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### CTE Administrator Self-Efficacy Survey

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#### Recommended Citation

This document is a supplement to an article published by Journal of Leadership Education ("A Pilot Survey of a Self-Efficacy Tool for Career and Technical Education Administrators") on July 2019, available at [https://journalofleadershiped.org/jole\\_articles/a-pilot-survey-of-a-self-eficacy-tool-for-career-and-technical-education-administrators/](https://journalofleadershiped.org/jole_articles/a-pilot-survey-of-a-self-eficacy-tool-for-career-and-technical-education-administrators/)

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## CTE Administrator Self-Efficacy Survey Informed Consent

### 1. INFORMED CONSENT STATEMENT

**Identification of Researchers:** This research is being conducted by Dr. Michelle Conrad and Dr. Larae Watkins, Assistant Professors in the Department of Middle, Secondary, and Adult Education in the College of Education at the University of Central Missouri, in collaboration with Dr. Howard Gordon from the University of Nevada – Las Vegas, Dr. David Yost and Dr. Brenda Tuckwiller from West Virginia University – Institute of Technology, and Dr. Kemaly Parr from Murray State University.

**Purpose of the Study:** The purpose of this study is to validate a CTE Administrator Self-Efficacy Scale and to compare self-efficacy beliefs among CTE administrators based on demographic and state information.

**Request for Participation:** As a participant, you will be asked to complete an online version of a CTE Administrator Self-Efficacy Survey.

Consistent with federal guidelines on research involving human subjects, the following are guaranteed:

1. Study participants must be over the age of 18.
2. Participation in this study is voluntary.
3. There is no penalty for declining to participate.
4. Participants have the right to withdraw at anytime without penalty.
5. Pseudonyms will be used to protect participant and anonymity.
6. To protect participant confidentiality, responses will be coded (or entered into a database) by a third party (or computer technician) not affiliated with the study.
7. There are no risks of injury, illness, emotional distress, or loss of privacy.

**Description of Research Method:** Participants are asked to complete an online CTE Administrator's Self-Efficacy Survey.

**Explanation of Benefits:** The potential indirect benefits of this research are: 1. To validate a CTE Administrator Self-Efficacy Scale for future use within Career & Technical Education, and 2. To guide changes and improvements to CTE Administrator training opportunities.

**Questions:** If you have any questions about this study, please contact Michelle Conrad, at the Department of Middle, Secondary, & Adult Education at the University of Central Missouri, at 660-543-4332 or mcon

I agree

I do not agree

## CTE Administrator Self-Efficacy Survey

**Directions:** Please indicate your self-assessment of each of the items below by marking one of the responses to the right of each item. Base your responses on your ability, resources, knowledge, skills and experiences in career-technical education (CTE).

2. "As a district/building level CTE administrator to what extent can you..."

	Not at All	Not Much (<50%)	Some (50-70%)	Often (70-80%)	A Great Deal (>80%)
1. facilitate student learning in your district/school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. generate enthusiasm for a shared vision for the district/school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. handle the time demands of the job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. raise student achievement of career/college ready knowledge/skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. motivate teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. promote the prevailing values of the community in your district/school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. maintain control of your own daily schedule?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. promote acceptable behavior among students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. promote ethical behavior among district/school personnel?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. "As a district/building level CTE administrator to what extent can you..."

	Not at All	Not Much (<50%)	Some (50-70%)	Often (70-80%)	A Great Deal (>80%)
10. handle the paperwork required of the job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. cope with the stress of the job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. prioritize among competing demands of the job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. set a new direction for the district/school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. change the attitudes and behaviors of others when objectives aren't met?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. change things within a group not under my direct control?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. effectively assign work among a group to get the best results?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. delegate the task of accomplishing specific goals for group members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. establish very good relationships with the people I work with?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. support the transition to teaching by non-traditional instructors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. go straight to the matter when communicating with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. successfully manage relationships with all members of a group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. successfully manage relationships with other administrators?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at All	Not Much (<50%)	Some (50-70%)	Often (70-80%)	A Great Deal (>80%)
23. identify my strengths and weaknesses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. confidently get things done?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. "As a district/building level CTE administrator what extent can you..."

	Not at All	Not Much (<50%)	Some (50-70%)	Often (70-80%)	A Great Deal (>80%)
25. get the best out of situations you find yourself in?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. help group members reach group goals using your experience/skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. identify strengths and weaknesses in staff members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. lead by example and motivate members of a group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. motivate and raise enthusiasm of a group starting a new project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. motivate and provide opportunities to group members in their tasks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. motivate people you work to actively collaborate with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. gain consensus of all district/school members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. effectively meet the needs of your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. work with business and industry (workplace) partners (advisory committees, meeting industry needs for workers, developing internship possibilities, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. meet federal requirements (Perkins funds and reporting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What other comments do you have on being a CTE administrator?

## Demographic Information

### 6. Gender

- Male
- Female

### 7. In which state do you work?

### 8. Age

- <25
- 25-35
- 36-45
- 46-55
- 56-65
- >65

### 9. Race

- African Am.
- Asian
- Hispanic
- White
- Other

### 10. School Population

- < 500
- 500- 1000
- 1000-1500
- 1500-2000
- 2000-2500
- >2500

**11. Total Years of CTE Experience**

- None
- <10 yrs.
- 10-20 yrs.
- 20-30 yrs.
- >30 yrs.

**12. Years of CTE Teaching Experience**

- None
- <10 yrs.
- 10-20 yrs.
- 20-30 yrs.
- >30 yrs.

**13. What content area did you teach in?**

**14. Years at Current District/School**

- <5 yrs.
- 5-10 yrs.
- 10-20 yrs.
- 20-30 yrs.
- >30 yrs.

**15. Years as a CTE Administrator**

- <5 yrs.
- 5-10 yrs.
- 10-20 yrs.
- 20-30 yrs.
- >30 yrs.

**16. What is your most recent CTE administrator title?**



17. What level is your current CTE position?

- County level
- District level
- Building level
- Other (please specify)

End of Survey

**Thank you for your participation!**