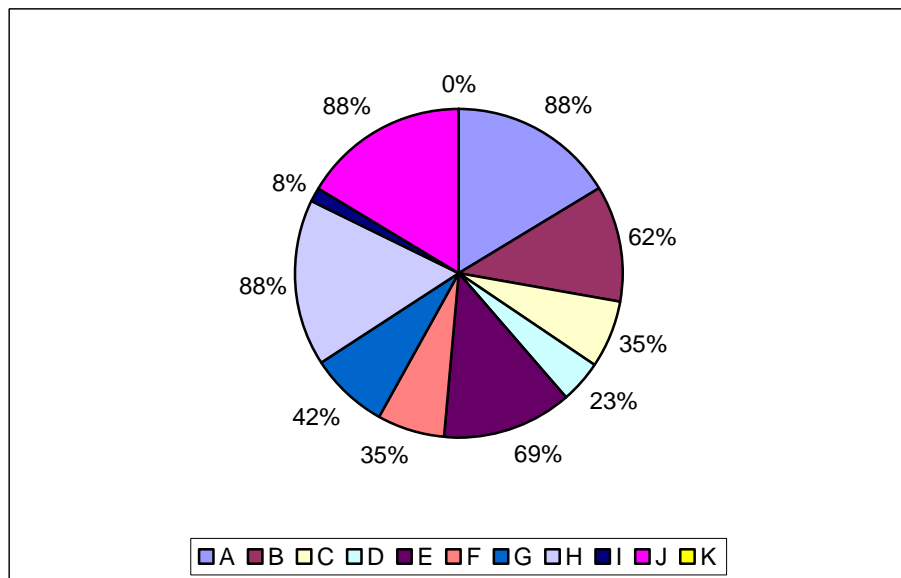
Question 4: What do you find beneficial during professional development workshops?

Select from the following list:

- A. Instructional strategies to engage students
- B. Issues directly impacting marketing education
- C. Activities to keep teachers actively involved during the workshop
- D. Lecture/notes/ facts of interest
- E. Up-to-date outlooks on business and industry
- F. Topics related to student learning
- G. Classroom management techniques
- H. Handed out materials that I can directly use
- I. Topics related to student assessment
- J. Communication/discussion with other teachers about what they are doing new
- K. Others (please list)

There was a 100% response rate for Question 4. Twenty-three of 26 or 88% answered A, instructional strategies to engage students. Sixteen of 26 or 62% answered B, issues directly impacting marketing education. Nine of 26 or 35% answered C, activities to keep teachers actively involved during the workshop. Six of 26 or 23% answered D, lecture, notes, and facts of interest. Eighteen of 26 or 69% answered E, up-to-date outlooks on business and industry. Nine of 26 or 35% answered F, topics related to student learning. Eleven of 26 or 42% answered G, classroom management techniques. Twenty-three of 26 or 88% answered H, handed out materials that I can directly use. Two of 26 or 8% answered I, topics related to student assessment. Twenty-three of 26 or 88% answered J, communication/discussion with other teachers about what they are doing new. No one listed any other additional items. See Figure 1.

FIGURE 1
QUESTION 4



Question 5: List some of the better CTE and/or Marketing Education professional development workshops you have attended.

There was a 96% response rate for Question 5. Thirteen of 26 or 50% of respondents mentioned that VAME Conferences were one of the better professional development workshops attended. Three of 26 or 12% of respondents answered the Conclave Conference was one of the better workshops. Three of 26 or 12% of the respondents answered that teacher sharing workshops were better workshops. Other workshops that were mentioned by the respondents were listed as follows:

- Economic workshops
- Teacher Orientation and Continuous Learning Institute (TOCLI)
- Business/Education Workshops
- The Association for Career and Technical Education National Conference
- National Tech Prep Conference
- City-wide Workshops
- Worker Profiling and Reemployment Services
- Sales and Service Workshops for Certification
- Virginia Commonwealth University Fashion Workshop
- Fish Workshops
- Digital Portfolio Workshop
- Creative Instructional Strategy for block scheduling
- Education Conference in Richmond
- Reading to Learn
- Understanding By Design

- Workplace Readiness Skills
- Technology based/computer programs and software
- JA Representatives
- Virginia Beach Schools Financial Credit Union- finance workshop
- Reading/writing Across the Curriculum
- Advancement Via Independent Determination program at Landstown H.S.
- Lesson planning

Question 6: Rank ALL the following types of professional development workshops with 1-being the most beneficial and 3- least beneficial.

___ City-wide professional development

___ School-wide professional development

___ Marketing education specific professional development

There was a 100% response rate for Question 6. Fifteen of 26 or 58% rated that city-wide professional development workshops are least beneficial. Four of 26 or 15% ranked city-wide professional development most beneficial. Seven of 26 or 27% rated school-wide professional development workshops least beneficial. Six of 26 or 23% rated school-wide professional development workshops most beneficial. One of 26 or 4% ranked marketing education specific professional development least beneficial.

Twenty-two of 26 or 85% ranked marketing education specific professional development most beneficial. See Table 3.

Table 3. Question Six

Ranking: Type of Workshop:	Least Beneficial	Most Beneficial
City-wide	58%	15%
School-wide	27%	23%
Marketing Education	4%	85%

Question 7: List some professional development workshops that you have attended that have not contributed to your development as a teacher.

There was a 65% response rate for Question 7. Four of 26 or 15% said that workshops at the VAME Conference did not contribute to their development as a teacher. Three of 26 or 12% said that reading across the curriculum workshops did not contribute to their development. Other workshops that were mentioned were listed as followed:

- Motivational speakers that don't motivate
- General sessions that talk theory
- Literacy in the classroom
- Classroom management
- Required Apple workshops
- Transaction Cost and Economics In-service
- Monthly Marketing Meetings
- Technology Instruction that is not hands on
- The Association for Career and Technical Education

Question 8: Professional development workshops should include more activities and discussion than just information presentation. SA A U D SD

There was a 100% response rate for Question 8. Thirteen of 26 or 50% answered strongly agree (SA). Nine of 26 or 35% answered agree (A). Three of 26 or 12%

answered undecided (U). One of 26 or 4% answered disagree (D). The mean score for Question 8 was 4.31 which meant that majority of the respondents agreed (A) that professional development workshops should include more activities and discussion than just information presentation.

Question 9: Professional development workshops should provide materials for us to take and use in my classroom. SA A U D SD

There was a 100% response rate for question nine. Twenty-one of 26 or 81% answered strongly agree (SA). Five of 26 or 19% answered agree (A). The mean score for Question 9 was 4.81 which meant the majority of the respondents strongly agreed that professional development workshops should provide materials for participants to take and use in the classroom.

Question 10: I usually take the material(s) from professional development workshops and incorporate them into my classroom instruction. SA A U D SD

There was a 100% response rate for question ten. Three of 26 or 12% answered strongly agree (SA). Twenty of 26 or 77% answered agree (A). One of 26 or 4% answered undecided (U). Two of 26 or 8% answered disagree (D). The mean score for Question 10 was 3.92 which meant that respondents agreed that they usually take the material from the workshop and incorporate them into their classroom.

SUMMARY

The survey contained questions related to professional development. Some questions were concerned with professional development workshops that teachers have experienced and/or would like to experience. Other questions were concerned with how teachers perceive professional development.

Chapter V will address what has been presented in the first four chapters such as history of professional development, marketing education, and the research instrument used to obtain topics for professional development for marketing education teacher. It will address what conclusions can be drawn from the data obtained in the survey, and lastly the recommendations the researcher will make concerning professional development needs of Virginia Beach City Public School marketing education teachers and future studies of marketing education teacher professional development.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem of this study was to determine the topics for professional development workshops for marketing education high school teachers. This chapter summarized why and how the study was conducted, the conclusions that can be derived from the survey data, and recommendations for improving professional development workshops for marketing education teachers and recommendations for future research.

SUMMARY

The focus of this study was to determine topics for professional development workshops for marketing education high school teachers. The marketing education teachers were electronically distributed a survey to determine their views on professional development, topics they would like to see during PD workshops, and what topics are beneficial to them through professional development. The teachers surveyed were high school marketing teachers from Virginia Beach City Public Schools.

Professional development is training for educators to keep current with changing technology, practices in their profession, and in the concept of lifelong learning. In order for teachers to grow professionally, they must stay current. Professional development workshops create opportunities for teachers to enhance their professional knowledge, skills, and attitudes, so that they might, in turn, improve the learning of students.

A limitation of the study was that only marketing education teachers in Virginia Beach City Public Schools were surveyed. The survey was sent via email three weeks before the end of the school year.

The instrument that was utilized for data collection was a survey. The survey contained questions about professional development. The survey sought teacher input on topics and workshops that were and were not beneficial to them.

The survey was sent via email to all the marketing education teachers in Virginia Beach City Public Schools. Follow-up requests from the study participants were electronically sent two more times to ensure every marketing teacher had a chance to participate. The survey's intent was to determine topics for professional development workshops for marketing education teachers. Twenty-six of 35 or 74% of the marketing teachers returned completed surveys. The data were analyzed and the results expressed as simple percentages.

CONCLUSIONS

The research goals of the study were as follows:

1. How are professional development workshops perceived by marketing education teachers?

Twenty-four of 26 or 92% described their definition of professional development to improve student achievement through focused professional development. Twenty-two of 26 or 85% expressed that marketing education professional development workshops are more beneficial than city-wide or school-wide professional development workshops. Thirteen of 26 or 50% of teachers strongly agree that professional development workshops should include more activities and discussion than just information presentation. Twenty-one of 26 or 81% of teachers strongly agree that professional development workshops should provide materials for us to take and use in their classroom. Twenty of 26 or 77% of teachers agree that they usually take the materials

from professional development workshops and incorporate them into their classroom instruction.

Overall, professional development workshops were perceived by marketing education teachers as beneficial as long as they were marketing education workshops. Teachers did not feel there were enough materials handed out for them to take and use in their own classrooms. Teachers also perceived professional development workshops as “lecture” workshops where they just sat and listened to the guest speaker.

2. What topics do marketing education teachers want to learn through professional development?

The highest percentage of respondents expressed a desire for the following topics teachers wanted to learn through professional development workshops:

- a. Up-to-date industry information and trends in marketing-38%
- b. Continuing integration of technology in the classroom-38%
- c. Sharing activities with teachers in the same subject areas- 31%
- d. Classroom management techniques-19%
- e. Instructional delivery methods-19%

The highest percentage of respondents answered that the following was beneficial during professional development workshops:

- a. Instructional strategies to engage students- 88%
- b. Handed out materials that the teacher can directly use- 88%
- c. Communication/discussion with other teachers about what they are doing new- 88%
- d. Up-to-date outlooks on business and industry- 69%
- e. Issues directly impacting marketing education- 62%

Topics that marketing education teachers wanted to learn during professional development workshops were up-to-date trends in marketing, continuing integration of technology in the classroom, ability to share ideas with other teachers, classroom management techniques, and new instructional delivery methods. If professional development workshops included these along with maintaining the topics that teachers thought were beneficial, professional development workshops would be successful.

3. What are suggestions for improvement of professional development for marketing education teachers?

The highest percentage of respondents expressed that the following topics would improve professional development:

- a. Time to share with teachers in the same subject- 27%
- b. Taking field trips to different companies in the industry and have guest speakers from the field at professional development workshops- 10%
- c. New technology training (computers)- 12%

Professional development workshops should include the above suggestions that teachers have. This would show improvement in professional development workshops because the topics were what the teachers wanted to see and not what other administrators thought the teachers wanted.

RECOMMENDATIONS

The No Child Left Behind Act (NCLB) had raised standards academically and professionally. Requirements for teacher qualifications and certifications had been rising as a result of NCLB, across the country. It was possible, using the findings of this study,

to make several recommendations with regard to professional development for marketing education teachers.

First, the researcher investigated how professional development was perceived by marketing education teachers. The majority of respondents, 85%, preferred marketing education workshops over city or school-wide. The researcher recommends that professional development workshops focus on more discussion amongst other marketing education teachers who are teaching the same subject areas. This will allow for teachers to exchange ideas, lesson plans, and discuss what works and does not work, etc. Professional development workshops should provide materials for teachers to take with them. Seventy-seven percent of respondents said they usually take the material and incorporate it into their classroom. One suggestion was for teachers to bring different lesson plans and activity materials that they have used to exchange with other teachers during the workshop.

Second, the researcher investigated what topics teachers wanted to learn through professional development and what topics teachers thought would be beneficial to them. The researcher recommends for the marketing education teacher to have monthly meetings or workshops concentrating on one specific topic each meeting or workshop. For example, staying current and giving up-to-date information about the marketing industry during workshops or incorporating the information into the workshop and activities. Allow time for teachers to have “sharing” time, where they share lesson plans, how to do’s, best practices, etc. Workshop information can be presented in a way to show new instructional delivery methods or instructional strategies as well.

Lastly, the researcher reviewed the suggestions made for improvement of professional development for marketing education teachers. Twenty-seven percent of respondents, the highest percentage of respondents chose “time to share with other teachers in the same subject area,” as an area that improvement is needed. The researcher suggests a time during the workshops for teachers to group together by subject and discuss and exchange lesson plans, best practices, and activities with one another. The researchers suggests having field trips to local businesses in the industry so that the teachers can get an idea of what their students are going through with training, etc. Also, this is a good way to stay up-to-date with industry information. Another recommendation is to have workshops on new technology training. Show the teachers what is new, but allow them to use it or train them to use it during the workshop as well.

The information gained through the study should be used to improve marketing education teacher professional development. According to Guskey, “Never before in the history of education has greater importance been attached to the professional development of educators. As the knowledge bases expand, new types of experiences are required of educators at all levels” (Guskey, 2000).

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APPENDICES

APPENDIX A- COVER LETTER

Professional Development Survey for Virginia Beach City Public Schools Marketing Education Teachers

Dear Virginia Beach Marketing Education Teacher:

My name is Ashley Nunn and I am a graduate student at Old Dominion University. I am conducting a study to determine topics for professional development workshops for marketing education high school teachers. I would truly appreciate your participation in taking this survey. Your names are not required and all surveys will remain anonymous. Your participation is voluntary. One of the teachers will hand each of you a survey. If you would like to participate, please fill out the survey and then return it to Mrs. Sarah Martin on Wednesday, May 21, 2008, staff meeting. Mrs. Martin will return the completed surveys back to me in an envelope. Again, I would greatly appreciate your participation. Thank you in advance.

Sincerely,

Ashley E. Nunn

Ashley E. Nunn
OTS Graduate Student

APPENDIX B-FOLLOW-UP LETTER

Professional Development Survey for Virginia Beach City Public Schools Marketing Education Teachers

Dear Virginia Beach Marketing Education Teacher:

My name is Ashley Nunn and I am a graduate student at Old Dominion University. I am conducting a study to determine topics for professional development workshops for marketing education high school teachers. I would truly appreciate your participation in taking this survey. Your names are not required and all surveys will remain anonymous. Your participation is voluntary. I have received some surveys back, but not a majority. In order for this research project to be successful, I need more surveys to be completed. Please email or send through school mail your completed survey to Mrs. Sarah Martin, if you have not already done so. Again, I would greatly appreciate your participation.

Thank you in advance.

Sincerely,

Ashley E. Nunn

Ashley E. Nunn
OTS Graduate Student

APPENDIX C- SURVEY DOCUMENT

Professional Development Survey for Virginia Beach City Public Schools Marketing Education Teachers

Purpose: The purpose of this research project is to determine what topics should be presented during professional development workshops for Marketing Education teachers in Virginia Beach City Public Schools.

Directions: Answer the following questions. Some require you to check a bubble, others require short answers, and some require you to circle, i.e., S=Strongly Agree, A= Agree, U= Undecided, D= Disagree, and SD= Strongly Disagree.

Questions:

1. From the following list, check ALL items that best describe your definition(s) of professional development.
 - To improve student achievement through focused professional development.
 - To provide all teachers with a common foundation of information, skills, and strategies to enhance classroom instruction.
 - To provide time for teachers to reflect on what they are learning and to determine how to best apply the information to their classroom instruction.
 - To align school-based professional development activities related to student achievement with the school's plan for continuous improvement.
2. What topics do you feel will best serve you for increasing your professional development? Please list at least three.
3. How might professional development for marketing education teachers be improved? Take some time to provide your personal thoughts.
4. What do you find beneficial during professional development workshops? Select from the following list:
 - Instructional strategies to engage students
 - Issues directly impacting marketing education
 - Activities to keep teachers actively involved during the workshop

APPENDIX-C (cont'd)

- Lecture/notes/facts of interest
- Up-to-date outlooks on business and industry
- Topics related to student learning
- Classroom management techniques
- Handed out materials that I can directly use
- Topics related to student assessment
- Communication/discussion with other teachers about what they are doing new
- Others (please list)

5. List some of the better CTE and/or Marketing Education professional development workshops you have attended.

6. Rank ALL the following types of professional development workshops with 1- being most beneficial and 3- least beneficial.

___ City-wide professional development

___ School-wide professional development

___ Marketing education specific professional development

7. List some professional development workshops that you have attended that you have not contributed to your development as a teacher.

8. Professional development workshops should include more activities and discussion than just information presentation.

SA A U D SD

9. Professional development workshops should provide materials for us to take and use in my classroom.

SA A U D SD

10. I usually take the material(s) from professional development workshops and incorporate them into my classroom instruction.

SA A U D SD