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A Job Description for Distributive Education Personnel Having a Cooperative Vocational Program on the Secondary Level in the State of Virginia

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A JOB DESCRIPTION FOR DISTRIBUTIVE EDUCATION PERSONNEL
HAVING A COOPERATIVE VOCATIONAL PROGRAM ON THE
SECONDARY LEVEL IN THE STATE OF VIRGINIA

A Project
Presented to
Dr. Malvern Miller
Old Dominion University

In Fulfillment
of the Course Requirements of
Education 536

by
Daniel J. Graves
December, 1975

This project was prepared by Daniel J. Graves under the direction of the professor in Education 536. Problems in Education, as partial fulfillment of the requirements for the degree of Master of Science in Secondary Education and has been approved by the instructor and the Graduate Program Director of Secondary Education.

Date _____

APPROVED BY:

Graduate Program Director
of Secondary Education _____
Dr. Malvern Miller

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
1. INTRODUCTION	1
PROBLEM	1
DEFINITION OF TERMS	2
ORGANIZATION	3
2. REVIEW OF RELATED LITERATURE	5
METHODOLOGY OF A JOB DESCRIPTION	5
RELATED LITERATURE FROM STATE DEPARTMENTS	8
3. RESEARCH METHODS	11
PREPARATION OF THE QUESTIONNAIRE	11
SURVEY INSTRUMENT.	11
SURVEY SELECTION METHOD	12
DISTRIBUTION OF SURVEY	13
4. PRESENTATION AND ANALYSIS OF THE DATA	14
QUESTIONNAIRE RESPONSE	14
ANALYSIS OF THE DATA	14

Chapter	Page
5. SUMMARY, CONCLUSIONS, JOB DESCRIPTION	26
AND RECOMMENDATIONS	
SUMMARY OF THE STUDY	26
Statement of the Problem	26
Research Methodology	26
CONCLUSIONS	27
JOB DESCRIPTION	29
RECOMMENDATIONS	34
Recommendations of This Study	34
Recommendations for Further Research	35
REFERENCES CITED	36
APPENDICES	39
A. LETTER TO STATE DEPARTMENTS	41
B. LETTER TO ASSISTANT STATE SUPERVISORS	43
C. LETTER OF INTRODUCTION TO TEACHERS INCLUDED	45
IN THE POPULATION	
D. LETTER OF INSTRUCTIONS AND QUESTIONNAIRE MAILED TO	47
TEACHERS INCLUDED IN THE POPULATION	

LIST OF TABLES

Table	Page
1. Summary of Responses from the States	9
2. Summary of Data Returned	9
3. Summary of the Responses in Order of Importance	17
4. Job Description for Distributive Education Teacher/ Coordinator	22

Chapter 1

INTRODUCTION

In order to be effective, Cooperative Vocational Education Programs need to be sensitive to individual and community needs. Teacher/coordinators perform guidance and public relations functions as well as teaching and coordination assignments. Also, in order to have an effective and efficient program, it is necessary to have good personnel who are aware of the tasks and duties for which they are responsible (National Conference on Cooperative Vocational Education, 1969). The teacher/coordinator must be able to organize and plan those activities which are deemed essential to the success of their programs.

PROBLEM

Most teaching guides and occupational manuals reviewed listed tasks to be performed. The list of activities and duties are of such length that it was difficult to construct a job description that could be used easily as a realistic evaluation of the Distributive Education teacher/coordinator and cooperative program. With a job description, the coordinators can realistically evaluate themselves and their programs.

Through the review of literature received from state departments of Distributive Education and the analysis of the results of a questionnaire,

the researcher has developed a job description for the Distributive Education teacher/coordinator. The job description presented in this study was designed to emphasize those areas that are essential to the success of a Cooperative Distributive Education Program.

DEFINITION OF TERMS

Job Description - According to Chruden and Sherman,

The written statement covering the duties and responsibilities of a job is commonly referred to as the Job Description. This description contains a rather typical organization pattern consisting of job identification, job summary, and job duties (1968:91).

Vocational Education - According to Roberts,

. . . training or retraining which is given schools or classes . . . under public supervision and control or under contract with a State Board or local education agency and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any programs to prepare individuals for employment in occupations which the Commissioner determines, and specified by regulation, to be generally considered professional or which requires a baccalaureate or higher degree (1971:110)

Teacher/Coordinator - According to the National Conference on Cooperative Vocational Education,

A teacher/coordinator for a cooperative vocational education program has the total responsibility for directing the on-the-job training and related instruction of a group of students (1969).

Cooperative Vocational Education - According to the National Conference on Cooperative Vocational Education,

. . . a program of vocational education for persons who, through a cooperative arrangement between school and employers

Three weeks after the mailing of the introductory letter, eighty percent of the questionnaires had been returned. At this time a personal phone call was placed to encourage participation and answer any questions regarding the study. Because of the end of the school year and vacations, the researcher was unable to contact the remaining three selected teacher/coordinators who did not respond to the initial mailing.

The remaining questionnaires were obtained by the researcher at the Officers Training Conference held in July, 1975, at Massanetta Springs, Virginia. This study is based, therefore, on one hundred percent return of the questionnaires.

Personal contact was made with selected teacher/coordinators in the immediate area available to the researcher. The purpose of this visit was to obtain additional in-depth reactions from the teacher/coordinators with regards to the questionnaire and their program. It also gave the researcher an opportunity to obtain a reaction to the questionnaire. The joint consensus was that the questionnaire was complete and accurate in reporting the tasks and duties of a teacher/coordinator.

Chapter 2

REVIEW OF RELATED LITERATURE

The literature related to this study is presented in two sections. The first section deals with methodology of a job description. The second section deals with the literature received from the various states concerning the duties and activities of a Distributive Education teacher/coordinator.

METHODOLOGY OF A JOB DESCRIPTION

"Job descriptions are written records of the functions of various positions. Good job descriptions properly used are important tools for educational institutions as they have long been for business and government." School systems using job descriptions have found that they provide better utilization of all employees, increased teamwork, and a feeling of security to staff members. The school employee does not need to search for his position in the organization because he is aware of his relationship with others and theirs with him (Educational Service Bureau, 1966).

Additional support of benefits derived from the use of job descriptions is stated in a publication of the British Institute of Management (1971:75). According to this publication, job descriptions:

- (1) give present employees a better understanding of their jobs;
- (2) introduce new employees to their jobs;
- (3) assist in recruitment and in placing employees in jobs for which they are better suited;

- (4) clarify the relationships between jobs, to avoid overlaps and gaps in responsibilities;
- (5) assess performance by comparing the employee's achievements with the specified requirements of the job training.

A further use of job descriptions is the development of instruments for use in job evaluation. The panel of writers for the British Institute of Management (1971:75) states that "a job description is necessary to provide information for the analysis and evaluation of the jobs." Chruden and Sherman (1968) also support this idea by stating that job descriptions are used not only for information and a reminder to employees of their duties but also to give them a guide for improved performance and evaluation.

"Since there is no standard form for their development, job descriptions will vary in content and organization from one company to another" (Chruden and Sherman, 1968:91).

The Educational Service Bureau (1966) states that in preparing a job description a checklist of activities is needed and should be grouped by category. The job description developed by the researcher will not necessarily fit each individual interviewed precisely; however, provisions should be tailored to meet the individual differences.

In 1972, the Department of the Navy issued Instructions For Preparing Job Descriptions of Graded Positions (NAVSO 12510/7A Rev. 10-67) S/N 0104-942-4350). The instructions were designed to facilitate development of a job description for graded personnel working within the Department of the Navy. The written job description is based on four major headings:

- I Introduction
- II Major Duties and Responsibilities
- III Controls Over the Position
- IV Qualification Requirements of the Work

These instructions are designed for jobs which deal with specific areas of responsibility. However, one item under Section II, Major Duties and Responsibilities, (Department of the Navy, 1972), was incorporated in the final job description for a Distributive Education teacher/coordinator.

As stated by Chruden and Sherman (1968) in their text, there is no standard form for the development of job descriptions. However, they make note that the analyst should be aware of the outcome of the job to be performed before the duties involved can be developed. Because employees may assume added responsibilities from time to time, the goal of the job description may not always be reached. Therefore, some degree of control should be exercised with each specific job to ensure that the duties set forth in the job description will be accomplished.

A written statement of the duties and tasks to be performed will maintain control and help prevent the specific job from gradually being altered by the teacher/coordinator. This can prohibit "the differences of opinion from occurring between the incumbent and his supervisor over the nature of the duties" (1968:91) that will be performed by the employee.

Ammerman (1970:114) in his report stated:

One common means used to create a listing of tasks for a job or occupation is to ask experienced job incumbents what they do on their jobs. Probing interviews are often

used to assure reasonable completeness and accuracy of these task statements. This process has often been difficult to apply, however, when the job is nonprocedural or not oriented to hard-ware operation or maintenance.

Because of the nature of the Distributive Education Cooperative Program, the interview method was useful in determining the validity of the questionnaire used in this study.

A final justification for providing the teacher/coordinator with a job description is to make him more aware of the importance of his particular job (Chruden and Sherman, 1968). It also provides an excellent tool for the evaluation of the teacher/coordinator and program by giving him a better understanding of his job and contribution to the business community, school, and students (Educational Service Bureau, 1966). By knowing where and how he fits into the organization will help to improve the teacher/coordinators interest and attitudes toward his job in general (Chruden and Sherman, 1968).

RELATED LITERATURE FROM STATE DEPARTMENTS

The literature received from twenty-eight states revealed that a majority contained information concerning the eight areas of responsibilities selected and used in the questionnaire (appendix D) presented in this study. It was also noted that most of the literature was in descriptive and/or listing form of duties and responsibilities of the teacher/coordinator.

The one hundred nineteen items listed in the questionnaire (appendix D) were selected because of their frequent appearance in the literature received from other states. A summary of the responses from the states is provided in Table 1.

Table 1. A Summary of Responses From the States

N = 49 = 100%

	<u>Number</u>	<u>Percent</u>
Total Responses	28	57.14
No Responses	21	42.86
<hr/>		
Total	49	100.0

Twenty-eight of the forty-nine state supervisors contacted by mail responded. This represents a return of 57.14 percent. The data deemed usable by the researcher were those items that appeared most often in the lists of duties and responsibilities for Distributive Education teacher/coordinators.

Table 2. A Summary of Data Returned

N = 28 = 100%

	<u>Number</u>	<u>Percent</u>
Returned Usable Responses	18	64.3
Returned Unusable Responses	10	35.7
<hr/>		
Total	28	100.0

Eighteen of the twenty-eight responses were usable. This represents a usable return of over sixty-four percent. It was noted by the researcher that over half of those who provided usable data listed in their handbooks or guides at least five of the eight headings used in the questionnaire presented in this study.

In addition to adding validity to the subject headings, the literature reviewed indicated that the teacher/coordinator is the essential component of a cooperative program within his school (Alabama, Arkansas, Colorado, Georgia, Illinois, Kentucky, Massachusetts, New Jersey, New York, North Carolina, Texas, Ohio, Virginia and Wisconsin). He must be knowledgeable in all areas of his subject matter and the success of his program depends upon the execution of well defined objectives. The teacher/coordinator "is a regular member of the school staff, and is responsible for operating and administering" (Virginia handbook) the total cooperative program.

Chapter 3

RESEARCH METHODS

A discussion of the design and procedures used for collection and treatment of the data is contained in this chapter under the following headings: (1) preparation of the questionnaire, (2) survey instrument, (3) survey selection method, and (4) distribution of survey.

PREPARATION OF THE QUESTIONNAIRE

In order to determine a realistic job description for Distributive Education teacher/coordinators having a vocational cooperative program on the secondary level, an eight-section, one hundred nineteen-item questionnaire was administered to a total population of fifteen teacher/coordinators.

Development of the questionnaire (appendix D) was not possible until the materials received from twenty-eight state departments had been carefully reviewed. After analyzing the data, those items which most frequently occurred were utilized in the survey instrument. The completed questionnaire was distributed in late May, 1975, and returned by mid-June, 1975. The analysis was completed by July 1, 1975.

SURVEY INSTRUMENT

The four-page questionnaire, in checklist form, consisted of one hundred nineteen tasks and duties performed by the Distributive Education teacher/coordinator. The questionnaire contained the following

eight areas:

- (1) Teaching
- (2) Coordination
- (3) Public Relations
- (4) Professional Development
- (5) Club Activities
- (6) Guidance
- (7) Adult Work
- (8) Operations and Administration

The above eight areas appeared most frequently in the handbooks and guides received from other state departments and were, therefore, utilized in this survey (Alabama, Arkansas, Colorado, Georgia, Illinois, Kentucky, Massachusetts, Ohio, New Jersey, New York, North Carolina, Texas, Virginia, and Wisconsin).

In order to lessen participant bias, the questionnaire was administered anonymously.

SURVEY SELECTION METHOD

A letter was mailed to the Assistant State Supervisors (appendix B) of Distributive Education explaining the project and requesting that they select fifteen teacher/coordinators in their area who had successful Vocational Cooperative Programs. A list of ten Distributive Education programs was received from each of the area supervisors. The researcher randomly selected fifteen programs, three from each area, to use in this study.

DISTRIBUTION OF SURVEY

Each of the fifteen selected teacher/coordinators received by mail an introductory letter (appendix C) explaining the research project. Enclosed in the letter was a four-page questionnaire with instructions to be completed and returned in the enclosed, stamped, return-addressed envelope.

Personal contact was made with selected teacher/coordinators in the immediate area available to the researcher. The purpose of this visit was to obtain additional in-depth reactions from the teacher/coordinator with regards to the questionnaire and their programs. It also gave the researcher an opportunity to obtain a reaction to the questionnaire. The joint consensus was that the questionnaire was complete and accurate in reporting the tasks and duties of a teacher/coordinator.

Chapter 4

PRESENTATION AND ANALYSIS OF THE DATA

This chapter contains the presentation and analysis of data relative to the following topics:

- (1) questionnaire response
- (2) analysis of data (sequential ranking of duties)

QUESTIONNAIRE RESPONSE

The population of this study consists of fifteen Distributive Education teacher/coordinators in the public schools of Virginia employed to teach youth enrolled in the Cooperative Distributive Education Program offered through the Distributive Education Service. These teacher/coordinators are located in fifteen schools throughout Virginia. Since Virginia is divided into five areas, three programs were randomly selected from each area. Each teacher/coordinator was asked to complete a four-page questionnaire (appendix D) and return by mail. The fifteen teacher/coordinators who returned the questionnaires represented a usable return of one hundred percent.

ANALYSIS OF THE DATA

The questionnaire form was selected for several reasons: "It is easy to fill out, takes little time, keeps the respondent on the subject, is relatively objective, and is fairly easy to tabulate and analyze" (Best, 1970:162). The type of questionnaire used is the

restricted form which calls for a check response on the part of the respondent (Best, 1970).

The instructions (appendix D) to the questionnaire requested that the teacher/coordinator rank his responses in order of importance to the success of his program. The following five areas were described as follows:

- (1) Essential to the success of your program - if the task or duty is a must for your program, you would indicate by marking an X in the appropriate category.
- (2) Important to the success of your program - if the task or duty is needed for the success of your program, indicate by marking an X in the appropriate category.
- (3) Aids to the success of your program - if time permitted the task would be nice to perform and of some value to your program, indicate by marking an X in the appropriate category.
- (4) Of little or no value to the success of your program - time consuming duties that are of little value and if not performed would have no effect on the success of your program, indicate by marking an X in the appropriate category.
- (5) Not applicable - if the task is not performed by you in your program, please indicate by placing an X in the appropriate category. For example: if you are not involved in adult work, you would indicate so by marking an X in the NA column.

The five categories were to be ranked by the teacher/coordinator.

The scales were assigned weighted values as follows:

<u>Category</u>	<u>Weighted Value</u>
Essential to the success of your program	5
Important to the success of your program	4
Aids to the success of your program	3
Of little or no value to the success of your program	2
Not applicable	1

This method of weighted value can be identified as the Likert type scale which consists of collecting a number of statements about a subject.

The correctness of the statement is not important if they express opinions held by a substantial number of people. It is important that they express definite favorable or unfavorableness to a particular point of view (Best, 1970:215).

Therefore a composite judgment of the importance of items were determined by the wighted totals for all the respondents. Best (1970:215) points out it should be remembered that when items are ranked in order, the difference between ranked items may not be equal.

A summary of the responses appears in Table 3.

Table 3. A Summary of the Responses in Order of Importance

Total possible points - 75

<u>Activity</u>	Essential to Success	Important to Success	Aids to Success	Little or No Value	Not Applicable	Total
Refer to Appendix D						
Teaching						
1	15	32	9			56
2	10	20	18	2	1	51
3	55	16				71
4	25	28	9			62
5	40	28				68
6	20	32	9			61
7	15	28	15			58
8	35	12	15			62
9	10	40	9			59
10	15	16	18	4		53
11	30	28	6			64
12	35	28	3			66
13	20	28	12			60
14	15	8	21	6		51
15	10	8	18	10		46
16	55	12	3			70
17	15	16	15	6		52
18	15	12	6	14		37
19	35	32				67
20	60	8	3			71
21	30	28	6			64
22	0	12	24	8		44
23	0	12	24	8		44
24	0	0	6	12	2	30
25	10	12	27	2		51

Table 3 (con't)

<u>Activity</u>	Essential to Success	Important to Success	Aids to Success	Little or No Value	Not Applicable	Total
Coordination						
1	5	32	15	2		54
2	25	28	6			59
3	5	20	24	2		51
4	30	28	6			64
5	50	16	3			69
6	0	16	12	4	5	37
7	40	28				68
8	50	12	0	2	1	65
(a) every 4 wk	3					
(b) every 6 wk	3					
(c) whenever needed	6					
(d) every 9 wk	3					
9	10	0	30	4	1	45
10	10	20	21	0	1	52
11	15	32	12			59
12	5	24	21	0	1	51
13	10	8	15	10	1	44
14	5	8	18	8	2	41
15	5	12	24	6		47
16	30	20	9	2		61
17	40	24	0	2		66
18	25	16	9	8		58
19	10	32	12	0	1	55
20	25	16	15	2		58

Table 3 (con't)

<u>Activity</u>	Essential to Success	Important to Success	Aids to Success	Little or No Value	Not Applicable	Total
Public Relations						
1	50	20				70
2	45	20				65
3	5	24	18	0	2	49
4	35	16	12			63
5	10	28	6	4	2	50
6	20	28	12			60
7	10	28	12	4		54
8	75					75
9	5	20	18	6		49
10	25	24	9	2		60
11	60	12				72
12	10	40	6	2		58
13	35	24	9			68
14	65	8				73
15	15	40	3	4		62
16	5	28	18	4		55
17	15	20	21	0	1	57
Professional Development						
1	10	36	9			55
2	5	32	6	8		51
3	0	24	15	8		47
4	10	32	15			57
5	20	24	12			56
6	5	12	24	4		45
7	10	16	18	6		50
8	5	24	12	8		49

Table 3 (con't)

<u>Activity</u>	Essential to Success	Important to Success	Aids to Success	Little or No Value	Not Applicable	Total
Club Activities						
1	50	16	3			69
2	20	12	15	4	1	52
3	35	32				67
4	50	12	6			68
5	10	20	12	8		50
6	20	20	9	2	2	53
7	35	20	9			64
8	40	8	12	2		62
9	60	12				72
10	25	28	9			62
11	40	16	9			65
12	5	20	12	2	4	43
13	20	36	6			62
14	35	28	3			66
15	10	32	12	2		56
16	40	24	0	2		66
17	35	32				67
18	20	12	18	4		54
19	55	12	3			70
20	35	20	9			64
Guidance						
1	50	12	6			68
2	55	12	3			70
3	50	16	0	0	1	66
4	45	16	6			67
5	50	12	6			68
6	20	36	6			62
7	20	24	9	2		53
8	15	40	6			61

Table 3 (con't)

<u>Activity</u>	Essential to Success	Important to Success	Aids to Success	Little or No Value	Not Applicable	Total
Adult Work						
1	10	12	9	4	5	40
2	10	20	12	0	4	46
3	10	20	12	0	4	46
4	35	16	3	2	2	58
5	35	8	12	0	2	57
6	25	20	9	0	2	56
7	20	20	9	2	2	53
8	30	8	12	0	2	52
9	15	8	15	4	2	44
Operations and Administration						
1	20	16	9	8		53
2	25	8	15	4	1	53
3	10	16	12	8	1	47
4	20	16	12	6		54
5	15	4	12	4	5	40
6	35	20	9			64
7	40	24	3			67
8	50	20				70
9	50	16	3			69

The following is a complete list of duties and responsibilities to be performed by a Distributive Education teacher/coordinator in sequential order of importance.

Table 4. Job Description for Distributive Education Teacher/Coordinator

TEACHING - involves classroom and instructional activities

1. Provide leadership and motivational techniques
2. Develop and up-date instructional materials
3. Coordinate classroom activities with on-the-job work experience
4. Develop daily lesson plans for classroom instruction
5. Set up procedures for evaluating students
6. Evaluate your program
7. Evaluate results of your teaching
8. Aid students in correcting poor personal habits
9. Secure supplies and materials
10. Develop performance goals
11. Develop a grading system
12. Maintain teaching content resource files
13. Prepare instructional and audio visual aids
14. Schedule resource persons and/or field trips when applicable to class instruction
15. Equip lab
16. Develop a library of resource and reference materials
17. Prepare report cards
18. Plan yearly teaching calendar
19. Plan lay-out of room
20. Secure films
21. Plan monthly teaching calendar
22. Prepare bulletin boards
23. Room security and housekeeping
24. Contact parents of students regarding poor attendance and class work
25. Seating charts for students

Table 4 (con't)

COORDINATION - involves supervision and evaluation of on-the-job training and related activities

1. Confer with students regarding employer's evaluation
2. Select appropriate training stations
3. Make initial contact with prospective employers
4. Evaluate student's progress with employer at training station
5. Contact each student
6. Assist students in adjusting to their work stations
7. Conduct orientation program for new students
8. Select training stations which are related to the career objective of each student
9. Have employer complete the student worker's evaluation during your visit to the training station
10. Keep up-to-date on child labor laws and minimum wage requirements
11. Assist students in obtaining work permits
12. Conduct school survey
13. Keep employers informed of in-class instruction related to students job
14. Check grades of students
15. Select training stations that rotate students on various jobs
16. Conduct orientation for employers and training supervisors
17. Make home visits
18. Make an appointment with employer before coordinating student on-the-job
19. Conduct follow-up survey of students
20. Develop training plans for each student

PUBLIC RELATIONS - involves explaining and promoting the total program within the school and the local community

1. Employer-Employee Banquet
2. Handling complaints and grievances from employers and students
3. Maintain good pupil-employer relations
4. Interpret the program to students
5. Contacting news media
6. Interpret the program to the staff
7. Interpret the program to the parents
8. Prepare printed publicity
9. Send letter of appreciation at end of school year to all employers of students
10. Participate in local community functions
11. Speaking engagements at clubs, television, etc.
12. Secure recommendations from other teachers regarding students character and potential when selecting students for your program

Table 4 (con't)

 Public Relations (con't)

13. Participate in displays and exhibits
14. Participate in extra curricular activities
15. Establish and work with an advisory committee
16. Assist in placing graduates
17. Promotion for Vocational Education Week

PROFESSIONAL DEVELOPMENT - involves participating in professional organizations, in-service training activities, and keeping up-to-date on new trends in education and business community

1. Graduate classes
2. Keep current on technological changes and research in your area
3. Attend in-service meetings and/or workshops
4. Membership in local professional organizations
5. Attend departmental meetings
6. Attend faculty meetings
7. Membership in state and national professional organizations related to your subject area
8. Summer conference

CLUB ACTIVITIES - encourage student leadership while developing social intelligence, vocational understanding, and civic consciousness

1. Elect officers
2. Club meetings
3. Participate in club activities
4. Sales projects
5. Officer training
6. State contest
7. Social functions for club members
8. Local contest
9. Collect dues
10. Prepare program of club activities for the coming month
11. Groom students for local, state, and national competitive events
12. Prepare program of club activities for the year
13. Civic project
14. Installation of officers
15. Executive meetings prior to club meetings
16. National contest
17. Officer's training - state conference
18. Prepare yearly budget
19. Schedule alumnae activities
20. Open house for parents

Table 4 (con't)

GUIDANCE - involves selecting students for the program, providing guidance and counseling

1. Interpret program to students
2. Provide guidance services for all students
3. Give assistance to guidance and counseling programs regarding your co-op program
4. Promote program for new students
5. Select students
6. Counsel students with personal and socio-economic problems
7. Resolve behavioral problems
8. Provide occupational information to students

ADULT WORK - involves developing, promoting, and teaching adult education courses based on the needs of the community

1. Participate in the planning of adult education
2. Participate in the operation of adult education
3. Secure necessary instructors
4. Secure necessary instructional materials
5. Secure necessary classroom facilities and equipment
6. Provide re-training program for full-time workers
7. Up-grading programs for full-time workers
8. Complete necessary reports
9. Prepare your budget and/or assist city supervisor in his preparation of budget

OPERATIONS AND ADMINISTRATION - involves preparation of local, state and national reports, and maintaining up-to-date files on students and program

1. Keep administration informed of program activities
 2. Keep community informed of program activities
 3. Maintain up-to-date files on your program
 4. Maintain up-to-date files on students
 5. Prepare state end-of-year reports
 6. Prepare travel expense reports
 7. Prepare city or county school reports
 8. Prepare state monthly reports
 9. Prepare state opening-of-school reports
-

Chapter 5

SUMMARY, CONCLUSIONS, JOB DESCRIPTION, AND RECOMMENDATIONS

This chapter will contain a summary of the research methodology and a description of the problem. It will also present conclusions, job description, and recommendations for further study.

SUMMARY OF THE STUDY

Statement of the Problem

Most teaching guides and occupational manuals provide a list of activities and duties of such length that it is difficult to construct a job description that can be used easily as a realistic evaluation of the Distributive Education teacher/coordinator and cooperative program.

The purpose of this study was to design a job description for a Distributive Education teacher/coordinator on the secondary level having a vocational program.

Research Methodology

The total population of this study consisted of fifteen Distributive Education teacher/coordinators representing all five areas of Virginia having a cooperative vocational program on the secondary level. The fifteen Distributive Education teacher/coordinators were randomly selected from a list supplied by the assistant state supervisor.

Each of the fifteen Distributive Education teacher/coordinators were requested to complete a four-page questionnaire. The purpose of this questionnaire was to provide the researcher with an evaluation of the duties and responsibilities performed by the teacher/coordinator in degrees of importance.

The questionnaire was based on the data received from the twenty-eight state departments. The items listed in the questionnaire were selected because of their frequent appearance in the literature received. The actual job description was based on the data reviewed concerning the development of a job description.

With this information, the researcher was able to construct a job description for a Distributive Education teacher/coordinator having a vocational cooperative program on the secondary level.

CONCLUSIONS

The conclusions drawn from this study are presented as they relate to: review of literature and data gathered through the job description.

1. The key element of a Distributive Education Cooperative Vocational Program is the teacher/coordinator (National Conference on Cooperative Vocation Education, 1969; Virginia Handbook).

2. School systems that use job descriptions have found that they have a better utilization of personnel and provide a better working environment (Educational Service Bureau, 1966).

3. It can be concluded that job descriptions provide:

- (a) the teacher/coordinator with an awareness of his job

(b) act as a tool by which he can evaluate his performance (Educational Service Bureau, 1966).

4. It can be concluded that the duties and responsibilities for Distributive Education teacher/coordinators are not presented in order of importance to the success of the program as indicated by the literature received from the state departments.

5. It can be concluded that job descriptions can assist in the placement of new teacher/coordinators and can better utilize the placement of present teacher/coordinators (Britist Institute of Management, 1971).

6. It can be concluded that the eight areas of responsibility were representative of the duties performed by the teacher/coordinator (literature received from state department).

7. It can be concluded that there is no standard form for the development of job descriptions, therefore, they will vary in content and organization (Chruden and Sherman, 1968).

8. It can be concluded from the analysis of the questionnaire that some duties are more essential to the success of a vocational cooperative program than other. (See Table 4, page 22).

JOB DESCRIPTION
DISTRIBUTIVE EDUCATION TEACHER/COORDINATOR
HAVING A COOPERATIVE VOCATIONAL PROGRAM
ON THE SECONDARY LEVEL IN VIRGINIA

The key component of an effective and meaningful Cooperative Distributive Education program is the teacher/coordinator. The effectiveness of the program is directly dependent upon the teacher/coordinator and his ability to plan for and execute the duties of his job.

1. The teacher/coordinator who has experience and knowledge in distribution occupations, coordination techniques, and skills in teaching is essential to the success of a Cooperative Distributive Education program.

2. The teacher/coordinator is directly responsible to the chief administrator of his school and is a regular member of the school faculty.

3. The teacher/coordinator's role is unique because he is expected to teach in the class, coordinate his students' activities on-the-job, and share the responsibility of advising the Distributive Education Clubs of America (DECA) chapter.

4. The teacher/coordinator is responsible to a least seven groups: the students, the parents, the training station, the local administration, the state staff, the advisory committee, and fellow teachers

TEACHING - involves classroom and instructional activities

1. Provide leadership and motivational techniques
2. Develop and up-date instructional materials
3. Coordinate classroom activities with on-the-job work experience
4. Develop daily lesson plans for classroom instruction
5. Set up procedures for evaluating students
6. Evaluate your program
7. Evaluate results of your teaching
8. Aid students in correcting poor personal habits
9. Secure supplies and materials
10. Develop performance goals
11. Develop a grading system
12. Maintain teaching content resource files
13. Prepare instructional and audio visual aids
14. Schedule resource persons and/or field trips when applicable to class instruction
15. Equip lab
16. Develop a library of resource and reference materials
17. Prepare report cards
18. Plan yearly teaching calendar
19. Plan lay-out of room
20. Secure films
21. Plan monthly teaching calendar
22. Prepare bulletin boards
23. Room security and housekeeping
24. Contact parents of students regarding poor attendance and class work
25. Seating charts for students

COORDINATION - involves supervision and evaluation of on-the job training and related activities

1. Confer with students regarding employer's evaluation
2. Select appropriate training stations
3. Make initial contact with prospective employers
4. Evaluate student's progress with employer at training station
5. Contact each student
6. Assist students in adjusting to their work stations
7. Conduct orientation program for new students
8. Select training stations which are related to the career objective of each student
9. Have employer complete the student worker's evaluation during your visit to the training station
10. Keep up-to-date on child labor laws and minimum wage requirements
11. Assist students in obtaining work permits
12. Conduct school survey
13. Keep employers informed of in-class instruction related to students job
14. Check grades of students

Coordination (con't)

15. Select training stations that rotate students on various jobs
16. Conduct orientation for employers and training supervisors
17. Make home visits
18. Make an appointment with employer before coordinating student on-the-job
19. Conduct follow-up survey of students
20. Develop training plans for each student

PUBLIC RELATIONS- involves training and promoting the total program with the school and the local community

1. Employer-Employee Banquet
2. Handling complaints and grievances from employers and students
3. Maintain good pupil-employer relations
4. Interpret the program to students
5. Contacting news media
6. Interpret the program to the staff
7. Interpret the program to the parents
8. Prepare printed publicity
9. Send letter of appreciation at end of school year to all employers of students
10. Participate in local community functions
11. Speaking engagements at clubs, television, etc.
12. Secure recommendations from other teachers regarding students' character and potential when selecting students for your program
13. Participate in displays and exhibits
14. Participate in extra curricular activities
15. Establish and work with an advisory committee
16. Assist in placing graduates
17. Promotion for Vocational Education Week

PROFESSIONAL DEVELOPMENT - involves participating in professional organizations, in-service training activities, and keeping up-to-date on new trends in education and the business community

1. Graduate classes
2. Keep current on technological changes and research in your area
3. Attend in-service meetings and/or workshops
4. Membership in local professional organizations
5. Attend departmental meetings
6. Attend faculty meetings
7. Membership in state and national professional organizations related to your subject area
8. Summer conference

CLUB ACTIVITIES - encourage student leadership while developing social intelligence, vocational understanding, and civic consciousness

1. Elect officers
2. Club meetings
3. Participate in club activities
4. Sales projects
5. Officer training
6. State contest
7. Social functions for club members
8. Local contest
9. Collect dues
10. Prepare program of club activities for the coming month
11. Groom students for local, state, and national competitive events
12. Prepare program of club activities for the year
13. Civic project
14. Installation of officers
15. Executive meetings prior to club meetings
16. National contest
17. Officers' training - state conference
18. Prepare yearly budget
19. Schedule alumnae activities
20. Open house for parents

GUIDANCE - involves selecting students for the program, providing guidance and counseling

1. Interpret program to students
2. Provide guidance services for all students
3. Give assistance to guidance and counseling programs regarding your co-op program
4. Promote program for new students
5. Select students
6. Counsel students with personal and socio-economic problems
7. Resolve behavioral problems
8. Provide occupational information to students

ADULT WORK - involves developing, promoting, and teaching adult education courses based on the needs of the community

1. Participate in the planning of adult education
2. Participate in the operation of adult education
3. Secure necessary instructors
4. Secure necessary instructional materials
5. Secure necessary classroom facilities and equipment
6. Provide re-training program for full-time workers
7. Up-grading programs for full-time workers
8. Complete necessary reports
9. Prepare your budget and/or assist city supervisor in his preparation of budget

OPERATIONS AND ADMINISTRATION - involves preparation of local, state and national reports, and maintaining up-to-date files on students and program

1. Keep administration informed of program activities
2. Keep community informed of program activities
3. Maintain up-to-date files on your program
4. Maintain up-to-date files on students
5. Prepare state end-of-year reports
6. Prepare travel expense reports
7. Prepare city or county school reports
8. Prepare state monthly reports
9. Prepare state opening-of-school reports

RECOMMENTATIONS

The recommendations are presented in two sections. The first section deals with recommendations concerning the conclusions of this study. The second section deals with recommendations for further research.

Recommendations of This Study

1. It is recommended that this job description be employed by local school systems having a Distributive Education Cooperative Vocational Program to provide better job awareness and working environment.

2. It is recommended that the State Department of Distributive Education implement this job description into the handbook for teacher/coordinators having a Cooperative Vocational Program on the secondary level.

3. It is recommended that training in the techniques of utilizing this job description be incorporated with the in-service programs for currently employed teacher/coordinators to improve their job performance through self-evaluation.

4. It is recommended that this job description be utilized by teacher/coordinators and supervisors in the orientation and training of new teacher/coordinators.

5. It is recommended that this job description be used by teacher/educators in pre-service training of future teacher/coordinators.

Recommendations for Further Research

The findings, conclusions, method of research, and instruments used in this study prompted several recommendations to future research.

The recommendations are:

1. It is recommended that the questionnaire utilized in this study be administered to supervisors of Distributive Education teacher/ coordinators on the secondary level to determine a list of duties and responsibilities in order of importance.
2. It is also recommended that a correlation be drawn between the findings of this study and the questionnaire administered to the supervisors to develop a single job description for teacher/ coordinators.
3. It is recommended that an evaluation tool based on the findings in recommendation Number 2 be developed for teacher/coordinators and their programs.
4. It is recommended that teacher/coordinators prepare a time schedule (yearly, monthly, weekly) that would coincide with the duties and responsibilities listed in this job description.

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REFERENCES CITED

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APPENDICES

APPENDIX A



We are presently in the process of developing a job description for Distributive Education Teacher/Coordinators on the secondary level having a Vocational Cooperative Work Program.

We are aware that several states may be ahead of Virginia in developing job descriptions; however, if you have any information regarding the duties, tasks, or responsibilities of the Distributive Education Coordinator, your sharing of this material would be most helpful in our attempt to better define the role of the Distributive Education Coordinator in the state of Virginia.

Any material of this nature you may have on hand should help to eliminate duplication of effort.

Your assistance and cooperation in this study would be greatly appreciated.

Sincerely,

Dan Graves
Distributive Education Coordinator

Distributive Education Department
Old Dominion University
P. O. Box 6173
Norfolk, Virginia 23508

APPENDIX B



February 26 1975

At present I am working with Dr. Mal Miller of the graduate studies program at Old Dominion University. My objective is to evaluate and develop a state wide job description for Distributive Education Teacher/ Coordinators on the secondary level having a Vocational Cooperative work program. Also, this study will be used in the development of IV-2 of the five year Distributive Education improvement plan.

In order to gather my data it will be necessary for me to obtain a stratified sampling of coordinators you feel have a successful program in Virginia. I would like to have ten Distributive Education programs in your area that you consider most successful. When selecting the ten programs, please keep in mind I would like to have a sampling that is representative of city, town and rural programs. Three of the ten programs will be used in the study. Those three programs will be selected from a table of random numbers.

Determining the criteria of a successful program is your decision. However, I would appreciate a list of the factors you considered in making your decision.

Your assistance and cooperation in this study will be greatly appreciated.

Sincerely,

Dan Graves
D. E. Coordinator

Distributive Education Dept.
Old Dominion University
P. O. Box 6173
Norfolk, Virginia 23508

APPENDIX C



May 23, 1975

At present I am working with Mr. James Horan, State Supervisor of Distributive Education, and Dr. Mal Miller of the graduate studies program at Old Dominion University to develop a job description for Distributive Education Teacher/Coordinators. The job description will be for a Teacher/Coordinator having a Vocational Cooperative Work Program.

In order to gather the necessary data, I have chosen to use a stratified sampling of Coordinators having a successful program in Virginia. Through this project I hope to develop a realistic approach to the task and duties of a Teacher/Coordinator. This will provide you, the classroom teacher, with an opportunity to determine what you feel is most important in your job.

Please understand that you have been selected along with fourteen other Teacher/Coordinators throughout the state to participate in this project. The value of this project is dependent entirely upon the input of yourself and the other selected Teacher/Coordinators.

Enclosed is a questionnaire which I would appreciate your completing by June 2. In the meantime, I will be contacting you by telephone to schedule a convenient time that I might pick up the questionnaire and get your candid comments regarding your program as related to the enclosed.

Thanking you in advance for your consideration and cooperation, I am

Sincerely,

Dan Graves
D. E. Coordinator
Indian River High School
Chesapeake, Virginia

APPENDIX D

QUESTIONNAIRE FOR A JOB DESCRIPTION OF
TEACHER/COORDINATORS

The following questionnaire consist of the eight major activities that are performed by teacher/coordinators. Under each area I have developed specific tasks and duties that are to be ranked according to degrees of importance. Please rank each task in one of the following five categories in the appropriate space to the right of each page.

1. Essential to the success of your program - if the task or duty is a must for your program, you would indicate by marking an X in the appropriate category.
2. Important to the success of your program - if the task or duty is needed for the success of your program, indicate by marking an X in the appropriate category.
3. Aids to the success of your program - if time permitted the task would be nice to perform and of some value to your program, indicate by marking an X in the appropriate category.
4. Of little or no value to the success of your program - time consuming duties that are of little value and if not performed would have no effect on the success of your program, indicate by marking an X in the appropriate category.
5. Not Applicable - if the task is not performed by you in your program, please indicate by placing an X in the appropriate category. For example: if you are not involved in adult work, you would indicate so by marking an X in the NA column.

If I have failed to list any task or duty that you feel is significant to the success of your program, please insert it at the end of each category.

Thank you for your cooperation.

Essential
to Success
Important
to Success
Aids to
Success
Little or
No Value
Not
Applicable

TEACHING

1. Equip lab _____
 2. Plan lay-out of room _____
 3. Develop and up-date instructional materials _____
 4. Secure supplies and materials _____
 5. Develop daily lesson plans for classroom instruction _____
 6. Develop a grading system _____
 7. Schedule resource persons and/or field trips when applicable to class instruction _____
 8. Develop performance goals _____
 9. Prepare instructional and audio visual aids _____
 10. Develop a library of resource and reference materials _____
 11. Evaluate results of your teaching _____
 12. Evaluate your program _____
 13. Maintain teaching content resource files _____
 14. Plan yearly teaching calendar _____
 15. Plan monthly teaching calendar _____
 16. Coordinate classroom activities with on-the-job work experience _____
 17. Prepare report cards _____
 18. Contact parents of students regarding poor attendance and class work _____
 19. Set up procedures for evaluating students _____
 20. Provide leadership and motivational techniques _____
 21. Aid students in correcting poor personal habits _____
 22. Prepare bulletin boards _____
 23. Room security and housekeeping _____
 24. Seating charts for students _____
 25. Secure films _____
- Additional comments:

PROFESSIONAL DEVELOPMENT

1. Attend in-service meetings and/or workshops _____
2. Membership in local professional organizations _____
3. Membership in state and national professional organizations related to your subject area _____
4. Graduate classes _____
5. Keep current on technological changes and research in your area _____
6. Summer conference _____
7. Attend departmental meetings _____
8. Attend faculty meetings _____

Additional comments:

	Essential to success	Important to success	Aids to Success	Little or No Value	Not Applicable
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ADULT WORK

1. Prepare your budget and/or assist city supervisor in his preparation of budget _____
2. Up-grading programs for full-time workers _____
3. Provide re-training program for full-time workers _____
4. Participate in the planning of adult education _____
5. Participate in the operation of adult education _____
6. Secure necessary instructors _____
7. Secure necessary instructional materials _____
8. Secure necessary classroom facilities and equipment _____
9. Complete necessary reports _____

Additional comments:

GUIDANCE

1. Provide guidance services for all students _____
2. Interpret program to students _____
3. Select students _____
4. Promote program for new students _____
5. Give assistance to guidance and counseling programs regarding your co-op program _____
6. Provide occupational information to students _____
7. Resolve behavioral problems _____
8. Counsel students with personal and socio-economic problems _____

Additional comments:

OPERATIONS AND ADMINISTRATION

1. Prepare city or county school reports _____
2. Prepare travel expense reports _____
3. Prepare state monthly reports _____
4. Prepare state end-of-year reports _____
5. Prepare state opening-of-school reports _____
6. Maintain up-to-date files on students _____
7. Maintain up-to-date files on you program _____
8. Keep administration informed of program activities _____
9. Keep community informed of program activities _____

Additional comments:

Essential
to Success
Important
to Success
Aids to
Success
Little or
No Value
Not
Applicable

COORDINATION

1. Conduct school survey _____
 2. Conduct orientation program for new students _____
 3. Check grades of students _____
 4. Contact each student _____
 5. Confer with students regarding employer's evaluation _____
 6. Develop training plans for each student _____
 7. Select appropriate training stations _____
 8. Evaluate student's progress with employer at training station _____
- Circle one: a. Every 4 weeks
 b. Every 6 weeks
 c. Whenever you feel there
 is a need
 d. EVERY 9 WEEKS
9. Make home visits _____
 10. Keep employer's informed of in-class instruction related to students job _____
 11. Select training stations which are related to the career objective of each student _____
 12. Select training stations that rotate students on various jobs _____
 13. Make an appointment with employer before coordinating student on-the-job _____
 14. Conduct follow-up survey of students _____
 15. Conduct orientation for employer's and training supervisors _____
 16. Assist students in adjusting to their work stations _____
 17. Make initial contact with prospective employers _____
 18. Have employer complete the student worker's evaluation during your visit to the training station _____
 19. Assist students in obtaining work permits _____
 20. Keep up-to-date on child labor laws and minimum wage requirements _____

Additional comments:

PUBLIC RELATIONS

1. Interpret the program to students _____
2. Interpret the program to the staff _____
3. Assist in placing graduates _____
4. Interpret the program to the parents _____
5. Establish and work with an advisory committee _____
6. Participate in local community functions _____
7. Participate in extra curricular activities _____
8. Employer-Employee Banquet _____
9. Promotion for Vocational Education Week _____
10. Send letter of appreciation at end of school year to all employers of students _____

