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A STUDY TO DEVELOP AND EVALUATE THE EFFECTIVENESS
OF A SIMULATION PACKAGE FOR PRESERVICE TEACHER PREPARATION
OF COOPERATIVE VOCATIONAL EDUCATION TEACHER-COORDINATORS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Jimmy Glen Koeninger, B.A., M.S.

* * * * *

The Ohio State University
1972

Approved By

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Adviser
College of Education
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This writer wishes to express a special word of appreciation to Dr. Edward T. Ferguson, Jr. who served as major adviser and provided much needed guidance and assistance throughout this study.

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It is appropriate at this time to extend a personal note of appreciation and acknowledge a debt of gratitude to the three most important persons in my life.

Barbara J. Koeninger, my wife, my source of strength, and who gave meaning to my life.

Mr. and Mrs. Glen Koeninger, my parents, who have provided understanding and encouragement throughout my life.
VITA

December 10, 1942 . . . .  Born - Duncan, Oklahoma

1961-1966 . . . . . .  Management Trainee, Montgomery Wards, Penn Square, Oklahoma City, Oklahoma

1965 . . . . . .  B.A., Central State University, Edmond, Oklahoma

1966 . . . . . .  Teacher-coordinator, Distributive Education, Stigler High School, Stigler, Oklahoma

1966-1968 . . . . . .  Teacher-coordinator, Distributive Education, Southeast High School, Oklahoma City, Oklahoma

1968 . . . . . .  M.S., Oklahoma State University, Stillwater, Oklahoma

1968-1970 . . . . . .  Instructor of Marketing, Central State University, Edmond, Oklahoma

1970-1971 . . . . . .  Research Associate, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio

1971-1972 . . . . . .  Assistant Professor, Department of Vocational Education, University of Northern Colorado, Greeley, Colorado

PUBLICATIONS


Putting It All Together. Columbus, Ohio: The Ohio Distributive Education Materials Laboratory, 1971.

The Consumer's Purchasing Agent-The Retail Buyer. Columbus, Ohio: The Ohio Distributive Education Materials Laboratory, 1972.
FIELDS OF STUDY

Major Field: Distributive Education

Studies in Distributive Education. Professors Neal E. Vivian and Edward T. Ferguson, Jr.

Studies in Research Methodology. Professor John J. Kennedy

Studies in Teacher Education. Professor Donald P. Cottrell
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CHAPTER I
THE PROBLEM AND RELATED RESEARCH

The Problem

It is an obvious conclusion that the ultimate success of vocation­

tal education is directly related to the effectiveness of the instruc­
tional personnel that compose the total program. If vocational education
intends to fulfill its obligation to this nation, it must encourage the
development of a more efficient, innovative, and effective teacher prep­

eration program for preparing vocational personnel.

In recent years, critics have become more vocal regarding their
disillusionment with vocational teacher preparation programs (Thompson,
1970: 264). The claim that the educational system breeds theoretical
offspring with little, if any, opportunity for practical experience has
been leveled against most teacher preparation programs (Thompson, 1970:
265). It is agreed that theoretical concepts must be transmitted to
those preparing for vocational teaching positions; however, theory lacks
relevance and timeliness until it can be employed in a real situation.
A union must be consummated between theory and practical application to
insure that the system's offspring will be provided with a background
necessary to facilitate an effective vocational education program.

In the past, the student teaching field experience has been the
vehicle for linking theory and practical application. Critics have in­
dicated that this experience, however effective, is not without its
weaknesses (Cruickshank, 1971: 1).

A definite need exists for teacher preparation materials which provide the teacher-trainee a learning environment relevant to his future role as a vocational teacher (Ward and Koeninger, 1971: 3). Simulation training techniques have proven effective in facilitating such a learning environment (Cruickshank, 1969: 24; Rice, 1966: 10). The simulated environment provides the teacher-trainee the opportunity to apply theoretical concepts to realistic situations which he will probably encounter on the job. Support for simulation experiences in teacher preparation has been offered by the National Council for Accreditation of Teacher Education in its standards.

Each advanced program in education includes direct and/or simulated experiences.... which relate specifically to the school position for which the candidate is being prepared (American Association for Colleges of Teacher Education, 1967: 25).

Twelker, in discussing the application of simulation techniques to vocational education, concludes that teacher education institutions should implement simulation as an instructional strategy for improving the effectiveness of programs for preparing vocational teacher-coordinators (Twelker, 1969: 147).

OBJECTIVES OF THIS STUDY

The objectives of this study are:

1. To develop a simulation package that will place the preservice teacher-coordinator within a realistic learning environment in which the trainee is provided the opportunity to apply classroom instruction in
establishing a cooperative vocational education program at the secondary level;

2. To determine the effectiveness of the simulation package when comparing subjects who have received simulation training with those subjects who have not received simulation training but have received an independent study assignment comprising the same goals as the simulation package. Both approaches will be measured by an achievement test and a confidence inventory; and

3. To determine the difference in attitude, if any, between those subjects receiving the classroom simulation experience and those subjects who have received no simulation experience.

LIMITATIONS

This developmental and experimental study is the first in a series of efforts which will involve the application of simulation techniques to the training of cooperative vocational education teacher-coordinator trainees; therefore, the following limitations should be noted:

1. This simulation package is designed primarily for preservice teacher preparation;

2. The in-basket simulation is the primary simulation technique utilized; and

3. The simulation experiences are based upon critical tasks identified by teacher-coordinators of cooperative vocational education programs, teacher educators, and state supervisors of vocational education programs.
DEFINITIONS

The following definition of terms and concepts should prove helpful to the reader:

In-basket Technique

A simulation technique in which the learner's task is to consider stimulus items, e.g. a letter from a local businessman requesting information, and respond to the item in an appropriate manner, i.e. write a letter, make a telephone call, schedule a personal interview, etc.

Interaction Simulation Technique

A simulation technique in which the simulation participants interact behaviorally according to the role which they are assigned. Group contexts are designed so that the participants are called upon to make group decisions which necessitates individual participants to persuade their associates of the viability of their position.

Simulation

...an operating representation of the central features of a real circumstance aimed at providing the learner with a relatively safe, simplified, and germane learning environment (Ward and Koeninger, 1971: 4).

Simulation Package

A package implies a mix of materials which may include: (1) introductory materials to simulation itself; (2) introductory materials to the simulation exercises, instructional objectives and modified behaviors of the training package; (3) background data to acquaint the student with the actual situation he is dealing with including written text, films, slides, tapes, and records; (4) student exercises to be dealt with by the learner; (5) an instructor's guide for using the materials;
and (6) student working papers for use in completing the exercises (Ward and Koeninger, 1971: 6).

REVIEW OF RELATED RESEARCH

Pertinent literature was reviewed to provide guidance in developing the simulation package and the basis on which this study was designed. Although simulation training has been used in the military and business with apparent success, emphasis has been placed upon a review of the literature on the research concerning simulation as an instructional alternative and its application to teacher preparation.

Introduction

Implementation of simulation techniques in the field of education is in its infancy. Simulation training is being employed at all levels of the education process as an effective instructional strategy.

Although advocates of simulation techniques do not visualize this strategy as the panacea for instructional efficiency, the literature abounds with laudatory claims of those who have employed simulation techniques, including:


2. Simulation facilitates greater transfer of learning from the instructional environment to a reality setting (Cruickshank, 1971: 21; Twelker, 1969b:27; This, 1970: 21; and Ryan, 1968: 249).

3. Simulation experiences provide immediate consequential feedback when decision-making activities are included (Cruickshank, 1971:}


6. Realism is enhanced through the simulated environment when compared to alternative instructional techniques (Raser, 1969: 16; and Rice, 1966: 10).


8. The participants in simulation activities indicate that learning is an enjoyable experience (Parry, 1971: 32; Boocock and Schild, 1968: 256; and Cherryholmes, 1966: 5).

9. Interaction simulations allow the participants the opportunity to experience the complexities of group interaction and inter- and intra-communicative techniques (Ward and Koeninger, 1971: 7; and Parry, 1971: 28).

10. Self-evaluation is possible through simulation experiences and the opportunity to improve the participants' performance in subsequent trials (Twelker, 1969b:36; Parry, 1971: 29; Sabin, 1971: 5; and Ward and Koeninger, 1971: 7).

11. Simulations can present critical incidents that may not
occur while training in a real situation (Cruickshank, 1971: 23; Cruickshank, 1971: 2; and Tansey, 1970: 366).


13. If laboratory training situations are not available, simulations provide an effective learning environment as an alternative instructional method (Cruickshank, 1971: 27; and Cruickshank, 1969a:24).

14. The simulation allows evaluation by observers in situations in which assessment of performance in a real situation would be difficult, dangerous, or impossible (Twelker, 1969b:17; and Raser, 1969: 18).

15. Predictive accuracy is intensified when evaluation of participants in the simulation environment is used as representative of the behavior to be predicted (Twelker, 1969b:18; and Tansey, 1970: 366).

16. Decision-making skills are improved through simulation involvement (Twelker, 1969b:59; Demaree, 1961; and Parker and Downs, 1961).

17. Simulation allows the participant the opportunity to be aware of, investigate, and interact with all those variables which comprise the total environment of reality (Raser, 1969: 128).

18. Simulation allows reproducibility of an event or a series of events that could not be repeated and observed otherwise (Raser, 1969: 17).

This researcher agrees with the statements presented; however, too little research is available to testify to the validity of these and additional assertions. Crow and Noel state:

Establishing the "validity" of simulations or any other behavioral science method, is difficult (Crow and Noel, 1965: 25).
Although the purist has approached simulation with a somewhat skeptical attitude due to the lack of research evidence, those who have used this instructional technique applaud with enthusiasm.

**Application of Simulation in Education**

Probably, the initial simulation development in teacher education was designed by Kersh at the Teaching Research Laboratory of the Oregon System of Higher Education (Kersh, 1963). The simulation participants were introduced to a hypothetical school and community. The participants assumed the role as the student teacher working with Mr. Land, the supervising teacher. For each of the twenty-two students in Mr. Land's sixth grade class, a cumulative record was provided. Sixty problem sequences were exposed to the student-teacher using 16mm film. For each problem sequence the student-teacher is requested to respond. Each problem sequence has alternative feedback sequences designed to provide decision-making consequential feedback. Multiple problem sequence response trials are feasible until the student-teacher exhibits an acceptable response. Although there were reported weaknesses with the Classroom Simulator and instructional package (Twelker, 1969; and Cruickshank, 1971), this initial developmental project was quite successful and other attempts have followed.

Vleck conducted a study in which he utilized Kersh's Classroom Simulator (Vleck, 1965). Vleck's study investigated:

1. the effectiveness of classroom simulation in providing teacher-trainees with experience in identifying and responding to classroom problems prior to student-teaching;

2. the transfer value of the simulation experience;
3. the ability of the classroom simulation experience to instill self-confidence in the teacher-trainees in their ability to teach; and
4. the participants' attitudes toward the simulation experience.

The following conclusions from the research findings were reported:

1. Awareness of classroom problems is not developed through classroom simulator experience. Teacher-trainees apparently possess this ability to identify classroom problems prior to the simulator experience.

2. Effective responses to classroom problems can be developed through classroom simulator experience prior to the teacher-trainee's student teaching assignment.

3. Principles which can be used in solving classroom problems can be developed through classroom simulator experience prior to the teacher-trainee's student teaching assignment.

4. Experiences gained in responding to problems within the classroom simulator do not transfer to the teacher-trainee's student teaching experience. However, evidence does exist which supports the postulate that experience with more classroom problems increases transfer.

5. Principles developed for application in solving classroom problems do transfer to the teacher-trainee's student teaching experience.

6. Teacher-trainee confidence in ability to teach is increased through classroom simulator experience (Vleck, 1965: 133-34).

Cruickshank and Broadbent sought to determine the effectiveness of simulation in teacher preparation programs and if exposure to critical incidents through simulation techniques would affect the preservice teacher's behavior (Cruickshank and Broadbent, 1968). Critical incidents for inclusion in the simulation were collected from first-year
teachers. Thirty-one critical incidents were identified. Each participant was assigned the role of Pat Taylor, a fifth grade teacher and provided cumulative record cards for thirty-one students, a faculty handbook, a curriculum guide, a student handbook, and an audio-visual catalog (Cruickshank and Broadbent, 1969: 50).

The study attempted to test the following hypothesis and five consequences:

If student teachers are given pre-student teaching opportunities to encounter, analyze, and attempt to solve critical teaching problems;

(C1) then, such problems will be less numerous;
(C2) then, general student teaching performance will be improved;
(C3) then, they will develop more positive feelings toward concepts related to such problems;
(C4) then, they will be more confident;
(C5) then, they will be able to assume full-time responsibility for student-teaching sooner (Cruickshank and Broadbent, 1969b: 51).

It was concluded by Cruickshank and Broadbent that simulation was an effective method in teacher preparation to present critical incidents. In addition, the five consequences tested and listed above, only the first achieved significance (Cruickshank, 1969a:24). The following summarizes the results generated from this study:

In conclusion, it can be said that the simulation training when tested under the most stringent conditions was an unqualified success as a teaching device that motivates and involves students; and that, although simulation was only partially successful in changing the student teachers' behavior, it was at least as effective as an equal amount of student teaching. Changes in the materials, placement in the program and in the role of
the instructor promise to increase the overall effectiveness of this set of simulation materials in future trials (Cruickshank and Broadbent, 1969: 54).

The Whitman School Simulator was used in a study with 232 elementary school principals in which they assumed the role of Marion Smith, the principal of Whitman School (Frederiksen, 1962). Background materials provided included printed and visual materials. The in-basket technique was used to present administrative problems. The following evaluation of the simulation experience was offered:

The simulation of a standard job in educational administration through the use of in-baskets has proven to be successful as a method of collecting records of administrative performance which can be scored reliably, and yields scores which are useful in providing a better understanding of some of the dimensions of performance in such a situation (Frederiksen, 1962: 134).

Although research studies are not available for the simulations designed for administrative personnel by the University Council for Educational Administration, extensive usage of these simulation materials is noteworthy. The membership of UCEA universities have cooperatively conceptualized, developed, reproduced, processed, and disseminated the simulation materials for training educational administrators.

The limited research regarding the effectiveness of simulation is quite noticeable. It has been suggested that not only is simulation a relatively new term in education, but systematic evaluation procedures are not developed, evaluation instruments are lacking, and it is difficult to evaluate behavior (Gordon, 1968: 16).

Additional factors limiting evaluation of simulation include:

1. Establishing experimental and control groups to insure
internal validity;

2. Preparation and control of the simulation instructional staff to reduce experimental bias and reactive arrangements through differential treatment; and

3. The nature of the activity in the control groups (Boocock and Schild, 1968: 20-21).

In spite of the paucity of research regarding simulation validation, advocates of simulation are quite vocal concerning its value in education and encourage the development of additional simulations. It is with this basis consisting of a thorough review of relevant research, encouragement of simulation users, and the experience of this researcher that the proposed simulation was developed and evaluated.

THE DEVELOPMENTAL PROCESS

The developmental process derived from a synthesis of previous simulation developmental processes can be described as consisting of three generalized areas: (1) determining what the simulation package will encompass, (2) selecting the most appropriate simulation strategy and specifying tactics, (3) validating the simulation package in an experimental study. The specific developmental process includes the following steps:

1. Identify the instructional goal of the simulation package;

2. Survey teacher-coordinators of cooperative vocational education programs, teacher educators, and state supervisors of vocational education programs and identify critical incidents that have been experienced during the program planning of those surveyed;
3. Identify critical tasks on which the simulation will be based;
4. Develop behavioral objectives and criterion measures;
5. Describe the operational context in which the simulation package will be employed;
6. Synthesize the simulation package goals, operational context, and identify critical incidents and establish initial parameters;
7. Establish detailed characteristics and instructional design of the simulation;
8. Develop the data base and background information to support the simulation activities;
9. Design the simulation package within the initial parameters incorporating selected critical incidents, secondary supportive tasks, and participant directional information;
10. Pilot-test the simulation package, evaluate, and, if necessary, make modifications;
11. Conduct the experimental study to determine the effectiveness of the package as an alternative instructional technique and analyze the data; and
12. Report the findings.

HYPOTHESES

If the simulation package is effective in providing a realistic environment in which the teacher-coordinator trainee can apply classroom instruction in establishing a cooperative vocational program at the secondary level; then,

1. Subjects receiving the classroom simulation experience will
score significantly greater on the achievement test than those subjects who receive no simulation experience but are assigned an independent study comprising the same goals as the simulation package;

2. Subjects receiving the classroom simulation experience will exhibit a significantly greater level of perceived confidence in their ability to establish a cooperative vocational education program as measured by a confidence inventory than those subjects who receive no classroom simulation experience; and

3. Subjects receiving the classroom simulation experience will exhibit a more positive attitude toward the classroom simulation experience as measured by an attitude inventory than those subjects who receive no classroom simulation experience.
CHAPTER II
THE PROCEDURE
Overview

A simulation package was developed by the investigator which placed the preservice teacher-coordinator in a realistic learning environment. This simulation was specifically designed to be used with any vocational service area which utilizes the cooperative method of instruction. The subjects selected for this study were randomly assigned to experimental and comparison groups. Experimental and comparison treatment groups were tested for significant differences as measured by an Achievement Test, Confidence Inventory, and Attitude Inventory.

SIMULATION PACKAGE OVERVIEW

The primary function of the simulation package is to provide an effective vehicle for the application of classroom instruction in the planning and organization of a cooperative vocational education program at the secondary level.

The simulated community of Glen Oaks, in the State of Buchannan comprises the geographic setting for the simulation experience. Demographic data for the simulated city and state is provided to enhance realism and facilitate decision-making (Appendix F). The teacher-coordinator trainee assumes the role of teacher-coordinator of a cooperative vocational education program at Glen Oaks High School. The
The major task of the teacher-coordinator is to establish a cooperative vocational education program according to prescribed guidelines. The particular type of program established is dependent upon the background of the teacher-coordinator trainee, i.e. distributive education, home economics, business and office education, agricultural education, etc.

Prior to the initiation of the classroom simulation experience, the preservice teacher-coordinator receives a compendium of background information, including directions, scenario, and supportive data. Throughout the simulation experience the teacher-coordinator receives in-basket items to provide direction, or information, or to serve as a stimulus to elicit a response (Appendix G).

The simulation experience was segmented into two time periods to provide a method to monitor the participant's progress in establishing a cooperative vocational education program at Glen Oaks High School. The culminating activity entailed the teacher-coordinator's presentation of his plan in the form of a vocational program proposal.

DESCRIPTION OF THE SAMPLE

The subjects selected to participate in this experimental study were enrolled in VE 310, Foundations of Vocational Education, during the Winter Quarter at the University of Northern Colorado located in Greeley, Colorado. Thirty-two undergraduates were enrolled in this initial vocational course during the Winter Quarter of 1972. The regularly scheduled professor (not the investigator) provided instruction to both the experimental and comparison groups.

The subjects were assigned to the experimental and comparison
groups according to the following procedure. Two weeks prior to the administration of the treatments, the subjects were administered the Demographic Information instrument to determine their undergraduate grade point average (GPA) for all general education courses attempted. The subjects were ranked according to their GPA for the general education courses attempted. The median was located so that the subjects were divided into two groups, a high GPA and a low GPA.

Within the high and low GPA groups, subjects were assigned to the experimental and comparison groups according to the following procedure. A table of random numbers was used to assign the subjects to the experimental and comparison groups. Each subject within the high GPA group was assigned a number from 1 - 16, with the first subject selected at random. A coin was tossed to determine if the first subject was to be assigned to the experimental or comparison group. Once the first subject was assigned, the subjects were alternately assigned to the comparison or experimental group. This same procedure was followed for both the high and low GPA groups.

No statistical test was deemed necessary to test for significant differences between the GPA's of the experimental and comparison groups. The experimental group had a mean of 3.02 and a standard deviation of .41; the comparison group had a mean of 3.04 and a standard deviation of .46 (Table 1).

The ages of the experimental group had a mean of 21.43 and a standard deviation of 1.90; the comparison group had a mean of 22.50 and a standard deviation of 3.81 (Table 2).

Table 3 indicates the male-female distribution between
experimental and comparison groups. Table 4 indicates the class rank
composition of experimental and comparison groups. Table 5 identifies
subject distribution by service area for experimental and comparison
groups.

TABLE 1
Grade Point Average Means And Standard Deviations Of
Experimental And Comparison Treatment Groups

<table>
<thead>
<tr>
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<th>Experimental Grout</th>
<th>Comparison Grout</th>
<th>Totals</th>
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<tr>
<td></td>
<td>M  SD</td>
<td>M  SD</td>
<td>M  SD</td>
</tr>
<tr>
<td>High GPA</td>
<td>3.37 .25</td>
<td>3.44 .64</td>
<td>3.41 .06</td>
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<tr>
<td>Low GPA</td>
<td>2.66 .14</td>
<td>2.64 .19</td>
<td>2.65 .13</td>
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<td>Totals</td>
<td>3.02 .41</td>
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Note: All values rounded to the nearest hundredth.

TABLE 2
Age Average Means And Standard Deviations Of
Experimental And Comparison Groups

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<th>Comparison Group</th>
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<td></td>
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<td>M  SD</td>
<td>M  SD</td>
</tr>
<tr>
<td>High GPA</td>
<td>20.50 1.63</td>
<td>24.25 3.60</td>
<td>22.38 4.09</td>
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<tr>
<td>Low GPA</td>
<td>22.38 1.80</td>
<td>20.75 3.95</td>
<td>21.57 3.06</td>
</tr>
<tr>
<td>Totals</td>
<td>21.43 1.90</td>
<td>22.50 3.81</td>
<td>21.98 1.95</td>
</tr>
</tbody>
</table>

Note: All values rounded to nearest hundredth.
### TABLE 3

Distribution of Subjects by Male-Female for Experimental and Comparison Groups

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th>Comparison Group</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>High GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
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<tr>
<td>Female</td>
<td>87.5</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Subtotal</td>
<td>100.0</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Low GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>62.5</td>
<td>5</td>
<td>37.5</td>
</tr>
<tr>
<td>Female</td>
<td>37.5</td>
<td>3</td>
<td>62.5</td>
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<tr>
<td>Subtotal</td>
<td>100.0</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Combined High &amp; Low GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>37.5</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>Female</td>
<td>62.5</td>
<td>10</td>
<td>75.0</td>
</tr>
<tr>
<td>Totals</td>
<td>100.0</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: All values rounded to nearest tenth.
### TABLE 4
Distribution of Subjects by Class Rank for Experimental and Comparison Groups

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th>Comparison Group</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>High GPA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>62.50</td>
<td>5</td>
<td>25.00</td>
</tr>
<tr>
<td>Senior</td>
<td>25.00</td>
<td>2</td>
<td>50.00</td>
</tr>
<tr>
<td>Graduate</td>
<td>12.50</td>
<td>1</td>
<td>25.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>100.00</td>
<td>8</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Low GPA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>62.50</td>
<td>5</td>
<td>37.50</td>
</tr>
<tr>
<td>Senior</td>
<td>25.00</td>
<td>2</td>
<td>50.00</td>
</tr>
<tr>
<td>Graduate</td>
<td>12.50</td>
<td>1</td>
<td>12.50</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>100.00</td>
<td>8</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Combined High &amp; Low GPA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>62.50</td>
<td>10</td>
<td>31.25</td>
</tr>
<tr>
<td>Senior</td>
<td>25.00</td>
<td>4</td>
<td>50.00</td>
</tr>
<tr>
<td>Graduate</td>
<td>12.50</td>
<td>2</td>
<td>18.75</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>100.00</td>
<td>16</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Note: All values rounded to nearest hundredth.
<table>
<thead>
<tr>
<th>Service Area</th>
<th>Experimental Group</th>
<th>Comparison Group</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>High GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Office</td>
<td>--</td>
<td>50.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>25.00</td>
<td>12.50</td>
<td>18.75</td>
</tr>
<tr>
<td>Home Economics</td>
<td>62.50</td>
<td>37.50</td>
<td>50.00</td>
</tr>
<tr>
<td>Trade and Industrial</td>
<td>12.50</td>
<td>--</td>
<td>6.25</td>
</tr>
<tr>
<td>Subtotal</td>
<td>100.00</td>
<td>8</td>
<td>100.00</td>
</tr>
<tr>
<td>Low GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Office</td>
<td>12.50</td>
<td>50.00</td>
<td>31.25</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>75.00</td>
<td>12.50</td>
<td>43.75</td>
</tr>
<tr>
<td>Home Economics</td>
<td>12.50</td>
<td>37.50</td>
<td>25.00</td>
</tr>
<tr>
<td>Trade and Industrial</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Subtotal</td>
<td>100.00</td>
<td>8</td>
<td>100.00</td>
</tr>
<tr>
<td>Combined High &amp; Low GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Office</td>
<td>6.25</td>
<td>50.00</td>
<td>28.13</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>50.00</td>
<td>12.50</td>
<td>31.25</td>
</tr>
<tr>
<td>Home Economics</td>
<td>37.50</td>
<td>37.50</td>
<td>37.50</td>
</tr>
<tr>
<td>Trade and Industrial</td>
<td>6.25</td>
<td>--</td>
<td>3.12</td>
</tr>
<tr>
<td>Totals</td>
<td>100.00</td>
<td>16</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Note: All values rounded to nearest hundredth.
THE EXPERIMENTAL DESIGN

A Two-Way Randomized Block Design was employed in this study. The sample consisted of 32 subjects divided into two groups, 16 subjects in the experimental treatment group and 16 subjects in the comparison treatment group. Each treatment group, experimental and comparison, consisted of 8 subjects with a high GPA (grade point average) and 8 subjects with a low GPA. The design is diagrammed as follows:

<table>
<thead>
<tr>
<th>Experimental Group (A₁)</th>
<th>Comparison Group (A₂)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High GPA (B₁)</td>
<td>n = 8</td>
</tr>
<tr>
<td>Low GPA (B₂)</td>
<td>n = 8</td>
</tr>
</tbody>
</table>

TREATMENTS

Since the subjects were enrolled in VE 310, Foundations of Vocational Education, they received identical instruction prior to the administration of the treatments. Two weeks prior to the administration of the treatments, the subjects were administered the Demographic Information instrument to determine their undergraduate grade point average for all general education courses completed. One week prior to the administration of the treatments, the subjects were administered the Confidence Inventory instrument to establish their confidence in being able to accomplish specified tasks. After instruction by the regularly scheduled professor (not the investigator), the subjects were
assigned to experimental and comparison groups on a random basis.

The experimental group was exposed to the Glen Oaks Simulation. The experimental treatment group activities can be summarized as follows:

First, operational instructions were detailed by the instructor;
Second, the demographic data base of the Glen Oaks Simulation was administered;
Third, the program planning module of the Glen Oaks Simulation was administered;
Fourth, following administration of the Glen Oaks Simulation, the Confidence Inventory and the Attitude Inventory was administered; and
Fifth, a jury of experts was selected to rate the Achievement Test which consisted of the program proposals developed by the subjects in the Glen Oaks Simulation.

The comparison group was assigned projects which were identical to those tasks in the experimental treatment group. A list of assigned projects can be found in Appendix H. The sequence of activities was as follows:

First, operational instructions were detailed by the instructor;
Second, projects were assigned the subjects and completed within the time frame specified;
Third, following completion of the project assignment, the Confidence Inventory and the Attitude Inventory was administered; and
Fourth, a jury of experts was selected (the jury was identical to that used for the experimental treatment group) to rate the Achievement Test, which consisted of the program proposals developed by the
subjects as an assigned project activity.

CONTROLS

Since subjects were randomly assigned to the experimental and comparison treatment groups, the Posttest-Only Control Group Design was employed in this study. The design was appropriate in that randomization will, within the limits of confidence, suffice for insuring pre-treatment equality (Campbell, 1963).

Threats to Internal Validity

History was controlled since general historical events that might have produced significant differences were shared by both the experimental and comparison treatment groups equally. Intrasession history was controlled in that the regularly scheduled professor provided instruction for both experimental and comparison treatment groups. Since achievement pretests were not administered, a testing effect was not a threatening factor. Selection was eliminated as a threat to internal validity since randomization insures pretreatment equality of groups. Due to the rather small sample size, mortality was not a factor. Instrumentation was controlled since identical instruments were used for both experimental and comparison treatment groups.

Threats to External Validity

Since an achievement pretest was not administered, testing treatment interaction did not pose a threat to external validity. Reactive arrangements, as threats to external validity, were reduced to the degree that the subjects were not aware that they were participating in an experimental study.
INSTRUMENTATION AND DATA ANALYSIS

Four data collection instruments were employed in this study. An Achievement Test was designed to measure the effectiveness of the treatments. A Confidence Inventory, administered both before and after administration of the treatments, was designed to measure the subjects' confidence in accomplishing specified tasks. An Attitude Inventory was selected to determine an overall rating of subject reaction to the treatments. In addition, a Demographic Information collection instrument was designed to collect vital background information.

A Two-Way Randomized Block Design was employed to test for significant differences between the experimental and comparison treatment groups as measured by the Achievement Test, Confidence Inventory, and Attitude Inventory. The Demographic Information was reported using percentages, standard deviations, and means. The computer programs employed in this study are delineated in Appendix I.

Demographic Information

The Demographic Information instrument (Appendix A) was designed to collect vital background information for each subject. The instrument was pilot-tested to determine if modifications were necessary.

Two weeks prior to the administration of the treatments, the subjects were administered the Demographic Information instrument. The primary information to be derived from this instrument was the subjects' undergraduate grade point average for all general education courses completed.

The data derived from the Demographic Information instrument is
reported in Table 1 (grade point average), Table 2 (age), Table 3 (sex), Table 4 (class rank), and Table 5 (service area). Means and standard deviations for experimental and comparison groups are provided for grade point averages (Table 1) and age (Table 2). Percentages for experimental and comparison groups are computed for distribution by sex (Table 3), class rank (Table 4), and service area (Table 5).

Confidence Inventory

The Confidence Inventory (Appendix B) was designed to determine if those subjects assigned to the experimental treatment will exhibit a significant gain regarding confidence in accomplishing specified tasks as compared to those subjects assigned to the comparison treatment group. The Confidence Inventory was derived from the behavioral objectives identified for the Glen Oaks Simulation.

The Confidence Inventory was administered prior to the treatments to determine the subjects' confidence in accomplishing specified tasks in the development of a cooperative vocational education program. Following administration of the treatments, the Confidence Inventory was administered to detect a treatment effect upon subjects' confidence in accomplishing specified tasks. A twenty-three question, five-point Likert-type scale instrument was devised by a jury of experts.

Following treatment administration, gain scores were derived by subtracting from each subject's pretest confidence score his post-test confidence score. An Analysis of Variance using gain scores was employed to detect significant differences between experimental and comparison groups.
Attitude Inventory

The Attitude Inventory (Appendix C) was selected to derive an overall rating of subject reaction to experimental and comparison treatment groups. The inventory was designed and validated by Kropp and Verner (1965) to measure a group's reaction to a short-term educational activity. The inventory was chosen due to its ease of administration and interpretation of results. Knopp and Verner also provided an inventory scale to interpret the overall treatment group ratings (Appendix D).

An Analysis of Variance using derived attitude index scores was employed to detect significant differences between experimental and comparison groups.

Achievement Test

The Achievement Test (Appendix E) was designed to measure the effectiveness of the treatment groups in preparing the subjects to develop a vocational program proposal. In both experimental and comparison treatment groups, the subjects were required to develop a vocational program proposal which served as the Achievement Test. A jury of experts was selected to design a twenty-six item, five-point Likert-type scale instrument to be used to rate the program proposals. The jury was composed of two state department personnel responsible for evaluating program proposals and a teacher educator. Two Achievement Test scores were assigned to each vocational program proposal including a Content Index Score and a Presentation Score. The Presentation Index Score was not used in the analysis and was only derived in order to insure the validity of the proposal rating. It was decided that
the method of presentation might inflate the jury's rating of the Achievement Test; therefore, separate index scores were derived for each subject but only the Content Index Score was used for the Achievement Test.

A second jury of experts was selected to rate the Achievement Test. To insure inter-evaluator reliability, three sample Achievement Tests were rated by the jury and a Pearson Product-Moment Correlation Coefficient was calculated. The coefficient of evaluator agreement correlation was .78. For the purpose of this study, the correlation coefficient appeared acceptable. The second jury was composed of two teacher educators and a state department representative.

Since three Achievement Test scores were derived for each subject, a mean score was computed for each subject.

An Analysis of Variance using the Achievement Test Mean Scores was employed to detect significant differences between experimental and comparison groups.

SETTING

This study was conducted at the University of Northern Colorado located at Greeley, Colorado. The regularly scheduled classroom for VE 310, Foundations of Vocational Education, for the Winter Quarter 1972 was used. Since the classroom could be divided into two sections, the classroom allowed separation of the experimental and comparison treatment groups without utilizing additional facilities.
CHAPTER III
ANALYSIS OF DATA

This chapter presents a compilation of the results of this experimental study in testing the hypotheses.

Testing the Hypotheses

The first hypothesis tested was:

No differences in achievement will exist between those subjects receiving the classroom simulation experience and those subjects who have received no simulation experience but have been assigned an independent study comprising the same goals as the simulation package as measured by the Achievement Test.

The means and standard deviations of subjects' achievement by treatment and GPA (grade point average) level are presented in Table 6.

TABLE 6
Means and Standard Deviations of Subjects by Treatment and GPA Levels as Measured by the Achievement Test

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th>Comparison Group</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>High GPA</td>
<td>57.59</td>
<td>11.03</td>
<td>57.54</td>
</tr>
<tr>
<td>Low GPA</td>
<td>46.96</td>
<td>11.05</td>
<td>58.38</td>
</tr>
<tr>
<td>Totals</td>
<td>52.27</td>
<td>12.25</td>
<td>57.96</td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.
An Analysis of Variance was employed to test for significant differences among the Achievement Test scores of subjects (Table 7). Differences for the treatment effects between groups as measured by the Achievement Test were not significant ($F=2.03; \text{df. } 1/31; \text{ ns}$). In addition, no differences were detected between GPA levels ($F=1.50; \text{ df. } 1/31; \text{ ns}$) nor a significant interaction effect detected between treatment groups and GPA levels ($F=2.06; \text{ df. } 1/31; \text{ ns}$). Although there were no significant differences among the treatment groups, it may be noted that the mean of the experimental group ($M=52.27$) was slightly better than the mean of the comparison group ($M=57.959$). In examining Achievement Test means, it should be noted that the greater the mean the lower the rating.

**TABLE 7**

Analysis of Variance of Performance of Subjects by Treatment and GPA Levels as Measured by the Achievement Test

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment (A)</td>
<td>1</td>
<td>258.67</td>
<td>2.03</td>
</tr>
<tr>
<td>GPA Levels (B)</td>
<td>1</td>
<td>191.79</td>
<td>1.50</td>
</tr>
<tr>
<td>Interaction (AxB)</td>
<td>1</td>
<td>262.55</td>
<td>2.06</td>
</tr>
<tr>
<td>Error</td>
<td>28</td>
<td>127.70</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.
The second hypothesis tested was:

No differences will exist in confidence gain scores of subjects toward their ability to establish a cooperative vocational education program as measured by a confidence inventory between those subjects receiving the classroom simulation experience and those who received no simulation experience.

The means and standard deviations of subjects' pre-confidence scores by treatment and GPA levels are presented in Table 8.

**TABLE 8**

Means and Standard Deviations of Subjects by Treatment and GPA Levels on the Confidence Inventory (Pre)

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th>Comparison Group</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>High GPA</td>
<td>66.25</td>
<td>12.46</td>
<td>72.50</td>
</tr>
<tr>
<td>Low GPA</td>
<td>75.50</td>
<td>11.06</td>
<td>52.25</td>
</tr>
<tr>
<td>Totals</td>
<td>70.88</td>
<td>12.56</td>
<td>62.38</td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.

An Analysis of Variance was employed to test for significant differences among Confidence Inventory (Pre) scores of subjects (Table 9). Differences for the treatment effects between groups as measured by the Confidence Inventory (Pre) were not detected ($F=2.75; df. 1/31; ns$). No differences were detected between GPA levels ($F=1.15; df. 1/31; ns$). However, interaction of treatment groups and GPA levels was significant ($F=8.28; df. 1/31; p < .01$). A discussion of interaction effects can be found in Appendix J. No post hoc analysis was
used to determine specific cell mean difference of the interaction since analysis was not required to test the hypothesis. It is interesting that a systematic variance was detected prior to administration of the treatments. It would appear that the randomization procedure did not provide statistical equality of treatment groups.

The reliability of the Confidence Inventory (Pre) as measured by the Spearman-Brown (S-B) formula was .91. A reliability estimate using the Spearman-Brown formula is a conservative estimate which insures the adequacy of the reliability coefficient of .91.

**TABLE 9**

Analysis of Variance of Responses of Subjects by Treatment and GPA Levels on the Confidence Inventory (Pre)

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment (A)</td>
<td>1</td>
<td>578.00</td>
<td>2.75</td>
</tr>
<tr>
<td>GPA Levels (B)</td>
<td>1</td>
<td>242.00</td>
<td>1.15</td>
</tr>
<tr>
<td>Interaction (AxB)</td>
<td>1</td>
<td>1740.50</td>
<td>8.28*</td>
</tr>
<tr>
<td>Error</td>
<td>28</td>
<td>210.32</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.

* p. < .01

The means and standard deviations of subjects' post confidence scores by treatment and GPA levels are presented in Table 10.
TABLE 10

Means and Standard Deviations of Subjects by Treatment and GPA Levels on the Confidence Inventory (Post)

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th></th>
<th>Comparison Group</th>
<th></th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>High GPA</td>
<td>38.88</td>
<td>3.82</td>
<td>34.88</td>
<td>7.45</td>
<td>36.88</td>
</tr>
<tr>
<td>Low GPA</td>
<td>33.25</td>
<td>5.75</td>
<td>39.63</td>
<td>8.21</td>
<td>36.44</td>
</tr>
<tr>
<td>Totals</td>
<td>36.06</td>
<td>5.63</td>
<td>37.25</td>
<td>8.19</td>
<td>36.66</td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.

An Analysis of Variance was employed to test for significant differences among Confidence Inventory (Post) scores of subjects (Table 11). Differences for the treatment effects between groups as measured by the Confidence Inventory (Post) were not detected ($F=0.23$; df. $1/31$; ns). No differences were detected between GPA levels ($F=0.03$; df. $1/31$; ns). An interaction of treatment groups and GPA levels was significant ($F=4.42$; df. $1/31$; p $<.05$). No post hoc analysis was used to determine specific mean difference of the interaction since analysis was not required to test the hypothesis. The interaction effect would be a significant finding if an interaction effect had not been detected in the analysis of pre Confidence Inventory scores. Therefore, it would appear that the absence of pretreatment equality would limit confidence in the interaction effect detected for the post Confidence Inventory scores.

The reliability of the Confidence Inventory (Post) as measured
by the Spearman-Brown (S-B) Formula was .81. Although the reliability of the Confidence Inventory (Post) diminished when compared with the Confidence Inventory (Pre), the reliability coefficient of .81 appeared satisfactory for the purposes of this study.

**TABLE 11**

Analysis of Variance of Responses of Subjects by Treatment and GPA Levels on the Confidence Inventory (Post)

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment (A)</td>
<td>1</td>
<td>11.28</td>
<td>.23</td>
</tr>
<tr>
<td>GPA Levels (B)</td>
<td>1</td>
<td>1.53</td>
<td>.03</td>
</tr>
<tr>
<td>Interaction (AxB)</td>
<td>1</td>
<td>215.28</td>
<td>4.42*</td>
</tr>
<tr>
<td>Error</td>
<td>28</td>
<td>48.75</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.

*p. < .05

The means and standard deviations of subjects' gain scores by treatment and GPA levels are presented in Table 12.

An Analysis of Variance was employed to test for significant differences among Confidence Inventory gain scores of subjects (Table 13). Differences for the treatment effects between groups as measured by Confidence Inventory gain scores were not detected (F=3.42; df, 1/31; ns). No differences were detected between GPA levels (F=0.62; df, 1/31; ns). An interaction of treatment groups and GPA levels was
significant ($F=17.67; df = 1/31; p < .01$). The interaction effect would be a significant finding if an interaction effect had not been detected in the analysis of pre Confidence Inventory scores. Therefore, it would appear that the absence of pretreatment equality would limit confidence in the interaction effect detected for Confidence Inventory gain scores, and as a result of pretreatment inequality no post hoc analysis was used.

The third hypothesis tested was:

No difference will exist in the attitude index scores between those subjects receiving the classroom simulation experience and those subjects who have received no simulation experience as measured by the Attitude Inventory.

The means and standard deviations of subjects' attitude index scores by treatment and GPA level are presented in Table 14.

**TABLE 12**

Means and Standard Deviations of Subjects by Treatment and GPA Levels on Confidence Inventory Gain Scores

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th>Comparison Group</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>High GPA</td>
<td>27.37</td>
<td>13.12</td>
<td>37.62</td>
</tr>
<tr>
<td>Low GPA</td>
<td>42.25</td>
<td>12.38</td>
<td>12.62</td>
</tr>
<tr>
<td>Totals</td>
<td>34.81</td>
<td>14.81</td>
<td>25.12</td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.
TABLE 13
Analysis of Variance of Responses of Subjects by Treatment and GPA Levels on the Confidence Inventory Gain Scores

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment (A)</td>
<td>1</td>
<td>520.03</td>
<td>3.42</td>
</tr>
<tr>
<td>GPA Levels (B)</td>
<td>1</td>
<td>94.53</td>
<td>0.62</td>
</tr>
<tr>
<td>Interaction (AxB)</td>
<td>1</td>
<td>2682.78</td>
<td>17.67*</td>
</tr>
<tr>
<td>Error</td>
<td>28</td>
<td>151.86</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.

*P < .01

TABLE 14
Means and Standard Deviations of Subjects by Treatment and GPA Levels on the Attitude Inventory

<table>
<thead>
<tr>
<th>Group</th>
<th>Experimental</th>
<th>Comparison</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>High GPA</td>
<td>3.82</td>
<td>.80</td>
<td>5.80</td>
</tr>
<tr>
<td>Low GPA</td>
<td>3.70</td>
<td>.42</td>
<td>5.60</td>
</tr>
<tr>
<td>Totals</td>
<td>3.76</td>
<td>.65</td>
<td>5.70</td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.

An Analysis of Variance was employed to test for significant differences among attitude index scores of subjects (Table 15). Significant differences for the treatment effects between groups as measured
by the Attitude Inventory were detected ($F=16.99; \text{df. 1/31}; p. < .01$).

It appears that the experimental treatment group evidenced a significantly better attitude toward the experimental treatment than those subjects in the comparison treatment group. No differences were detected between GPA levels ($F=0.11; \text{df. 1/31}; \text{ns}$) nor a significant interaction effect detected between treatment groups and GPA levels ($F=0.01; \text{df. 1/31}; \text{ns}$).

### TABLE 15

Analysis of Variance of Responses of Subjects by Treatment and GPA Levels on the Attitude Inventory

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>ms</th>
<th>$F$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment (A)</td>
<td>1</td>
<td>30.13</td>
<td>16.99*</td>
</tr>
<tr>
<td>GPA Levels (B)</td>
<td>1</td>
<td>0.20</td>
<td>0.11</td>
</tr>
<tr>
<td>Interaction (AxB)</td>
<td>1</td>
<td>0.01</td>
<td>0.01</td>
</tr>
<tr>
<td>Error</td>
<td>28</td>
<td>1.77</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All values rounded to the nearest hundredth.

* $p. < .01$

A Pearson Product Moment Zero Order correlation coefficient was used to assess the relationship of selected demographic and dependent variables. The correlation matrix in Table 16 shows the relationship between the stated variables.

A significant relationship was detected between class and age
<table>
<thead>
<tr>
<th>Group</th>
<th>Class</th>
<th>Sex</th>
<th>Age</th>
<th>Area</th>
<th>GPA</th>
<th>Pre Confidence</th>
<th>Post Confidence</th>
<th>Gain</th>
<th>Achievement</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.000</td>
<td>0.258</td>
<td>0.349</td>
<td>-0.261</td>
<td>0.000</td>
<td>-0.262</td>
<td>0.084</td>
<td>-0.262</td>
<td>0.246</td>
<td>-0.614*</td>
</tr>
<tr>
<td>2</td>
<td>1.000</td>
<td>0.174</td>
<td>0.596*</td>
<td>-0.251</td>
<td>-0.086</td>
<td>-0.203</td>
<td>-0.039</td>
<td>-0.174</td>
<td>-0.095</td>
<td>0.286</td>
</tr>
<tr>
<td>3</td>
<td>1.000</td>
<td>-0.133</td>
<td>0.170</td>
<td>-0.405**</td>
<td>-0.069</td>
<td>0.139</td>
<td>-0.190</td>
<td>0.082</td>
<td>-0.003</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1.000</td>
<td>-0.413**</td>
<td>0.058</td>
<td>0.004</td>
<td>-0.037</td>
<td>0.088</td>
<td>-0.109</td>
<td>0.141</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1.000</td>
<td>-0.261</td>
<td>0.236</td>
<td>0.349**</td>
<td>0.004</td>
<td>0.216</td>
<td>-0.224</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1.000</td>
<td>-0.169</td>
<td>-0.031</td>
<td>-0.112</td>
<td>-0.211</td>
<td>-0.050</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1.000</td>
<td>0.120</td>
<td>0.902*</td>
<td>0.111</td>
<td>-0.453*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1.000</td>
<td>-0.274</td>
<td>0.287</td>
<td>0.085</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1.000</td>
<td>-0.201</td>
<td>-0.371**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1.000</td>
<td>0.259</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: *p < .01 level of confidence
**p < .05 level of confidence
(r = 0.596; df. 1/31; p. < .01). As chronological age increases, the subject is found in a higher class rank. This relationship does not have subject matter meaning to this study except that a similar relationship can be observed in the population from whence this sample was drawn, thereby providing evidence as to the representativeness of the sample to the population.

The significant relationship detected between age and area was an observed phenomena with no implication for this study.

A significant relationship was observed between sex and grade point average (r = 0.405; df. 1/31; p. < .05). Interpretation of this relationship would lead one to assume that the female subjects possessed higher grade point averages than the male subjects. Although this relationship does not have subject matter meaning to this study, additional evidence is provided as to the representativeness of the sample to the population. Data collected from the Admissions and Records Office at the University of Northern Colorado supports this relationship.

A significant relationship was observed between area and post Confidence Inventory scores (r = .349; df. 1/31; p. < .05). It would appear that subjects in specified areas tended to score higher on the post Confidence Inventory than those subjects in other areas. Closer scrutiny of the relationship indicates that those subjects in distributive education possessed higher post Confidence Inventory scores than those subjects in home economics. Since the instructor in this study had taught in a cooperative distributive education program, it may be assumed that the subjects in distributive education had more confidence in their ability to perform specified planning tasks because they had
confidence in the instructor's ability to provide program planning
direction in their area of preparation. By the same token, those
subjects in an area such as home economics may not have had confidence
in the instructor to provide program planning direction in their prep­
aration area, thus reducing their confidence. Another explanation for
the observed relationship could be the previous knowledge possessed by
those subjects in specified areas. An implication of this relationship
would prompt one to question the interdisciplinary movement in vocational
teacher preparation programs. If the instructor for an interdiscipli­
nary course cannot convey expertise to students of all vocational
service areas, those students receiving the instruction might not accept
the information and guidance as relevant to their program area, thus
reducing the effectiveness of the instructor.

A significant relationship was detected between pre Confidence
Inventory scores and gain scores (r = 0.902; df. 1/31; p. < .01). Those
subjects who expressed low levels of confidence on the pre Confidence
Inventory had the greatest gains in confidence and vice versa. It
would appear that the Confidence Inventory was not sensitive enough to
measure confidence toward the upper portion of the scale.

The significant relationship between groups and attitude index
scores (r = 0.614; df. 1/31; p. < .01) was consistent with the analysis
of variance scores of experimental and comparison treatment groups.

A significant relationship was detected between pre Confidence
Inventory scores and attitude index scores (r = 0.453; df. 1/31; p. < .01).
It would appear that those subjects who had a low level of confidence
toward accomplishing specified program planning tasks had a corresponding
high attitude index score following treatment exposure.

A significant relationship was detected between Confidence Inventory gain scores and attitude index scores \( r = 0.371; \text{ df.} \ 1/31; p < .05 \). It would appear that those subjects who had the highest gain in confidence had the most positive attitude toward the classroom experience.

**Summary of the Analysis**

Three hypotheses were tested in this experimental study. The results of the findings pertaining to each of the three hypotheses are summarized in Tables 7, 13, and 15.

Based upon the findings found in Table 7, the first null hypothesis was not rejected. Therefore, those subjects exposed to the simulation package did not exhibit significantly higher Achievement Test scores than those subjects not provided with the simulation experience.

The second null hypothesis was not rejected. The findings found in Table 13 do not support the contention that the simulation package increases self-confidence in performing specified program planning tasks as compared to those persons not receiving the simulation experience.

The third null hypothesis listed is rejected by the findings summarized in Table 15. The research hypothesis that subjects exposed to the simulation package would possess a more positive attitude toward their experience than those not exposed to the simulation is therefore supported.
CHAPTER IV
Discussion and Conclusions

Purpose

It was the purpose of this study to develop a simulation package that will place the preservice teacher-coordinator within a realistic learning environment in which the trainee is provided the opportunity to apply classroom instruction in establishing a cooperative vocational education program at the secondary level; to determine the effectiveness of the simulation package when comparing subjects who have received simulation training with those subjects who have not received simulation training but have received an independent study assignment comprising the same goals as the simulation package as measured by an achievement test and a confidence inventory; and to determine the difference in attitude, if any, between those subjects receiving the classroom simulation experience and those subjects who have received no simulation experience.

Simulation Package

The primary function of the simulation package was to provide an effective vehicle for the application of classroom instruction in the planning and organization of a cooperative vocational education program at the secondary level.

To enhance realism the simulated community of Glen Oaks, in the
state of Buchanan, was the geographic setting for the simulation experience. Demographic data for the simulated city and state was provided to enhance realism and facilitate decision-making. The teacher-coordinator trainee assumed the role of teacher-coordinator of a cooperative vocational education program at Glen Oaks High School. The major task of the teacher-coordinator was to establish a cooperative vocational education program according to prescribed guidelines.

Procedures

Thirty-two undergraduates enrolled in VE 310 Foundations of Vocational Education during the Winter Quarter at the University of Northern Colorado were used as subjects for this experimental study. Demographic data was collected, subjects were ranked according to their undergraduate grade point average (GPA), and divided into two groups, a high GPA and a low GPA group. Within the high and low GPA groups, subjects were randomly assigned to the experimental and comparison treatment groups.

Physical separation of the experimental and comparison treatment groups did not occur until the regularly scheduled professor had completed a unit of instruction on program planning in vocational education. At that point, the treatment groups were divided and the experimental group was exposed to the simulation package. The comparison treatment group was assigned projects which were identical to those tasks in the experimental treatment group.

A two factorial design was employed in this experimental study.
significant differences between the experimental and comparison treatment groups as measured by the Achievement Test, Confidence Inventory, and Attitude Inventory. The Demographic Information instrument was designed to collect vital background information for each subject and data was reported using percentages, standard deviations, and means where appropriate.

Findings

The analysis of the data showed that there were no significant differences between treatment groups when comparing Achievement Test scores. Therefore, the null hypothesis regarding achievement was accepted and the research hypothesis was not supported in this study.

No significant differences between treatment groups when comparing Confidence Inventory gain scores were detected. Although a significant interaction effect between treatment group and GPA level at the .01 level of confidence was observed, the significant interaction effect was discounted since a significant interaction effect was also detected in the analysis of the pre Confidence Inventory scores. The absence of pretreatment equality as evidenced by the significant interaction effect would limit confidence in the interaction effect detected for Confidence Inventory gain scores. As a result of pretreatment inequality, no post hoc analysis was used. Therefore, the null hypothesis was accepted and the research hypothesis was not supported in this study.

A significant difference was detected at the .01 level of confidence between the treatment groups when comparing attitude index
scores. It appears that the experimental treatment group which had been exposed to the simulation package expressed a significantly better attitude toward their experience than those subjects in the comparison treatment group not exposed to the simulation package. Although those subjects exposed to the simulation package did not exhibit significantly greater Achievement Test scores and Confidence Inventory gain scores than the comparison treatment group, the experimental treatment group appeared to be more favorably disposed as a result of the simulation experience.

Conclusions

Several conclusions are derived from the findings of this experimental study:

1. Achievement is not enhanced through the experience with the simulation package;

2. The preservice teacher-coordinator's confidence toward accomplishing specified program planning tasks for establishing a cooperative vocational education program is not enhanced through the exposure to the simulation package;

3. Subjects who are exposed to simulation experiences will exhibit a positive attitude toward their learning environment;

4. Although no significant differences were detected between experimental and comparison treatment groups regarding achievement and confidence, the simulation package generated achievement scores and confidence index scores equal to the comparison treatment group;
therefore, it would appear the simulation package developed and tested was as good as the individual study approach used with the comparison treatment group. However, the significant positive attitude indicated by the experimental treatment group provides evidence that the simulation package would be a viable experience for preservice teacher preparation programs.

Recommendations

Based on the results, conclusions, and observations by this researcher in this experimental study, the following recommendations are offered:

1. This simulation package should be implemented into vocational teacher preparation programs;

2. This researcher strongly recommends that any individual planning to incorporate the simulation package into the vocational teacher preparation program should obtain training from a qualified user;

3. Improved instruments for measuring achievement and confidence need to be devised; and

4. Follow-up critiques for each in-basket response should be provided by the simulation director to reinforce the simulation participant's response or to provide immediate direction for modification of the observed behavior.

Implications for Research

In order to establish the findings of this experimental study
on a firm empirical base, this study would require replication with other populations both similar to and different from the one chosen. In addition, the study may need to be replicated using inservice teacher-coordinators to determine the effectiveness of the simulation package in training those persons who are presently teaching in cooperative vocational education programs.

Additional research is needed to determine the optimum use for the simulation package. The simulation package could be used for a variety of instructional purposes, including: application of theoretical concepts to realistic situations; prognosis as well as diagnosis; performance evaluation; attitudinal change mechanism; and an information dissemination vehicle.

Longitudinal studies are needed to determine transfer effects from the simulated experience to the real life setting.

The simulation package utilizes a rather extensive demographic base to create the simulated environment which includes both printed matter, e.g. Glen Oaks Faculty Handbook, Teacher-Coordinator's Handbook, etc., and audio-visual presentations. Research is needed to determine the need for having such an extensive data base.

Additional simulation materials should be designed and tested that simulate the total teacher-coordinator's job, e.g. selection of student-trainees, coordination activities, evaluation, youth organization responsibilities, etc.

The development of simulated activities for each vocational service area to be incorporated into a base simulation package could improve the effectiveness of the simulation experience. Research is
needed to determine the effectiveness of such specialized components.
APPENDIX A

DEMOGRAPHIC INFORMATION

Please answer all items as accurately and completely as possible.

Date

1. Name __________________________________________________________
   Last First

2. Mailing Address________________________________________________
   Street
   City State
   ZIP Code

3. _______________ Course Number

4. _______________ Class Rank: 1 = Freshman
   2 = Sophomore
   3 = Junior
   4 = Senior
   5 = Graduate Studies

5. _______________ Sex: 1 = Male
   2 = Female

6. _______________ Age: 1 = 17 or under
   2 = 18 - 20
   3 = 21 - 23
   4 = 24 - 26
   5 = 27 - 29
   6 = 30 or over

7. _______________ Service Area: (Select only one)
   1 = Agriculture
   2 = Business and Office
   3 = Distributive Education
   4 = Health Occupations
   5 = Home Economics
   6 = Technical Education
   7 = Trade and Industrial
   8 = Other _______________ specify

8. _______________ Undergraduate Grade Point Average

9. _______________ Graduate Grade Point Average
APPENDIX B
CONFIDENCE INVENTORY

Assume that you were recently employed by a local school district to establish a cooperative vocational education program. Please indicate the extent to which you agree or disagree with the following statements. In the following set of items there are no right or wrong answers.

NOTE: Some of the statements are stated negatively; therefore, read each statement carefully.

<table>
<thead>
<tr>
<th>I AM CONFIDENT THAT:</th>
<th>Strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can accurately provide descriptive information, e.g., name of school district (name and number), city, county, etc., in preparing a proposal for a cooperative vocational education program according to the guidelines of the state.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I can identify the appropriate USOE code for my cooperative vocational education program.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I can write a brief description of my cooperative vocational education program.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I can develop specific occupational objectives for my cooperative vocational education program.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I can identify several sources of information that would provide justification for my cooperative vocational education program.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I can select an advisory committee appropriate for my cooperative vocational education program.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I can design a plan for evaluating a cooperative vocational education program.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I can describe the instructional facilities necessary for an effective cooperative vocational education program.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I can describe the relationship of the cooperative vocational education program to other programs presently being offered by the school system.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I AM CONFIDENT THAT:

10. I can describe the relationship of the cooperative vocational education program to offerings of other institutions in the community.  

   1 2 3 4 5

11. I can list the individual courses in sequential order which comprise the instructional program I would establish.  

   1 2 3 4 5

12. I can develop a course description for all courses in the cooperative vocational program and hours devoted to each course.  

   1 2 3 4 5

13. I can establish student-trainee admission requirements for a new cooperative vocational education program.  

   1 2 3 4 5

14. I can identify educational guidance and counseling services for student-trainees in my cooperative vocational education program.  

   1 2 3 4 5

15. I can describe the follow-up procedure to be used for student-trainees leaving my cooperative vocational education program.  

   1 2 3 4 5

16. I can describe what vocational youth organization activities will be available for my cooperative vocational education program.  

   1 2 3 4 5

17. I can list major equipment appropriate for my cooperative vocational education program.  

   1 2 3 4 5

18. I can design a total budget for my cooperative vocational education program.  

   1 2 3 4 5

19. I can accurately complete an application for a vocational teaching credential.  

   1 2 3 4 5

20. I can prepare a ten-minute presentation regarding my proposed cooperative vocational education program.  

   1 2 3 4 5

21. I can respond to both favorable and unfavorable comments regarding my cooperative vocational education program.  

   1 2 3 4 5
I AM CONFIDENT THAT:

22. I can prepare a news release for a city newspaper regarding my cooperative vocational education program.

23. I can design a "model" facility for my cooperative vocational education program.
APPENDIX C

STUDENT RATING SCALE

Please follow directions carefully. Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the assigned class exercises.

1. ____ It was one of the most rewarding experiences I have ever had.
2. ____ Exactly what I wanted.
3. ____ I hope we can have another one in the near future.
4. ____ It provided the kind of experience that I can apply to my own situation.
5. ____ It helped me personally.
6. ____ It solved some problems for me.
7. ____ I think it served its purpose.
8. ____ It had some merits.
9. ____ It was fair.
10. ____ It was neither very good nor very poor.
11. ____ I was mildly disappointed.
12. ____ It was not exactly what I needed.
13. ____ It was too general.
14. ____ I am not taking any new ideas away.
15. ____ It didn't hold my interest.
16. ____ It was much too superficial.
17. ____ I leave dissatisfied.
18. ____ It was very poorly planned.
19. ____ I didn't learn a thing.
20. ____ It was a complete waste of time.
APPENDIX D
THE SCALE

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Md.</th>
<th>S.I.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It was one of the most rewarding experiences I have ever had.</td>
<td>1.13</td>
<td>.32</td>
</tr>
<tr>
<td>2</td>
<td>Exactly what I wanted.</td>
<td>1.58</td>
<td>.58</td>
</tr>
<tr>
<td>3</td>
<td>I hope we can have another one in the near future.</td>
<td>2.25</td>
<td>.77</td>
</tr>
<tr>
<td>4</td>
<td>It provided the kind of experience that I can apply to my own situation.</td>
<td>2.77</td>
<td>.75</td>
</tr>
<tr>
<td>5</td>
<td>It helped me personally.</td>
<td>3.40</td>
<td>.83</td>
</tr>
<tr>
<td>6</td>
<td>It solved some problems for me.</td>
<td>4.02</td>
<td>.69</td>
</tr>
<tr>
<td>7</td>
<td>I think it served its purpose.</td>
<td>4.44</td>
<td>.74</td>
</tr>
<tr>
<td>8</td>
<td>It had some merits.</td>
<td>4.96</td>
<td>.42</td>
</tr>
<tr>
<td>9</td>
<td>It was fair.</td>
<td>5.43</td>
<td>.58</td>
</tr>
<tr>
<td>10</td>
<td>It was neither very good nor very poor.</td>
<td>6.02</td>
<td>.36</td>
</tr>
<tr>
<td>11</td>
<td>I was mildly disappointed.</td>
<td>6.78</td>
<td>.37</td>
</tr>
<tr>
<td>12</td>
<td>It was not exactly what I needed.</td>
<td>6.97</td>
<td>.99</td>
</tr>
<tr>
<td>13</td>
<td>It was too general.</td>
<td>7.19</td>
<td>.67</td>
</tr>
<tr>
<td>14</td>
<td>I am not taking any new ideas away.</td>
<td>7.45</td>
<td>.65</td>
</tr>
<tr>
<td>15</td>
<td>It didn't hold my interest.</td>
<td>8.19</td>
<td>.71</td>
</tr>
<tr>
<td>16</td>
<td>It was much too superficial.</td>
<td>8.62</td>
<td>.85</td>
</tr>
<tr>
<td>17</td>
<td>I leave dissatisfied.</td>
<td>9.29</td>
<td>.72</td>
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<tr>
<td>18</td>
<td>It was very poorly planned.</td>
<td>9.69</td>
<td>.65</td>
</tr>
<tr>
<td>19</td>
<td>I didn't learn a thing.</td>
<td>10.26</td>
<td>.84</td>
</tr>
<tr>
<td>20</td>
<td>It was a complete waste of time.</td>
<td>10.89</td>
<td>.31</td>
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</tbody>
</table>

NOTES:

- Column 1 is the number of the item
- Column 2 contains the item
- Column 3 gives the median value of the item. This is the data used in making the score card
- Column 4 Semi-interquartile range (S.I.R.). When this value is added to and subtracted from the median, it describes the range in the middle half of the values given by the judges fall.

In reproducing the scale for use with groups, only Columns 1 and 2 are used. It would be helpful to include instructions to respondents at the top of the sheet.
APPENDIX E

ACHIEVEMENT TEST

Proposal Evaluation

Subject_____________________________ Code___________________________

Presentation Index Score: ______________ Code: _________________

<table>
<thead>
<tr>
<th>Description</th>
<th>High</th>
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<tbody>
<tr>
<td>Clarity</td>
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<tr>
<td>Completeness</td>
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<td>Conciseness</td>
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<td>Format</td>
<td>1 2 3 4 5</td>
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<td>Grammar</td>
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<td>Graphics</td>
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Content Index Score: ______________

GENERAL INFORMATION

1.1 Descriptive Information (including: name of school; school district and number; city; and county) 1 2 3 4 5

1.2 Program Identification (including: instructional program title; USOE Code; occupational area; new or revised; name, title and signature of administrative officer of LEA; and name, title and signature of proposal writer) 1 2 3 4 5

1.3 Program Description (including: program objectives; degree or certificate to be received; educational level to be served; performance level of program, i.e., entry, career, or supplemental) 1 2 3 4 5

1.4 Occupational Objectives (should be consistent with program description and operational characteristics) 1 2 3 4 5

1.5 Need (including: advisory committee recommendation; administrative recommendation; current and projected trends; employment opportunities; community surveys; and manpower studies) 1 2 3 4 5

1.6 Advisory Committee (including: occupation for each member and consistent with program description) 1 2 3 4 5

55
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<thead>
<tr>
<th>Section</th>
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<td>Administrative Structure (including: department identification)</td>
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<tr>
<td>1.7b</td>
<td>Extent of Supervision (including: identification of supervisor and extent of supervision)</td>
<td>1 2 3 4 5</td>
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<tr>
<td>1.7c</td>
<td>Plans for Evaluation (including: evaluator(s); extent; and frequency)</td>
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<td>1.8</td>
<td>Instructional Facilities (including: square footage per student; room layout; and supportive facilities)</td>
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<td>1.9</td>
<td>Program Relationship - Internal (including: listing related programs and justification for proposed programs in relationship to existing programs)</td>
<td>1 2 3 4 5</td>
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<tr>
<td>1.10</td>
<td>Program Relationship - External (including: listing related professional, education, or civic organizations, institutions, or associations)</td>
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<td>1.11</td>
<td>Initiation Date</td>
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<td>Courses (including: all courses comprising the total program; and sequential listing)</td>
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<td>2.2</td>
<td>Course Descriptions (including: synopsis of course; credit hours; lecture hours; and lab hours)</td>
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<td>2.3</td>
<td>Time Requirements (including: total clock hours; total credit hours; and total length of program)</td>
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<td><strong>STUDENT INFORMATION</strong></td>
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<td>3.1</td>
<td>Admission Requirements (including: course prerequisites; grade point average; age; employability; and/or references)</td>
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<td>3.2</td>
<td>Guidance and Counseling Services (including: personal and occupational counseling; number of staff personnel; availability of occupational guidance materials; testing and interpretation; and maintenance of personnel records)</td>
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### Placement Services
(including: provisions for placement and staff responsibility)

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<tr>
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### Follow-up Procedure
(including: description of process; procedures; staff responsibility; and implementation into evaluation strategy)

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<tbody>
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<tr>
<td>Low</td>
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### Student Organization Activities
(including: organization of identification; goals; program of work; and state and national affiliation)

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<tr>
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### BUDGET

#### Equipment Available

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<tbody>
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#### Equipment Acquisitions
(including schedule for purchase and appropriateness for program)

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<thead>
<tr>
<th>Level</th>
<th>Score</th>
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<tbody>
<tr>
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<tr>
<td>Low</td>
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</table>

#### Instructor's Costs
(including: retirement benefits; FICA; fringe benefits; and travel)

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>High</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

#### Instructional Materials Budget
(including: free textbooks; purchased textbooks; teaching aides; audio-visual materials; and instructional supplies)

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>High</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Low</td>
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</table>

### FORMS

#### Documentation
(including: minutes of advisory committee; surveys; and studies)

<table>
<thead>
<tr>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
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<tr>
<td>Low</td>
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</tr>
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</table>

#### VE 101
APPENDIX F

The length of some package components prohibits inclusion in this study. They are:

DD-3.1 Glen Oaks Faculty Handbook
DD-3.2 Glen Oaks Teachers' Calendar
DD-4.1 Policies and Procedures Manual
DD-5.1 Facts About Glen Oaks

In addition, the two slide-tape presentations are not included in this study.

DD-7.0 Glen Oaks Buchanan (11 minutes/90 slides)
DD-8.0 Glen Oaks High School (20 minutes/90 slides)
### DEMOGRAPHIC DATA

**In-basket Items**

<table>
<thead>
<tr>
<th>Code</th>
<th>Item</th>
<th>Originator</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD-1.0</td>
<td>Key Points to Remember</td>
<td>Dr. Randall Taylor, Superintendent Glen Oaks School System</td>
</tr>
<tr>
<td>DD-2.0</td>
<td>Letter</td>
<td>Dr. Irving B. Stewart, Principal Glen Oaks High School</td>
</tr>
<tr>
<td>DD-2.1</td>
<td>Instructional Contract</td>
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<tr>
<td>DD-3.0</td>
<td>Letter</td>
<td>Mr. James Thompson, Supervisor State Board for Occupational Education</td>
</tr>
<tr>
<td>DD-3.1</td>
<td>Glen Oaks Faculty Handbook</td>
<td></td>
</tr>
<tr>
<td>DD-3.2</td>
<td>Glen Oaks Teacher's Calendar</td>
<td></td>
</tr>
<tr>
<td>DD-4.0</td>
<td>Letter</td>
<td>Mr. Duane Swanson, Executive Secretary Glen Oaks Chamber of Commerce</td>
</tr>
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<td>DD-4.1</td>
<td>*Policies and Procedures Manual</td>
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<td>DD-4.2</td>
<td>*Teacher-Coordinator's Handbook</td>
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<td>DD-5.0</td>
<td>Letter</td>
<td>Glen Oaks Chamber of Commerce</td>
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<td>Facts About Glen Oaks</td>
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<tr>
<td>DD-7.0</td>
<td>Glen Oaks, Buchanan (slide-tape presentation)</td>
<td>Glen Oaks Chamber of Commerce</td>
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<tr>
<td>DD-8.0</td>
<td>Glen Oaks High School (slide-tape presentation)</td>
<td>Glen Oaks High School Student Council</td>
</tr>
</tbody>
</table>

*The simulation user may wish to substitute these in-basket items with materials from their respective state and/or service area.*
Having received your baccalaureate degree in June, you submitted your application to several school systems, both in-state and out-of-state, for a position as a secondary vocational teacher-coordinator for the coming school year. You hope to find a position in another state, therefore, you are extremely interested in the newly established vocational program at Glen Oaks High School in Glen Oaks, Buchanan. The state of Buchanan has great appeal to you and you are looking forward to the opportunity to initiate a new cooperative vocational education program.

Following conversations with the teacher-educator from whom you received your training, you have decided to accept the position with Glen Oaks High School if it were offered to you.
It gives me great pleasure to inform you that the Glen Oaks School Board has authorized me to extend to you a teaching contract for the coming school year at Glen Oaks High School. I must admit that the School Board was greatly impressed with your academic achievements as an undergraduate and with such credentials you should be easily accepted by our faculty, students, and parents. Initiating a new instructional program, such as yours, will be both a challenging and exciting experience.

In Glen Oaks, we believe that schools are established to preserve the culture, to promote its growth and progress, as well as to enable our students to live and mature in a constantly and rapidly changing world. We must provide for moral, intellectual, physical, aesthetic and incentive development, for continued study, and for the enjoyment of life in an orderly and balanced manner. This is our task to which we must dedicate ourselves as educators.

A contract has been enclosed which should be signed and returned to my office at your earliest convenience.

We are looking forward to working with you and if you have any questions, please do not hesitate contacting me.

RT/sb

Enclosure

cc: Dr. Irving B. Stewart, Principal
    Glen Oaks High School

    Mr. James Thompson, Supervisor
    State Board for Occupational Education
Office of
BOARD OF EDUCATION OF THE GLEN OAKS SCHOOL DISTRICT
in the County of Ward and State of Buchanan

EMPLOYMENT CONTRACT

You are hereby notified that at a meeting of the School Board of Glen Oaks School District, in the County of Ward, State of Buchanan, your application for a position with said District was duly considered, and subject to the conditions, provisions, etc., hereinafter stated, you are hereby employed as a teacher in said District for the school year beginning on or about August 25 at a yearly salary of Seven thousand five hundred DOLLARS ($7,500.00), payable in school warrants in twelve (12) equal installments, beginning with the 25th day of September, 19__, and on the 25th day of each month thereafter until all installments have been paid in full.

The conditions of your employment are as follows:

You shall hold a legal Buchanan certificate, and shall teach in such position and school as the Superintendent of Schools may assign. You will faithfully observe the rules and regulations now or hereafter adopted by the Board of said District, which rules and regulations are made a part hereof by reference.

IF YOU ARE A NEW TEACHER IN SAID SCHOOL DISTRICT, A PHYSICAL EXAMINATION, INCLUDING Wasserman and T.B TESTS, IS REQUIRED AT YOUR OWN EXPENSE. The Board of Education may require of you, at any time, a certificate of health to be issued under the hand of a regularly practicing physician selected by and at the expense of the Board.

After your acceptance hereof, this contract becomes binding upon both parties hereto, and can be rescinded only by mutual agreement. No resignation under this contract will be accepted by the Board after August 1st of each year, except as special circumstances may be considered and approved by the Board. A teacher resigning after this date shall forfeit part or all of a twelfth of the yearly salary, in accordance with the provisions of Chapter 226, Sec. 249, Session Laws of Buchanan, 1945.

It is expressly agreed that this contract shall not be binding upon either party unless subscribed by the President and Secretary of said Board and accepted by you, in writing, and returned to the Superintendent of Schools within days of the date of this contract. Your written application and this notice of employment shall, together with the Rules and Regulations adopted by the Board of Education, constitute the entire contract between you and the said Board.

BOARD OF EDUCATION
GLEN OAKS SCHOOL DISTRICT IN THE COUNTY OF WARD, AND STATE OF BUCHANAN

Attest: 
Secretary.
By
President.

I hereby certify that I have read the above and foregoing, and accept employment in said District under the terms, provisions, and conditions thereof, and promise and agree to abide by and comply with the same.

Teacher.
Let me take this opportunity to welcome you to the Glen Oaks High School faculty. Dr. Randall Taylor, Superintendent, notified me that he is in receipt of your contract and you will be joining our faculty this coming school year.

Although we have not met, I have thoroughly reviewed your academic credentials and am certain you will be an asset to Glen Oaks High School. Due to the nature and type of program you will be initiating, I am expecting you to provide guidance and direction to me so that together we can provide a meaningful experience for the students.

We are extremely proud of our school system and expect each faculty member to contribute to its continued effectiveness and successful student achievement record.

Enclosed you will find our Faculty Handbook which should provide initial orientation to Glen Oaks High School. Also, a Teacher's Calendar is provided in which you will note that all teachers should report no later than August 25.

WELCOME TO GLEN OAKS! If I can be of assistance in any way, please feel free to contact me.

IBS/bl

Enclosures

cc: Glen Oaks Chamber of Commerce.
In a recent conversation with Dr. Irving B. Stewart, Principal of Glen Oaks High School, he indicated that you had accepted the position as a cooperative vocational education teacher-coordinator. Admittedly, I was quite pleased that they had employed a person with such an excellent background.

Initiating a new cooperative vocational education program will prove to be a challenging experience. You are probably aware that vocational education does not hold the status it should in the educational community, particularly at Glen Oaks High School. There will be pressures exerted by parents, faculty members, and others to keep many students in the academic channel. Although I do not desire to paint a portrait of gloom, I want you to be aware of your situation and realize that I will be more than happy to assist you in your endeavors.

We should not believe that vocational education is for everyone nor is it the panacea for our country's ills. It will, however, do much to restore our country to that which built our country—individual dignity and a healthy respect for the world of work.

Enclosed you will find materials which should provide assistance in your "ever-so-important role" as a cooperative vocational teacher-coordinator.

JT/db

Teacher-Coordinator's Handbook
WELCOME TO GLEN OAKS!

On behalf of the residents of Glen Oaks, Buchanan, we want to take this opportunity to extend a warm and hearty welcome to you and your family. We are extremely proud of our community and are confident your decision to accept employment in Glen Oaks will not be regretted.

Glen Oaks is a community on the move . . . moving in all directions with agriculture, business, industry, education, and recreation. Glen Oaks, Buchanan, is not just a place to be . . . . but a place to live.

The enclosed brochure should prove beneficial in acquainting your family with your community----Glen Oaks, Buchanan.

DS/ps

Enclosure: Facts About Glen Oaks
Congratulations on your recent appointment to the faculty at Glen Oaks High School. You will be establishing a new cooperative vocational education program which will prove to be an exciting, rewarding, and challenging experience.

To gain a greater understanding of Glen Oaks, Buchannan, and Glen Oaks High School, you will be presented two slide-tape presentations. The first presentation, Glen Oaks, Buchannan, was developed by the Glen Oaks Chamber of Commerce for promotional events. The second presentation, Glen Oaks High School, was produced by the Glen Oaks Student Council and presented to the Glen Oaks Board of Education.
APPENDIX G

The slide-tape presentations and interruption tapes are not included in this study, however, scripts are provided.

PP-13.0 Slide-tape Presentation
PP-14.0 Slide-tape Presentation
PP-20.0 Interruption Tape
PP-22.0 Slide-tape (Introduction)
PP-22.1 Slide-tape (Question #1)
PP-22.2 Slide-tape (Question #2)
PP-22.3 Slide-tape (Question #3)
PP-22.4 Slide-tape (Question #4)
PP-22.5 Slide-tape (Question #5)
PP-22.6 Slide-tape (Question #6)
PP-22.7 Slide-tape (Question #7)
PP-22.8 Slide-tape (Question #8)

The length of some package components prohibits inclusion in this study.

PP-11.3 Vocational Credential Application
<table>
<thead>
<tr>
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<tr>
<td>PP-10.0</td>
<td>Key Points to Remember</td>
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<td>PP-11.0</td>
<td>Letter</td>
<td>Mr. James Thompson, Supervisor State Board for Occupational Education</td>
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<tr>
<td>PP-11.1</td>
<td>Letter (copy)</td>
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<tr>
<td>PP-11.2</td>
<td>Guide for Submitting Proposals for Vocational Education Programs</td>
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<td>PP-11.3</td>
<td>Vocational Credential Application</td>
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<td>Letter</td>
<td>Dr. Irving B. Stewart, Principal Glen Oaks High School</td>
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<tr>
<td>PP-20.0</td>
<td>Interruption Tape</td>
<td>Mr. Dan Williams, Manager Discount Incorporated</td>
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<td>PP-21.0</td>
<td>Key Points to Remember</td>
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<tr>
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<td>Slide-Tape (Introduction)</td>
<td>Mr. Raymond Merchant, President Faculty Senate</td>
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<tr>
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<td>Slide-Tape (Question #1)</td>
<td>Mr. Darrell Taylor Counselor</td>
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<td>Miss Dorothy Brooks History Instructor</td>
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<td>Mr. Lyle Andrews Psychology Instructor</td>
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<td>Slide-Tape (Question #4)</td>
<td>Mrs. Carolyn Patton Humanities Instructor</td>
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<td>PP-22.5</td>
<td>Slide-Tape (Question #5)</td>
<td>Mr. Jeffrey Ward Mathematics Instructor</td>
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<td>Slide-Tape (Question #6)</td>
<td>Mr. Joseph Valentine Football Coach</td>
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<td>PP-22.7</td>
<td>Slide-Tape (Question #7)</td>
<td>Mrs. Betty Malone Counselor</td>
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<td>PP-22.8</td>
<td>Slide-Tape (Question #8)</td>
<td>Mrs. Margaret Wild English</td>
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<td>Mr. Bill Jenkins, Associate Principal Glen Oaks High School</td>
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<tr>
<td>PP-25.0</td>
<td>Letter</td>
<td>Mr. James Thompson, Supervisor State Board for Occupational Education</td>
</tr>
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</table>
KEY POINTS TO REMEMBER

The date is August 1.

You should be operating under the following assumptions:

1. Having accepted a position as a teacher-coordinator of a cooperative vocational education program, you are looking forward to initiating a new program at Glen Oaks High School.

2. According to earlier correspondence with Dr. Stewart, Principal, Glen Oaks High School, you expect to provide considerable guidance in initiating your cooperative vocational education program, e.g., submitting a program proposal to the Buchannan State Board for Occupational Education.

You have reviewed the following:

1. Glen Oaks Faculty Handbook
   Buchannan State Board for Occupational Education
3. Teacher-Coordinator's Handbook
   Buchannan State Board for Occupational Education
4. Facts About Glen Oaks
5. Glen Oaks, Buchannan (slide-tape presentation)
6. Glen Oaks High School (slide-tape presentation)
Enclosed you will find Mr. James Thompson's letter of August 2. Apparently a program proposal must be filed with the State Board for Occupational Education to secure final approval for a vocational program. Failure to submit such a proposal has not only been an oversight but a task you would be assigned upon your arrival. However, we appear to be operating within a limited time frame; therefore, be prepared to submit a program proposal to my office on or before August 27. A guideline for submitting program proposals has also been included to provide direction.

In addition, to be qualified as a vocational teacher, you must be credentialled by the State Board. Please complete the enclosed Vocational Credential Application and submit the application to the State Board.

We are looking forward to your arrival on August 25.

IBS/sb

Enclosures—August 1, Letter from Mr. James Thompson
Guide for Submitting Proposals for Vocational Education Programs
Vocational Credential Application
August 2

FROM THE DESK OF . . . Mr. James Thompson  
State Supervisor  
State Board for Occupational Education

In reviewing our files, I do not find a program proposal for the vocational 
program you are initiating at Glen Oaks High School. The program proposal 
must be filed in my office and approved by the State Board. Failure to do so 
could jeopardize reimbursement for the vocational program being initiated. 
A "Guide for Submitting Proposals for Vocational Education Programs" has 
been enclosed which denotes the acceptable composition of a program 
proposal. Please see that your program proposal is submitted on or before 
September 1.

You should also be aware that a vocational teacher must be credentialled by 
the State Board to qualify for program reimbursement. I am quite pleased with 
the person you have selected, however, please request he submit a "Voca­
tional Credential Application" as soon as possible.

If assistance in developing your program proposal would be needed, do not 
hesitate to contact my office.

JT/ps

Enclosures
GUIDE FOR SUBMITTING PROPOSALS FOR VOCATIONAL EDUCATION PROGRAMS

1. General Information

The proposed/revised occupational education program must be included with the Local Plan for Vocational Education (VE 115) to be considered and approved for financial assistance.

The instructional program proposal shall provide all the necessary information requested in both the preliminary and the final proposals.

a. Submit one copy of the final proposal, following the outline presented for each proposed occupational education program.

For associate degree programs, 35 copies of the final proposal are requested.

PROPOSAL FOR VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAM

1.1

(Name of School) (District and Number)

(City or Town) (County)

1.2 Instructional Program Title: ____________________________

(What do you call this program?)

U.S.O.E. Code ____________ (see VE 152--Code Number Listing)

Occupational Area

(Business & Office, T & I, Home Ec., etc.)

Check one: [ ] New [ ] Revised

APPROVED BY: ____________________________

(Name and title of administrative officer of local educational agency)

Date signed: ____________________________

(Name and title of person preparing proposal)

(Signature of above) ____________________________

(Signature of above)
1.3 Give a brief description of the proposed/revised vocational program. For postsecondary institutions—what degree or certificate (if any) is to be awarded upon successful completion of the program.

1.4 Identify specific occupational objective(s) of the program.

1.5 Indicate how the need for this program was determined—employment opportunities, current and projected trends, advice of administration or advisory committee, etc.

1.6 List advisory committee members and their occupations.

1.7 (a) In what department or other unit will the program be administered? (b) Indicate extent of supervision and plans for evaluation: by whom, amount, frequency, etc.

1.8 Describe all instructional facilities to be utilized for this program.

1.9 What is the relationship of proposed program, if any, to programs presently being offered by your institution and to your long-range plans?

1.10 What is the relationship, if any, of proposed programs to offerings of other institutions in your community?

1.11 What is the anticipated date for initiating the proposed program?

2. Course Information

2.1 List the individual courses which comprise this instructional program. If these courses are sequential, list in order. (Secondary programs list only vocational courses.)

2.2 Include a course description for all courses in the vocational program and hours devoted to each. (credit hours, lec hours, lab hours)

2.3 Give time requirements for entire program.

Total clock hours
Total credit hours (qtr., sem., etc.)
Total length of program (6 wk., 9 mo., 2 yr., etc.)
3. **Student Information**

3.1 What are the requirements for admission to this program?

3.2 What educational guidance and counseling services are to be provided during training?

3.3 Describe placement services.

3.4 Describe follow-up procedure for all students leaving program.

3.5 What vocational student organization activities are available?

4. **Budget**

4.1 List major equipment currently available.

4.2 List major equipment to be purchased, and include schedule for purchase.

4.3 What are the estimated instructor costs? (Itemize PERA, fringe benefits, school authorized travel.)

4.4 What amount is budgeted for instructional supplies, including reference materials, teaching aids, etc.

5. **Forms to be Attached or Submitted, as Indicated**

5.1 Documentation for 1.5 (minutes of advisory committee meetings, surveys to be included with preliminary proposal, studies, etc.)

5.2 **VF 101** - Equipment/Materials Application (if appropriate)
KEY POINTS TO REMEMBER

The date is August 25. You arrive at Glen Oaks High School and report to Dr. Stewart's Office.

Although you have given considerable thought to the program proposal, you have not completed this task. You are anxious to tour your program facilities to determine equipment, instructional materials and supply needs.
Yes, I know, but with the first day of school only a few days away, I don't know if I can get away this weekend . . . OK, OK, you convinced me . . . you said our tee-off time was 10:30 . . . fine, I'll be by around 9:30 . . . have to go—I've got work to do.

Come in—sit down! Sorry to keep you waiting. I've been looking forward to meeting you—I trust you're settled and ready to start working.

There's a great deal of excitement regarding your coop program. Mrs. Coleman, one of our counselors, said that 75-100 students have indicated an interest in the work-experience program. We have a lot of foundation work to do—but you can expect support from our faculty.

Have you considered what kinds of problems we might encounter in initiating this coop program successfully?
PRINCIPAL: You'll recall from our previous correspondence that Glen Oaks High has not been involved in vocational education—we have concentrated our efforts on the academic preparation of college bound students. The other two high schools in town have incorporated vocational programs but we didn't feel a need existed for this kind of training in our attendance area until recently. This past year we have noted an increase of minority students and students not seeking a college preparatory curriculum. I'm sure you understand why we feel a need for the vocational emphasis at this time.

We are going to be totally dependent upon you to provide guidance in establishing the coop program. Public relations will be your major task—informing our faculty, students and parents. I see that support on all fronts is vital to the success of your program.

I'm curious . . . you understand our situation at Glen Oaks High . . . what strategies do you feel will be feasible in gaining support for your program and what can I do to assist . . . that is, where will the rest of the staff fit in?
Well, whatever you need, you let me know.

Although we are quite crowded, we were able to vacate a classroom for your use. It's not the ideal by any means, but I feel it will be adequate initially.

You probably will need to select equipment, supplies, and instructional aids—Oh, yes—a budget—I will be visiting with the superintendent and will notify you of the budget allocation for your program.

I'm sure we can get by this year—next year we have plans to build a vocational wing. Of course, you'll be instrumental in planning and designing what we hope to be a model facility.

But I know you're anxious to see your room—let me get your key and let's see what you think. What equipment needs do you anticipate?
As I have already mentioned, we are short classrooms this year due to an increased enrollment.

Here we are.

This will be your classroom.

Adjoining your classroom is a workroom . . . and your office. Our teachers certainly enjoy the private office . . . glass windows allow them to monitor the classroom whether they are in their office . . . or in the workroom.

Due to a Board meeting to discuss budgets, I must excuse myself. Review your facilities, notify me of your needs, and we'll see what can be done. It's good having you here.
Yesterday, I attended the Budget Committee meeting in which a decision was made regarding the budget allocation for your vocational program. The following should be helpful in providing budgetary information for your program proposal.

Instructional Salary $ 7,500
Equipment, supplies, etc. $ 8,500
TOTAL Allocation $16,000

You will be responsible for budgetary spending for your program. Submit to the Financial Secretary a requisition for your program needs as soon as possible.

IBS/sb
The activities of the Buchanan Vocational Association were enthusiastically received by the membership this past year, including the BVA Newsletter, BVA Mid-Year Conference, and the BVA Scholarship Fund. Continuation of these activities as well as additional services are anticipated for this school year. According to the previous year's BVA membership roll, approximately 45 percent of the vocational educators in the state of Buchanan held membership in the BVA. The BVA Advisory Council has established a 100 percent membership goal. As vocational educators, we must actively participate in our professional associations and encourage others to do the same.

An application blank for membership in the Buchanan Vocational Association, American Vocational Association, and appropriate service association has been included for your convenience.

A questionnaire has also been included for determining membership participation in professional, civic, or educational associations. Detach the membership application, complete the questionnaire, and mail immediately.

Name______________________________________________Position____________
Address__________________________________City________________State_______

Membership Fee:

- Buchanan Vocational Association $ 5.00
- American Vocational Association 10.00
- Service Area Association 5.00
- Buchanan Association of Business and Office Teachers
- Buchanan Association of Distributive Education Teachers
- Buchanan Association of Home Economics Teachers
- Buchanan Association of Agricultural Teachers
- Buchanan Association of Technical Teachers
- Buchanan Association of Trade and Industrial Teachers
- Buchanan Association of Health Occupations Teachers
- Buchanan Association of Vocational Administrators
- Buchanan Association of Guidance Personnel
1. Do you intend to apply for membership in the following associations:

Vocational
   a. Buchanan Vocational Association
   b. American Vocational Association
   c. (appropriate service area association)

General
   d. Buchanan Education Association
   e. National Education Association
   f. Classroom Teachers' Association

2. In what additional professional associations do you intend to place membership?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. In what educational associations do you intend to place membership?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. In what civic associations do you intend to place membership?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
The initial Faculty Senate meeting has been rescheduled for August 27, 2:00-4:00. At this time you will be introduced to the faculty.

Since you are initiating a new program at Glen Oaks High School, we would appreciate your making a five-minute presentation describing your vocational program. Following your presentation, you should be prepared to respond to questions from the faculty.
ATTENTION: All Faculty Members

The Glen Oaks School Board has approved the establishment of a school-operated student store. Items to be merchandised will include: textbooks, school supplies, boutiques, paperback books, all occasion cards, and other items as approved by the Principal.

Those faculty sponsors of student organizations interested in operating the student store should submit a prospectus as soon as possible. You should identify the following: capital investment anticipated; merchandise lines to be carried; store hours; procedure for staffing; equipment acquired; operational supplies; and justification for being allowed to operate the student store.

IBS/sb
August 26

FROM THE DESK OF ... George Reynolds
Editor
Glen Oaks Tribune

Congratulations on your recent appointment to the Glen Oaks High School faculty.

The Tribune would appreciate your submitting an article regarding the vocational program you are initiating at Glen Oaks High School.

GR/dd
EMPLOYER: This is Dan Williams down here at Discount Incorporated—you know, we're the ones that make those kitchen utensils... your wife's probably got some of our stuff in her kitchen. Anyway, I need some kids to work.

We use a lot of plastic molds and they need to be cleaned every day or they start turning out defective products—I could use a coupla kids to do that, then there's just a lot of general clean-up around the plant... we got plenty of stuff to do to keep those kids busy and keep 'em off the street. Boys... or girls... makes no difference. Do you have any kids for me?
The date is August 27, 2:00 p.m. You are in attendance at the Faculty Senate meeting and planning to make a five-minute presentation describing the vocational program you are establishing at Glen Oaks High School. Following your presentation, you anticipate several questions from the faculty.

In a few short moments you will be introduced by Mr. Raymond Merchant, President of the Faculty Senate.
SCRIPT
(Introduction)

PRESIDENT OF THE FACULTY SENATE: (Clears throat) . . . I think we should probably get the meeting started. As you know, I'll be serving as the President of the Faculty Senate this year, and one of the pleasant duties of this office is to introduce the new faculty to you. I'd like to start with the person who will be coordinating a new program . . . ah, ah, the cooperative vocational education program. I think it's noteworthy that this new member of our staff graduated from one of the nation's most prestigious universities and has excellent credentials from that institution . . . ranked in the top 10 percent academically. We have always taken pride in the fact that our faculty has a solid academic background and have been quite well respected in their fields as a result. Rather than for me to try and explain this program, it is my pleasure to introduce the teacher-coordinator directing this vocational program.

(clapping)
22.1 My name is Darrell Taylor—being a counselor, I am concerned with the criteria to be used in selecting students for your program. Would you elaborate on selection criteria you intend to employ?

22.2 First, let me welcome you to Glen Oaks High . . . I am Miss Brooks—my speciality is ancient civilizations—Can we as faculty make recommendations for students to enter your work program? Believe me, I have some students in my classes I'd like to get rid of.

22.3 The name is Lyle Andrews. Psychology is my area—Is it not true that vocational programs have been characterized by incorporated federal control—personally, I cannot support a program that is dictated by an outside agency. What do they care about our students at Glen Oaks High School?
22.4 I have just one question—ah, the name is Carolyn Patton in the Humanities Department . . . our teacher-pupil ratio is 35 to 1 and each instructor handles at least five classes with one planning period. I understand you will only be responsible for 2 or 3 classes—that just doesn’t seem fair to the rest of us—what do you do in the afternoons?

22.5 You probably intend to promote your classes to secure an adequate enrollment level—won’t you be pulling students away from the college preparatory courses—Oh, forgive me—the name is Ward—I’m in the Mathematics Department.

22.6 The name is Joe . . . Joe Valentine . . . I coach our football team in Glen Oaks. If you’re a football fan, Glen Oaks has a championship team. I’m concerned with finances—what do you anticipate the cost to be for initiating a program such as yours—and can we justify the cost?

22.7 This is my first year as a counselor at Glen Oaks High—the name is Betty Malong—Will the students in your program be granted some kind of special diploma or will they receive the same diploma as those who complete the college prep program?

22.8 My name is Mrs. Word—Chairman of the English Department—How can we be assured that your students will receive the basics if they are involved in your work program?
FROM THE DESK OF ...  

Irving B. Stewart, Ed.D.  
Principal  
Glen Oaks High School

The Glen Oaks School Board has tentatively approved a proposed vocational building to be located on the northeast corner of the school grounds. If this facility is to be completed by September of next year, we must begin planning immediately. You should assign top priority to the design of a vocational facility appropriate for your program. Funding will also be available for equipment. Please provide the following:

1. A floor plan complete with dimensions, location of equipment and fixtures.
2. A list of instructional, office and operational equipment required.

A rough draft of the above should be submitted at your earliest convenience.

IBS/sb
ATTENTION: All Faculty Members

You should submit course outlines to my office at your earliest convenience. The Glen Oaks School Board requires course outlines to be filed at the beginning of each school year. Your prompt attention to this matter will be appreciated.

BJ/sj
Enclosed in this packet are the reporting forms required by the State Board for approved reimbursed vocational programs. The deadline for submitting reports is indicated on each form.

Please note the following activities and dates:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Coordinator's Conference</td>
<td>October 2</td>
</tr>
<tr>
<td>Teacher-Coordinator's Workshop</td>
<td>December 11</td>
</tr>
<tr>
<td>State Youth Leadership Conference</td>
<td>March 10-12</td>
</tr>
<tr>
<td>National Youth Leadership Conference</td>
<td>May 2-6</td>
</tr>
<tr>
<td>June Workshop</td>
<td>June 5-9</td>
</tr>
</tbody>
</table>

JT/dp

Enclosures: Forms
APPENDIX H

The following tasks were assigned subjects in the comparison treatment group.

1. Develop a proposal for a cooperative vocational education program for the UNC Laboratory High School according to the guidelines provided by the Colorado State Board for Community Colleges and Occupational Education. You should submit a program proposal which must entail the following:

   a. Provide descriptive information including: name of school, district and number, city, and county.

   b. Identify the proposed program with the appropriate U.S.O.E. Code.

   c. Write a brief description of the proposed program.

   d. Develop specific occupational objectives of the proposed program.

   e. Indicate how the need for the proposed program was determined, i.e., employment opportunities, current and projected trends, advice of administration or advisory committee, etc.

   f. List the advisory committee members and their respective occupations.

   g. Identify in what department within the school the program will be administered. Also, indicate extent of supervision and plans for evaluation, i.e., whom, amount, frequency, etc.

   h. Describe the instructional facilities to be utilized for the proposed program.

   i. Describe the relationship of the proposed program, if any, to programs presently being offered by the school system and to the proposed program's long-range plans.

   j. Describe the relationship, if any, of the proposed program to offerings of other institutions in the community.
2. Complete and submit an application for a vocational credential.

3. Determine if membership in the appropriate professional organization would be beneficial and, if deemed vital, submit applications for membership.
4. Prepare and present a ten-minute talk regarding the proposed program and be prepared to respond to both favorable and unfavorable comments.

5. Prepare a news release for a city newspaper regarding the proposed program.

6. Design a "model" facility for a proposed vocational building as well as instructional materials, supplies, equipment, etc.
APPENDIX I

Electronic data processing programs used for data reduction and data analysis employed in this study are listed below:

1. Kennedy, J. **ANOVAR.** The Ohio State University, Columbus, Ohio.

2. Schanbacher, N. **Data Reduction.** The Center for Vocational and Technical Education, Columbus, Ohio.


4. Spooner, K. **T-Score.** The Center for Vocational and Technical Education, Columbus, Ohio.

5. Spooner, K. **Kropp-Verner Scale Interpretation.** The Center for Vocational and Technical Education, Columbus, Ohio.
APPENDIX J

EXPLANATION OF AN INTERACTION EFFECT

Examination of the F ratios in Table 9 depicts a significant disordinal interaction between treatment groups and GPA levels ($F=8.28; df. 1/31; p. .01$). The nature of this interaction indicates that subjects within the low GPA experimental group expressed lower confidence toward their ability to establish a cooperative vocational education program than those subjects within the high GPA experimental group. Conversely, the subjects within the low GPA comparison group expressed high confidence whereas the high GPA comparison group expressed lower confidence.

Since the interaction was detected prior to treatment administration, no causal inferences can be made. A plausible hypothesis is that the randomization process yielded an inequality of treatment groups for the confidence measure. Therefore, no post hoc analysis was used to determine specific cell mean difference of the interaction effect.
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