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Longitudinal training needs assessment of school vocational evaluators in Ohio

Wagner Williams, Carol Ann, Ph.D.

The Ohio State University, 1993
LONGITUDINAL TRAINING NEEDS ASSESSMENT OF
SCHOOL VOCATIONAL EVALUATORS IN OHIO

DISSERTATION

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

By

Carol A. Wagner Williams, B. S., M.R.C., M. A.

**********

The Ohio State University

1993

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Adviser
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To my family and friends.

Without you, I could not have accomplished this.
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FIELDS OF STUDY

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Supporting Fields:
- Technology Education
- Rehabilitation
- Vocational Psychology
- Human Factors Engineering
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CHAPTER I
INTRODUCTION

Preparing students with disabilities for life beyond the educational system has become a major educational and rehabilitation concern during the last 30 years. During the 1970s legislation was passed and implemented that affected the fields of special education (P.L. 94-142), vocational education (P.L. 98-524) and career education (P.L. 95-207). These acts and their updated regulations increased the emphasis of preparing school age youths with disabilities for the world of work. As a result of the laws, individualized education programs for youths with disabilities were provided through the public school system.

In Ohio, the State Department of Education designated the vocational or work evaluation component of these laws to the Ohio Department of Education, Division of Vocational and Career Education, Special Needs Service. Other components of the acts and their regulations were designated to various departments in the Ohio Department of Education based on the specific requirements set forth (e.g., special education, career education).

The Special Needs Service of the Division of Vocational and Career Education (through teacher educators located at Kent State University) is responsible for providing the vocational school districts with training to
certify the staff that school districts hire as vocational evaluators. This is a challenge as well as a difficult task because training facilities for vocational evaluators are limited in Ohio and the United States. Trained vocational evaluators are in short supply and large demand.

The Problem

A review of recent literature in vocational evaluation reveals that training of persons who provide vocational evaluation services to individuals with disabilities is being conducted all over the United States by various educational institutions, professional rehabilitation organizations and social service agencies. The newness of educational facilities providing vocational evaluation as part of the educational process rather than rehabilitation facilities which have been the traditional vocational evaluation service providers has necessitated the training of personnel from other disciplines to the process and techniques of vocational evaluation. Rapid developments in the field of vocational rehabilitation have created career opportunities in the vocational evaluation arena. These career avenues include vocational expert testimony, social security litigation, Americans with Disabilities Act (ADA) consultation, and workers compensation case management. Many individuals hired to work in rehabilitation agencies developed their interest in working with persons who have disabilities because their job duties required them to do so, not because their academic backgrounds prepared them to do so.

In a two-day training seminar presented by this writer and a rehabilitation faculty member from The Ohio State University, "Effective
Utilization of Vocational Evaluation Service," participants who provided vocational evaluation and referred clients to vocational evaluation services said the efforts to provide staff development and inservice training were frequent but repetitive. One participant said it was "wasting his time" to hear things that he has heard before. The evaluations at the end of the training indicated that participants would like to have some input into the development of training and educational offerings. It was apparent from this inservice training that prospective trainees would like to be consulted when their educational and training needs are being determined.

Literature in the field of vocational evaluation gives evidence of needs assessments being conducted among vocational evaluation clients at the end of their vocational evaluation. This is done through client satisfaction questionnaires or program evaluation systems. Results of these surveys are utilized to improve program quality by providing training to the service providers so the expressed needs and desires of the client can be met. Service providers, however, are not usually asked about their own perceived training needs and interests, yet it is believed these perceptions would be helpful to those responsible for planning the training programs. The problem studied is the lack of information about the perceived training needs of school vocational evaluators in Ohio.

**Purpose of this Study**

This study was designed to develop and test a method for assessing the perceptions of vocational evaluators about the level and value of professional knowledge needed by personnel who provide vocational
evaluation services to youths who are disadvantaged and disabled in the school systems that have state funded vocational evaluation units. This study was designed to provide a practical means to assess training needs over a period of time as perceived by the school vocational evaluators who provide school vocational evaluation services. Vocational evaluation services are defined on page 13-14 in the Definition of Terms section. The results of the study will result in a description and testing of a needs assessment procedure that can be used by those who develop certification and training programs for school vocational evaluators.

**Research Questions**

The study was designed to provide answers to the following questions concerning vocational evaluation services in the school system in the State of Ohio.

1. What are the personal, educational, and employment characteristics of personnel who provide vocational evaluation services in the school system?
2. As school vocational evaluators perform their job over a period of time do their personal, educational, and employment characteristics change?
3. What professional knowledge is perceived to be of value to vocational evaluators in the school system?
4. Do perceived levels of knowledge continue to be of perceived value to school vocational evaluators over a period of time?
5. What is the perceived level of professional knowledge possessed by the vocational evaluators in the school system?

6. Does the perceived level of knowledge possessed by the school vocational evaluators stay the same or increase over a period of time?

7. Are there differences between the perceived levels of knowledge and the perceived values of the knowledge, which constitute educational and/or training needs of the vocational evaluators?

**Significance of the Problem**

Vocational assessment in schools has been undergoing changes and growth since it was first implemented in public schools in the 1960s and early 1970s (LeConte, 1985; Peterson, 1985). By 1972, every state had initiated programs to identify students in public school systems who were disabled. Resources and techniques to meet the needs of students who were disabled were also identified (Parker, 1984). The decision to provide appropriate vocational education was made; the method of provision was left to the discretion of each state.

Ohio implemented a project under the direction of the Ohio Department of Education, Division of Vocational and Career Education entitled, “Sensitizing Vocational Education Teachers to Effective Instructional Strategies to Service Disadvantaged and Handicapped Persons” (1977). This project was supported with Education Professional Development Act (EPDA) funds (P.L. 90-35), Part F of Section 553. The project report discussed the needs for work assessment/work evaluation
in relationship to identifying the student's need to determine capacity to functions in the world of work.

Vocational evaluation, which was developed in the field of vocational rehabilitation, has been incorporated at an increasing rate into the educational system (Ellsworth, 1978; Noll, 1978). Buontempo, McNulty and Ringleherm (1974) identified vocational evaluation as one of the five major phases necessary in the effective preparation of the student who is disabled.

Since vocational evaluation did not originate in the education system, there are problems defining its role and who is qualified to do the vocational evaluation within the education profession. There are three distinct views among educators regarding who is the appropriate person to assess student vocational potential.

1. The vocational educator and classroom teacher of the students who are disabled should assess strengths, weaknesses, and occupational areas which would be appropriate. Some educators feel that vocational evaluation is best done in the classroom (Smeltzer, 1976; Buontempo, McNulty, & Ringleheim, 1974). Educators who hold this point of view have employed individuals called vocational evaluators/teacher-evaluators. The vocational evaluators function is to assess the assets and liabilities of students identified as disabled. This assessment usually occurs in a specially equipped classroom.

2. Existing vocational rehabilitation facilities that provide vocational evaluation is another method utilized to evaluate
students who are disabled. This program provides a single occurrence evaluation with the capabilities of evaluating the student in a variety of settings utilizing diverse techniques which expand the evaluation beyond the isolated classroom. A problem with this technique may be the vocational evaluators not understanding the vocational education system and the training programs available (Modahl, 1976). It is this writer's opinion that a trained evaluator who is conscientious in the performance of the vocational evaluation process will explore the available training programs and research the vocational education system peculiarities for the benefit of the student being evaluated.

3. Brolin stated in 1973, that a significant portion of the handicapped population was not being serviced by appropriate vocational and educational programs. He noted that communication problems existed between the service delivery systems and the services provided overlapped thus resulting in an inefficient service delivery system and lack of clarity concerning which services should be provided by each agency. As a result, Brolin felt that the secondary school should assume the responsibility of vocational development by including a comprehensive vocational evaluation program as part of the curriculum. This is the model that Ohio has chosen to follow.

The purpose of vocational evaluation, whether it is done by the teacher, an outside rehabilitation agency or a comprehensive school
A vocational evaluation unit is to establish a personal assessment that would be helpful to plan the most appropriate occupational direction for the student who is handicapped. The role the vocational evaluator performs will depend on the definition that education takes of vocational evaluation (Ellsworth, 1978; Noll, 1978).

Vocational evaluators, like other professionals, have a unique set of skills and training when they are educated by one of the universities specializing in the provision of this training. According to Hutchinson (1975) vocational evaluators have skills in the area of work selection, administration and interpretation, ability to record and use behavioral observations, planning and recommendation abilities for prescriptive programs, knowledge of the world of work and worker characteristics, plus the ability to communicate effectively with clients.

In 1978, Coffey completed an Ed.D. dissertation on Vocational Evaluator Competencies and Their Relative Importance as Perceived by Practitioners and Educators in Vocational Evaluation. The study identified competencies important for vocational evaluators and the relative importance of the identified competencies as perceived by practitioners and educators in the U.S. Department of Health, Education and Welfare Region IV. The 10 highest ranked competencies were:

- Developing positive interpersonal relations
- Report writing in vocational evaluation
- Functioning as a team member
- Maintaining one's own mental health
- Selecting and administering work samples
- Coping with own frustrations and those of others
- Relating evaluation reports to the needs of others
- Recommending logical training and jobs for clients
- Documenting recommendations made for clients
- Describing client adjustment problems in measurable terms

The Ohio Department of Education, Division of Vocational and Career Education, Special Needs Service (1988), *Guidelines for Operating a Vocational Evaluation Unit*, requires that a vocational evaluator must have a valid Ohio Vocational Evaluation Certificate or participate in a two-year teacher education program conducted by a teacher educator in order to obtain a Vocational Evaluation Certificate.

**Background Information**

Ellsworth and Noll (1978) surveyed vocational evaluators in school systems to determine the extent of certification, nature of certification, requirements of certification and receptivity of certification. Conclusions drawn from the survey were:

1. Functions and tasks of the vocational evaluators employed in school settings are similar to those evaluators employed in vocational rehabilitation facilities.
2. Placement of vocational evaluators within the school staff organizational structure is very inconsistent in terms of position, responsibility and function, and salary.
3. Some vocational evaluators in school settings have had no training in vocational evaluation processes.
4. School vocational evaluators have emerged from very diverse backgrounds and training experiences.
5. Vocational evaluators functioning in school settings, who are not certified in vocational evaluation, are generally certified in such areas as: special education, psychology, occupational therapy, counseling, work placement, vocational education, occupational specialties, administration, supervision, and a variety of subject matter specializations.

6. Teaching functions for vocational evaluators in school settings generally concentrate upon the tasks of orienting and instructing students to procedures, tool usage, and equipment usage which is necessary to facilitate progress in the vocational evaluation process.

7. A degree in education is generally not necessary for employment as a vocational evaluator in a school setting.

8. A very small proportion of the vocational evaluators in school settings (three out of a hundred) have graduate degrees with a specialization in vocational evaluation.

9. Hiring practices for vocational evaluators in school settings appear to be questionable by stressing a degree in education as opposed to a degree in vocational evaluation, especially in light of the fact school evaluators do little subject matter teaching.

10. The restriction of requiring teacher certification for employment as a vocational evaluator places undue constraints in employing individuals trained in vocational evaluation.

11. A uniformity of job descriptions for vocational evaluators does not exist.

12. Vocational evaluators in school settings tend to function in those activities or tasks they feel they do best.

13. Vocational evaluators in school settings are sensitive and concerned about their lack of specific certification for vocational evaluation and status within the school system.

14. There is a consensus as to the three general areas of additional training vocational evaluators need to improve their performance on the job. Three kinds of training needed are:
   A. Evaluating individuals having specific disabilities.
   B. Using standard vocational evaluation instruments.
   C. Using behavior modification and work adjustment techniques.
15. Vocational evaluation program requirements and inherent staffing requirements within schools are not at all consistent.
16. Vocational evaluators in school settings are generally willing to work toward certification providing their states develop and establish a certification process.
17. A large portion of the vocational evaluators functioning in school settings are willing to work toward certification under the auspices of the Vocational Evaluation Work Adjustment Association and also believe such certification would benefit them professionally.
18. There is little or no evidence of the states planning and implementing a process leading toward certification of vocational evaluators. (pp. 31-32)

Recommendations which came from Ellsworth and Noll’s (1978) study were the following:

- Development of national guidelines for vocational evaluation criteria
- State guidelines for certification of personnel
- Employment criteria for school vocational evaluators
- Leadership for certification by the Vocational Evaluation Work Adjustment Association (VEWAA)
- Use of workshops for specific training in vocational evaluation
- Training resources at colleges and universities
- Flexible degree programs in vocational evaluation
- Proficiency development for vocational evaluation service delivery
- Defined roles and functions of school vocational evaluators (pp. 31-32)

Many of these recommendations have been implemented in Ohio for school evaluators. However, school vocational evaluators are still expressing the need for specific training in a variety of areas.

**Definition of Terms**

**Disabled/handicapped** - Persons who have a substantial physical or mental impairment that limits their overall functioning. These two terms
have been used synonymously throughout the past several years. They are utilized in this manner throughout this study.

**Education and Training** - Those activities which provide knowledge about vocational evaluation and skills for working in the area of vocational evaluation. There has been and always will be a controversy over the difference in meanings of these two terms. For this study they are used interchangeably and indicate "learning opportunities" (Buffer, 1977).

**Interdisciplinary** - A variety of disciplines participating in the assessment, planning, and/or implementation of a person's program. Participants on an interdisciplinary team should come from a variety of walks of life.

**On-the-Job Evaluation (OJE)** - A work setting located outside the facility in which a person is given the opportunity to experience the specific requirements necessary to do a specific job. Real work pressures are exerted by the employer and the person's performance is evaluated by the employer and the evaluator (CARF, 1990, p. 123).

**Perceived Knowledge** - The comprehension of practical experience, skill, or the range of awareness and/or understanding.

**Perceived Value** - Estimate of worth or importance.

**Program Evaluation** - A systematic procedure for determining the effectiveness and efficiency with which results are achieved by persons served. These results are collected on a regular or continuous basis rather than on a periodic sampling (CARF, 1990, p. 125).
**Vocational Evaluator** - The person responsible for the provision of vocational evaluation services who meets the requirement of a vocational specialist or who has one year's experience and is under the supervision of a vocational specialist, or is certified by the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES) and is under the supervision of a vocational specialist (CARF, 1990, p. 127).

**Vocational Evaluation Services** - A vocational evaluation program should include but not be limited to utilizing adaptive tools and measures, client goals, personal interviews, behavioral observations, individualized written evaluation plan, and assessments of the following:

- physical and psychomotoric capacities
- intellectual capacities
- work related behaviors
- interest, attitudes and occupational information
- personal, social, and work histories
- aptitudes
- achievements
- work skills and tolerances
- job seeking skills
- identification of work and nonwork-related needs, as well as potential to benefit from services recommended
- employment objectives
- client's ability to learn about self based on participation in the vocational evaluation
• learning style
• job modifications needed to perform recommended jobs.

In addition to the assessment of various areas one or more of the following techniques must be utilized in the vocational evaluation process: work samples, simulated job stations, on-the-job evaluations, and psychometric tests (CARF, 1990).

**Work Sample** - Mock up or copy of a job that people are working on. It may be either real or simulated work.

**Simulated Job Station** - Job set-up in a facility that replicates an actual job in the community (e.g., custodial, or clerical).
CHAPTER II
REVIEW OF RELATED LITERATURE

Needs Assessment

The educational process requiring Individualized Education Plans (IEP’s) (P.L. 94-142) for all students identified by the education system as handicapped requires that students’ and their interdisciplinary team have input into the students learning process and the types of information that the student learns. Since this process is law for students, in theory the individuals who are participating in a planning process for students should be an integral part in planning their own educational programs.

According to Patterson (1987), the system’s approach to planning involves the identification of needs and the organization of resources necessary to produce activity opportunities that satisfy these needs. The two phases in the system’s approach are determining the goals and objectives (determine what is important and what one needs to know) and planning the needs assessment.

The needs assessment process enhances the planning process by providing the information related to people’s needs. In 1971, Lano presented the idea, that if people are to be actively involved in planning their staff development, they should be actively involved in stating their own needs.

Three methods that could be utilized to assess needs are surveys, manpower analysis or organizational analysis (Marano, 1973). According to
Patterson (1987), a 60-75% return rate is possible if surveying a homogenous group. Kerlinger (1964, 1973) indicates that responsiveness to mail questionnaires is generally poor. He indicates that return rates of 40% or 50% are common. Higher percentages are rare and a researcher must be content with returns of 50-60%.

An exhaustive search of literature on needs assessment in the area of vocational evaluation revealed no “models” for determining the educational needs of school vocational evaluators. It should be noted that competencies vocational evaluators should possess were determined by Coffey, Hansen, Meng, and Coker in 1978. These were determined in a survey which measured the role and function of vocational evaluators as perceived by practitioners and educators. This survey of practitioner needs dealt with competencies required to be a vocational evaluator.

The literature in the area of staff development for educators suggests a variety of needs assessment methods and models. Some of them are cited here because they provide a basic framework for the development of a needs assessment for school vocational evaluators.

Patterson (1987) indicates that the approach to needs assessment is based on certain premises. These premises are as follows:

1. People are important to the needs assessment process;
2. The needs people report are realistic issues to consider, particularly when there is a trend;
3. A needs assessment is an applied process for gathering useful information for the individual and group planning process;
4. Planning committees are important to the needs assessment process; and

5. Needs assessment is an integral part of the program planning process. (p. 76)

In 1975, Ingersoll, Jackson, and Walden reported that teachers complained that topics for inservices were usually selected by persons other than the participants in the inservice. Ingersoll et al. indicated that there was a greater need for inservice goals and objectives. As a result, Ingersoll et al. asked teachers how they saw each training area as a personal need and how they saw each training area as a need of teachers in general.

Borich (1980) indicated that training institutions continually search for ways to improve their training programs. Methods used to determine areas in need of improvement have ranged from telephone surveys to research studies with control and experimental groups. The most frequently used method has been the mail survey. In order to conduct a needs assessment with persons who have completed a specific training program, the following steps are involved:

1. List competencies - These are used to construct the survey instrument.

2. Survey the intended audience.

3. Rank the competencies.

4. Compare high priority competencies with training program content.

5. Revise program or revise competency (pp. 40-41).

Abrams (1951) described a survey as a process by which quantitative facts are collected about the social aspects of a community's composition and
activities. Facts are collected by putting questions directly to the group being studied. The utilization aspect of doing fact finding in this manner can be summarized in:

1. measuring the dimensions of the problem;
2. ascertaining the causes; and
3. deciding the remedial action. (p. 21)

In 1975, a National Education Association (NEA) study presented a model for teacher inservice education. The report indicated that there was a need for the needs assessment. The reasons for the needs assessment were:

• intelligence/data gathering
• evaluating existing inservice education conditions
• goal priority setting
• establishing effective staff development

Baumbeir and Haller (1974) proposed the following conceptual framework for needs assessment:

1. Examine goals, state them in terms of differences between what is and what should be;
2. Determine present status of the population in relation to these goals;
3. Ascertain reasons behind any discrepancy;
4. Secure information on service resources which could be used to eliminate identified discrepancies;
5. Collect data on availability, continuity, and accessibility of the delivery system through which available resources are to be focused on the identified problem (discrepancy);
6. Obtain information on casual, corollary, and symptomatic problems and obstacles;
7. Identify population groups which have various clusters of problems or barriers to service or need reduction so resources may be concentrated in areas of greatest need;
8. Obtain information on appropriate alternate responses to the identified problems. (p. 97)

These authors emphasized that a stated need is only one problem indicator. Other indicators are availability of resources and the efficiency of the service delivery system.

None of the data sources tapped through any research techniques alone can provide a truly valid indicator of need. Thus, the researcher or the user of needs assessment data should treat the data from any of the sources as representing only some of the conceptual dimensions of need and should recognize in addition that any attempt to treat the data as a complete definition of need constitutes an inappropriate use of the data. (p. 15)

Trohanis (1985) stated that needs assessment defines what constitutes comprehensive services, identifies the services and agrees on local needs. When doing a needs assessment, consideration should be used concerning community influences, cultural influences, state influences, and national influences.

Needs assessments can be used for different purposes. The data collected with a needs assessment can be used to make formative and summative judgments. The premise underlying needs assessment is that the subject surveyed can best judge his or her own performance and make an objective judgment when asked to do so (Borich, 1980).

The concept of needs assessment as described by Borich (1980) is for a researcher to determine what should be and what is between what should be done and what is done. This can be accomplished by self-report data about the perceived value and the perceived knowledge.

It is interesting to note that the literature of the 1970s and 1980s contained descriptions of several needs assessments that were conducted to determine
needs and interests of educators. (In Ohio schools vocational evaluators are classified in the broad generic category of educators.) However, none specifically dealt with the discipline of vocational evaluation. The literature indicates that this discipline of service providers has not been asked to express its training needs.

The principles and concepts inherent in the previously discussed needs assessment models and studies all have implications for methods of a needs assessment for any discipline. The ideas set forth for the proposed needs methodology used in this study have been adapted from Patterson, Coffey, Borich, Hutcheson, Ingersoll, and Trohanis.

**Longitudinal Research as it Relates to Needs Assessment**

In studying individual development longitudinally over a period of time many variations occur in the type of data available (Achenbach, 1978). This can be attributed to advances in methodology, changes in the focus of research interest, and the advancing age of the subjects. As a result, a detective-like approach to research needs to occur. The evidence of the research needs to be sifted to find outcomes that are reliably measurable and meaningful enough to make the antecedents worth discovering.

This was done in 1929 at the Fels Institute in Yellow Springs, Ohio. The research undertaken was inspired by the hope that massive data on the same individuals from birth through maturity would reveal how adult behavior is molded by childhood characteristics and experiences. Narrative descriptions were written and testing was done. After 30 years of data collection researchers attempted to piece patterns and relationships together. The only
measurable variable was intelligence quotient (I.Q.) because it was consistently measured over time. Longitudinal research, as undertaken through the Fels Institute, can provide a comprehensive picture of the training needs at one point in the vocational evaluator career and also indicate changes over a period of time. Throughout the needs assessment process, the ultimate goal of the longitudinal research process is to understand and explain the development process underlying the way vocational evaluator's think, feel, act, react (perceive their needs) at two stages in their lives (Magnusson et al., 1986).

The longitudinal portion of the study will be the basis of the fundamental and valid knowledge of a vocational evaluator's development. The longitudinal process implies that data will be collected about the same subjects across time. Magnusson et al. (1991) indicate that the demand on researchers doing longitudinal studies is great because:

1. a mistake made at one assessment occasion cannot be remediated at another;
2. complexity of data makes it necessary to analyze data with special care; and
3. requires careful planning, theoretically, organizationally, and administratively.

A comprehensive review of the literature concerning longitudinal research suggests that there are four aspects of longitudinal analysis. These four aspects fall in line with the needs assessment approach utilized in this study. The aspects are:

1. The occasion or age level in a person's life that the data refer to (reference point in time).
2. The time when the information collected is coded (coding point).
3. The time when the data are collected (collection point in time).
4. The point in time when the researcher uses the data for calculation (usage point).

The discussion of longitudinal research as it relates to needs assessment has implications for the methods used in this study or any study on needs assessment for any discipline. The methodologies used in this study have been adapted from the research of Magnusson et al. (1986, 1991) and Achenlach (1978).

Existing Training

The Carl D. Perkins Vocational Education Act, which was signed on October 19, 1984, provided financial assistance to local education agencies for vocational education programs. The Perkins act set aside money for services to special needs populations, which include handicapped, disadvantaged and limited-English-proficient persons (Izzo et al., no date).

One of the requirements of the act was that:

Each local education agency (LEA) that receives an allotment of funds for handicapped, disadvantaged or limited-English-proficient students will provide to each special needs student enrolled in a vocational education program an assessment of his/her interests, abilities, and special needs with respect to successfully completing the vocational education program. (Izzo et al., no date, p. 4)

The requirement implies the need to develop a systematic assessment process. Inferred from this requirement is the idea that the vocational
asessment is to be an ongoing process, represented by a continuum of activities, and both formal and informal assessment activities should be utilized to gather the most appropriate information. However, Brolin (1986) indicated there is a lack of trained personnel to provide these kinds of vocational evaluation services.

As a result of requests from school districts for assistance in developing vocational assessment programs, the National Vocational Assessment Training Center was developed (Izzo, no date). The goals of the center were to help school systems:

- More efficiently implement federal legislation that mandates a vocational assessment process
- Initiate a comprehensive assessment process that measures interests, abilities and special needs so that you can be successful in vocational education
- Plan appropriate curricula and strategies that tap students' interests, abilities, and learning styles to maximize their learning potential (p. 74)

The National Vocational Assessment Training Center proposed to provide information to school systems through the resources and services of:

- a network of consultants
- resource lists
- an in-residence program
- training and technical assistance

Prior to the development of the National Vocational Assessment Training Center, there were in existence formalized undergraduate and masters degree training programs to train vocational evaluators. These programs are very specialized and universities offering them are not located in every state. Ohio has no specific university to train individuals in the area of vocational
evaluation at either the undergraduate or masters degree level area. The five universities (The Ohio State University, Kent State University, Ohio University, Bowling Green State University, and Wright State University) that offer master's degrees in rehabilitation counseling each have one course in vocational evaluation. Wright State University also offers an undergraduate program in vocational rehabilitation with a course in vocational evaluation.

Nationally, in 1981, there were 52 formal education or short-term training programs offering training in the area of vocational evaluation (Materials Development Center, 1981). Currently, there are seven universities offering masters degrees in vocational evaluation and three undergraduate universities offering vocational rehabilitation degrees with a specialty in vocational evaluation.

Given the few training facilities providing a formalized education in vocational evaluation, it appears as though there is a great need for the training of vocational evaluators on either a formal or informal basis. Nolte (1990), who is employed as a school vocational evaluator in Ohio, states:

If you have recently had the opportunity to attempt to hire a vocational evaluator or work adjustment specialist you are aware of how difficult it is to find individuals that qualify for these positions. There is a severe shortage of practicing vocational evaluators and work adjustment specialists. This is in part due to the very few post-secondary programs available to provide training in these vocations.

In an attempt to document the need for training programs, I am compiling a list of all openings for vocational evaluators and work adjustment specialists in the state. I would greatly appreciate your support in this project. Whenever you have a vocational evaluator or work adjustment specialist opening please notify me. I will keep a record of the number of openings. I will also do follow-up regarding how long the position was open and the qualifications of
the person selected for the position. This is an ongoing study. Please continue to forward all openings.

Please note that the objective of this project is not an employment exchange. As stated above, the purpose is to document the shortage and supply of trained vocational evaluators and work adjustment specialists. This data will be used to encourage funding for post-secondary training development. (p. 4)

In an attempt to fill the void for trained evaluators in the United States, the manufacturers of commercial work sample systems provide training to vocational evaluators in the use of the particular work sample system. Some of the commercial work sample companies (Valpar Component Work Sample System, McCarron Dial, Jewish Employment Vocational Services [JEWS]), also require a training program as part of the purchase price. The latter is done by Jewish Vocational Services (JVS). This training is excellent to learn how to use their specific work sample system. However, utilization of a system negates the Carl D. Perkins Vocational Education Act of 1984 which states vocational evaluation is an ongoing process not a system. The process portion of the training is lacking when a systems approach to vocational evaluation is taken (Williams, 1987).

The Ohio Department of Education, Division of Vocational and Career Education, Special Needs Services has developed a training program for school systems that provides vocational evaluation services for vocational evaluators. It should be noted that the vocational evaluator earns a four-year Vocational Evaluator Certificate through the process. This certificate is renewable by taking continuing education courses which is similar to the way a regular teaching certificate is renewed. As a result of the vocational evaluator
participating in the process, the school district's vocational evaluation unit also becomes certified.

There are four parts to the Ohio Department of Education's certification process of school vocational evaluators. These parts can be divided into the following: requirements to be eligible for certification, and application procedure which must be completed by the school district in order to receive funding and file for reimbursement. The first two must be in place for the last two to be effective. A comprehensive delineation can be found in Appendix A.

The Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CC WAVES, 1987) has developed a certification to recognize the qualifications of professionals in the field of Vocational Evaluation. This certification is called Certified Vocational Evaluator. Certification is a process that ensures that certified vocational evaluators have the qualifications to perform vocational evaluation services.

CC WAVES was established August 31, 1981, based on the combined efforts of the following organizations:

- Vocational Evaluation Work Adjustment Association (VEWAA)
- Association of Educators for Rehabilitation Facility Personnel (AERFP)
- Association for Retarded Citizens of the United States (ARC)
- Council for State Administrators of Vocational Rehabilitation (CSAVR)
- Division of Career Development of the Council for Exceptional Children (DCD/CEC)
- National Association of Rehabilitation Facilities (NARF)
- National Association of Special Needs State Administrators (NASNSA)
- National Association of Vocational Education Special Needs Personnel (NAVESNP)

Maintenance of Certification was provided by CCWAVES by listing in the manual various methods a Certified Vocational Evaluator (CVE) could use to maintain certification once the initial certification is obtained. Possible sources that can be used to maintain certification are: Regional Rehabilitation Continuing Education Program (RRCEPTS); Research and Training Centers (R&T Centers); university training programs in vocational evaluation, work adjustment, job placement, vocational education, special needs, special education, rehabilitation counseling, etc.; state agencies for vocational rehabilitation, vocational education, special education, guidance and counseling, etc.; The National Vocational Assessment Training Center conferences and workshop, which are sponsored by the Center for Education and Training for Employment at The Ohio State University; university or college continuing education or extension courses; inservice training projects; conferences that offer job related Continuing Education Unit's (CEU); training offered by private companies; correspondence or independent study courses; and Vocational Evaluation Work Adjustment Association (VEWAA) CEU Registry (CCWAVES, 1987).

The purpose of the CCWAVES maintenance process is to increase the participant's knowledge or skills in the practice of vocational evaluation in one or more of the knowledge and performance areas. It is noteworthy to mention that Coffey's research in 1978 assisted in determining the competency areas vocational evaluators and educators felt were necessary to provide quality
vocational evaluation services. This research was again validated by Sink and Sigmond in 1985. Areas of knowledge and performance are:

1. Job analysis
2. Occupational information
3. Functional aspects of disability
4. Vocational interviewing
5. Individualized vocational evaluation planning
6. Psychometric testing
7. Work samples
8. Situational assessment
9. Learning style assessment
10. Functional living skills
11. Report development and communication
12. Adaptation of jobs and vocational training

There are a variety of training options which have been discussed. These options are acceptable, provided the vocational evaluator has the leave time to attend, the training money to attend, and the training is held relatively close to the vocational evaluator's home. All of these mechanisms in place, leads to the determination of what training would be best for the vocational evaluator. Greenfest and Bragg (1976), suggested short-term training and organized inservice educational experience as viable methods of upgrading and implementing different work skills. They felt that a training program should include:

1. Identification of the learner population and their learning needs
2. Determination of content and educational mechanisms which would constitute good basic education and skill training

3. Determination of methods to be used for identifying persons capable of providing the required educational experiences

If training programs were based on the above, the evaluation questions that would be asked at the conclusion of the training are:

1. What needs to be changed in this type of training program?
2. What should be kept the same?
3. If change is necessary, where should it take place and how? (p. 47)

The literature reviewed seems to suggest that the needs of the learner are not taken into account when designing the training or evaluating the programs. Some professional organizations that provide a certification for individuals provide an evaluation form, which must be completed at the conclusion of the training program. This evaluation method strives to obtain information about the training as well as the trainees learning because of attendance at the training.

Training programs specifically for vocational evaluators in Ohio are limited. There is a need for vocational evaluators in school systems and rehabilitation agencies. The certification of vocational evaluators in the school setting and the rehabilitation facility is accomplished by a different process, which is not transferable from one employing agent to another.
An Overview of Vocational Evaluation Literature as it Relates to this Study

The profession of vocational evaluation has borrowed much from other disciplines (i.e., psychology, industrial education, vocational education, occupational therapy, medicine, the military, and the workshop movement). Coffey and Hansen (1978) reported that vocational evaluators have found it useful to use techniques found helpful by other professionals. Major impetus for vocational evaluation came from the vocational rehabilitation movement which required the integration of techniques so various technologies could be utilized to provide better services for individuals with disabilities (Pruitt, 1986).

During the late 1800s and early 1900s, psychologists became concerned about individual differences that people had (Boring, 1950). This time frame saw the development of tests to measure abilities to do certain things. Testing laboratories were set up throughout Europe and the United States. The idea of the experimental testing laboratory, which was established by experimental psychologists, has much in common with the modern day vocational evaluation unit. Many vocational evaluation programs still refer to their vocational evaluation units as testing laboratories. Robinsky, Wice, Nelson, and Currie (1976) indicate that vocational evaluation labs need to be modified to accommodate individuals who are severely disabled.

Benet first established the concept of norming test materials when he used scales of age appropriate norms (Boring, 1950). This concept of norms, standardized administration procedures, and statistical data has been applied to the concept of work sample development.
The first work sample was developed by Hugo Munster, who was one of the founders of applied psychology and is considered the father of industrial psychology. His work sample was a simulated "trolley car" which was used to select potential conductors. This was a unique work sample approach to evaluating potential employees, however, it did not catch on at that time (Bregman, 1969).

Work samples were the invention of psychologists, but have been an unpopular approach to psychological testing and are mentioned only briefly in psychology textbooks. On many occasions, mention of work sample testing was as a criticism as an inefficient and expensive testing method (Cronbach, 1949). Recent methods of work sample use have been more favorable (Cronbach, 1970).

The vocational guidance movement from the field of psychology has played an integral part in the development of vocational evaluation services. This movement was under the direction of Frank Parsons, who is considered the father of the vocational guidance movement. It placed emphasis on accurate matching of objective vocational data with job requirements and brought about the development of the Dictionary of Occupational Titles (DOT) (Pruitt, 1986).

The industrial revolution and the business world contributed greatly to the field of vocational evaluation. Nadolsky (1977) stated that vocational evaluation was not needed until society became an employee society. This meant that jobs were shifting from the agricultural arena to manufacturing. The industrial or manufacturing economy required a specific place to perform work and work and living were not done in the same place. The early
vocational evaluation activities were objective to determine whether a person could perform a job. As time progressed subjective characteristics were included in the vocational evaluation process. The vocational evaluation was designed to meet the needs of the manufacturing society.

Some of the techniques utilized by industrial psychologists within the industrial basis of vocational evaluation are: job analysis, development of behavioral rating scales, simulated tasks, situational tests, and job tryouts. On occasions, industry has used work samples for the selection of workers (Campion, 1970).

The military influenced the group testing approach in vocational evaluation. During World War I, the Army Alpha and Beta Intelligence Tests were used to screen out individuals of subnormal intelligence (Boring, 1950). The group process was used because masses of recruits could be screened in a relatively short period of time. The army also used a simulator to train pilots. Today one residual of the military testing program is the General Aptitude Test Battery (GATB) which is used to determine aptitudes for training and job placement.

Rehabilitation facilities contributed to the vocational evaluation process. The Institute for Crippled and Disabled (ICD) developed the first work sample battery or system in 1937. The system was called Testing Orientation and Work Evaluation in Rehabilitation (TOWER). This system included over 100 work tasks that covered 14 occupational areas (Rosenburg, 1969). A modified TOWER System is still utilized today.

The May T. Morrison Center of San Francisco, California, was the first rehabilitation facility to use principles of industrial engineering in developing
work samples (Crouse, 1959). Today, industrial engineering principles are utilized by commercial work sample companies so their products relate to the labor market. Vocational Guidance and Rehabilitation Service (VGRS) of Cleveland, Ohio, also developed work samples, plus advocated for standardization in administration and norming (Overs, 1964). Other contributions were made by Jewish Vocational Services (JVS) in Chicago, as well as rehabilitation facilities throughout the United States.

The profession of vocational evaluation was developing as a stepchild and conglomerate of many professions. In order for the profession to grow and have unity, there was a need for professional affiliation. The Vocational Evaluation Work Adjustment Association (VEWAA) came into existence as a result of an ad hoc committee that met in Denver, Colorado, in 1966 at the Annual National Rehabilitation Conference. In 1967, at the National Rehabilitation Conference Annual meeting in Cleveland, Ohio, VEWAA became a division of the National Rehabilitation Association (Pruitt, 1986). Currently there are 2,350 members of VEWAA (VEWAA Membership Printout, 1990).

Once the profession of vocational evaluation obtained a professional identity much was done to define what should occur in the vocational evaluation process (VEWAA Task Force, 1975) and also what competencies vocational evaluators should possess (Coffey, 1978). Currently VEWAA has reinstituted the task force to update the competencies that vocational evaluators need to possess to provide quality vocational evaluations (VEWAA Business Meeting, 1992).
The practice of vocational evaluation was in school systems since the 1960s, however the concept did not gain impetus until 1984 with the Vocational Education Amendments of the Carl D. Perkins Act. The purpose of vocational evaluation (sometimes called vocational assessment) in the school system is to serve as a basis for planning an individual's education program (Nolte, 1989). Lehmann and Hartley (1991), state:

Vocational assessment must result in recommendations directly related to the strengths and needs of students in order to facilitate instructional planning and vocational development. (p. 228)

The United States Department of Education estimated that there were 4.49 million young people in the United States who met the definition of handicapped for the 1987-1988 school year (Izzo & Ciccone, no date). This number of students needing vocational evaluation services within the school system is increasing yearly. There are approximately 17,000 school vocational assessment units in the United States. Due to increased numbers one would think that the individuals assigned to work with the students would receive specialized training.

In 1987, Chase, Izzo, and Dunfee completed a study entitled, “A Study of the Vocational Assessment Process as Applied to Vocational Education.” Results of the survey conducted as part of the study indicated that:

1. Vocational evaluators need to know minimum competencies needed to complete various vocational education programs offered by the vocational schools
2. Vocational evaluators need to become more knowledgeable about the evaluation of low incident populations
3. Vocational evaluation reports must be written so that they can be translated into terms usable in the classroom.

It should be noted that the survey was conducted with the population consisting of vocational school administrators and supervisors. Vocational evaluators were not asked what they felt their needs were concerning the process of vocational evaluation.

Neubert and LeConte (1990) stated cooperative linkages should be used to provide ongoing support for vocational evaluation. This method of support includes the development of the Vocational Support Services Team (VSST). This approach should be utilized to meet the following goals of the vocational assessment:

1. Enhance career development and vocational decision-making for students as they move from middle school to high school
2. Enter vocational education programs
3. Participate in work experiences
4. Transition into the community labor market
5. Identify needed support services
6. Share results of the vocational assessment to develop linkages to use assessment information

In 1986, Neubert questioned how vocational evaluations were used in the school system. He indicated that each school needed to develop objectives for vocational evaluations and communicate this information to the vocational evaluator.

Stodden, Meehan, and Bisconer (1989) indicated that vocational assessment is an integral part of career/vocational placement and
programming process and is the collection of assessment information that will be the basis for vocational decision making. Based on this use of vocational assessment in the goal development for an Individualized Education Plan (IEP), curriculum-based vocational assessment would be most useful to the educator.

In 1988, Thomas and Coleman developed for the North Carolina Department of Public Instruction a "Vocational Assessment Training Manual." This manual was designed to assist inexperienced vocational evaluators perform vocational evaluations. The process of vocational evaluation was designed as a three-phase process: prevocational assessment, vocational assessment, and vocational evaluation.

The literature indicates the need for trained vocational evaluators based on the requirements of the Carl D. Perkins Act. It also discusses competencies of vocational evaluators, utilization of evaluation reports and the importance for students to move from school to work. This review of the past to present nature of vocational evaluation is included here to reflect an overview of vocational evaluation and its emergence through the decades.
CHAPTER III

METHODOLOGY OF THE STUDY

Needs Assessment Method

The purpose of the study was to develop and test a method for conducting a training needs assessment among school-based vocational evaluators in the State of Ohio. Based on a review of the needs assessment models found in education and other fields of study, and a review of longitudinal research, the following needs assessment method for school-based vocational evaluators was proposed to delineate and define the needs assessment process, analyze the data, and report the data. The survey method of needs assessment was utilized in 1987 and 1993 to determine whether school vocational evaluator's perceptions of their professional knowledge and the value of that knowledge was the same over approximately a six-year period of time.

The following describes the conceptual model that was utilized in the needs assessment process. The needs assessment process dealt with only the respondents of both the 1987 and 1993 survey because these were the individuals who responded to both needs assessment surveys over a period of time. Within the structure of the needs assessment process the following approach was followed:
1. Determine the personal, education, and employment characteristics of the individuals who provide vocational evaluation services in Ohio school districts.

2. Determine whether school vocational evaluators' personal, educational and employment characteristics change over time.

3. Compare the differences between perceived levels of knowledge and perceived value of the knowledge.

4. Determine whether school vocational evaluators take advantage of perceived training opportunities over a period of time.

Data analysis and reporting were done to:

1. Develop and validate training goals (set priorities).

2. Identify strengths and weaknesses in the current vocational evaluation service delivery system through determination of the greatest training needs as perceived by the school-based vocational evaluators.

3. Identify clusters of problems or barriers, as perceived by school-based evaluators, so that training may be concentrated in areas of greatest need.

4. Plan training.

The concept for practicality and feasibility was discussed with the Ohio Department of Vocational Education Special Needs staff. This is the division of the Ohio Department of Education which is responsible for providing certification and funding for school vocational evaluation units and working with school evaluators to certify their unit. The special needs staff was receptive to having a needs assessment completed by school vocational
evaluators and expressed an interest in learning of the needs assessment results. The staff provided the criteria for a funded and certified evaluation unit, plus the names and addresses of the school vocational evaluators.

Additionally, the practicality and feasibility of the study was discussed with the Special Needs Teacher Coordinator from Kent State University. It is the Coordinator's responsibility to train new school vocational evaluators following the guidelines established by the Ohio Department of Vocational Education Special Needs Department. The Coordinator was receptive to the study being completed and expressed an interest in reviewing the results after the data were collected and tabulated.

Assumptions

The assumptions that this study was based on are as follows:

1. School vocational evaluators have valid opinions and ideas about the knowledge which is important for them to perform their job of providing vocational evaluation services to students.

2. School vocational evaluators are able to perceive their level of knowledge concerning tasks they perform and perceive the value of the tasks they perform in relationship to doing their job.

3. The perceived knowledge and perceived value of the knowledge will yield discrepancies which can be ranked in ordered. The discrepancies found between the perceived knowledge and perceived value of the knowledge will establish training priorities.

4. Many of the priority training needs' expressed by the school vocational evaluators based on their perceived knowledge and
perceived value of the knowledge will be educational training priorities for school vocational evaluator training programs.

5. Training needs will differ for school vocational evaluators based on prior experiences and the formal education completed.

Limitations

For the purpose of this study, selection of persons for the sample was limited to school vocational evaluators with funded vocational evaluation units certified by the Ohio Department of Education, Division of Vocational and Career Education Special Needs Division. School vocational evaluators working in non-funded units or not certified by the Ohio Department of Education were not included in the study.

Another limitation of this study is the length of time that had elapsed between the initial (1987) survey and the second (1993) survey. Due to the longitudinal nature of the study, many individuals employed during 1987 were not employed in their positions as school vocational evaluators in 1993. This author could speculate on reasons for this, however employment turnover has many reasons which are best be left to another research undertaking.

Instrumentation

In order to devise a method of assessing the training needs of school vocational evaluators two questionnaires were devised. The one utilized in the initial survey in 1987 can be found in Appendix B. The one used in the follow-up survey in 1993 can be found in Appendix H.

The initial questionnaire consisted of one page of demographic information which covered three areas: personal information, educational
information, and employment information. Specific questions in the three areas dealt with identifying data, degrees held, training opportunities provided by the employer, job title, length of time on the job, job duties, and hours worked.

Pages two through eight of the questionnaire dealt with the knowledge of tasks vocational evaluators performed and the value vocational evaluators placed on the tasks they performed. Forty-five statements were derived by this investigator from the certification list required by the Ohio Department of Vocational Education Special Needs staff and an exhaustive review of literature in the field of vocational evaluation. It should be noted that even though the list was completed in 1987, the tasks are the same as the ones listed in the Guidelines for Operating a Vocational Evaluation Unit, which was revised in 1988 and is currently used today. There have been no changes in the certification process during the course of this study.

The knowledge and skill statements (tasks) were randomly placed on the instrument. Each set of statements was followed by three columns in which the school vocational evaluators were asked to rate the perceived level of knowledge they possessed regarding that item and the perceived value of possessing that knowledge to perform their job as a school vocational evaluator. The third column was for comments the school vocational evaluator had concerning the statements. It should be noted that there was space at the end for the school evaluators to add and rate their own statements of tasks school evaluators perform.

Numerical ratings were assigned to the statements of knowledge and value. These ratings with the definitions of the numerical ratings follow:
<table>
<thead>
<tr>
<th>Rating</th>
<th>Perceived Level of Knowledge Possessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can teach others</td>
</tr>
<tr>
<td>2</td>
<td>Know a great deal</td>
</tr>
<tr>
<td>3</td>
<td>Know some</td>
</tr>
<tr>
<td>4</td>
<td>Know very little</td>
</tr>
<tr>
<td>5</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Perceived Value of Knowledge Possessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very important</td>
</tr>
<tr>
<td>2</td>
<td>Some importance</td>
</tr>
<tr>
<td>3</td>
<td>Not very important</td>
</tr>
<tr>
<td>4</td>
<td>No importance</td>
</tr>
<tr>
<td>5</td>
<td>Important only for Ohio certification</td>
</tr>
</tbody>
</table>

The instrument was reviewed for technical order, correct wording and appropriate style by the editor of the Ohio Vocational Instructional Materials Laboratory. The Vocational Instructional Materials Laboratory publishes documents and training manuals in conjunction with the Ohio Department of Education, Division of Vocational Education.

The instrument was tested for comprehensiveness and ease of completion by practicing vocational evaluators in Central Ohio rehabilitation facilities. Each of the vocational evaluators' facilities was accredited by the Commission on Accreditation of Rehabilitation (CARF) or National Accrediting Council (NAC). These individuals were Certified Vocational Evaluators through the Certification Commission of Work Adjustment and Vocational Evaluation.
Specialists (CCWAVES). The author was professionally acquainted with the rehabilitation facility evaluators and was familiar with the quality of services provided by the vocational evaluation programs at their respective facilities. No comments were made by the vocational evaluators concerning the content of the questionnaire, modifications or word changes. As a result, the questionnaire was mailed to the school vocational evaluators as submitted to the pilot group.

The original instrument contained 45-items representing seven different domains. The instrument was tested for reliability using the 1987 study data. Cronbach’s alphas were used to determine the internal consistency of each of the seven domains of tasks. Table 1 contains the alpha’s and the number of items remaining in each domain after the instrument was revised to have the highest reliability possible but protecting content validity as well. The total number of items in the seven domains was reduced from 45 to 37. Thus, the instrument used for the 1993 data collection was the revised 1987 data collection instrument.

The 1993 survey instrument consisted of one-page of demographic information which covered three areas: personal information, educational information, and employment information. Specific questions in the three areas dealt with identifying data, degrees held, and hours worked. These areas were kept consistent with the demographic questions asked in the 1987 survey so that correlations could be computed with the data collected in 1987.
Table 1

Cronbach’s Alphas for the Tasks Domains

<table>
<thead>
<tr>
<th>Task Domains</th>
<th>Number of Items</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a Vocational Evaluation Unit</td>
<td>6</td>
<td>.69</td>
</tr>
<tr>
<td>Public Relations and Recruitment</td>
<td>3</td>
<td>.65</td>
</tr>
<tr>
<td>Community Awareness and Resource Collection</td>
<td>3</td>
<td>.61</td>
</tr>
<tr>
<td>Vocational Evaluation Process</td>
<td>15</td>
<td>.84</td>
</tr>
<tr>
<td>Career Exploration/Job Adaptations/Labor Market Information</td>
<td>4</td>
<td>.71</td>
</tr>
<tr>
<td>Report Writing</td>
<td>3</td>
<td>.83</td>
</tr>
<tr>
<td>Follow-up and Program Evaluation</td>
<td>3</td>
<td>.65</td>
</tr>
</tbody>
</table>

The instrument was reviewed for technical order, correct wording and appropriate style by graduate peers. These peers have completed coursework in instrument development and are knowledgeable in the development of instruments utilized in the research process. Based on their comments, corrections and editions to the instrument were made so that the instrument was more user friendly.

The 1993 instrument was tested for comprehensiveness and ease of completion by practicing school vocational evaluators in Central Ohio. These
individuals have been hired as school evaluators since the initial instrument was mailed and have completed training through the Kent State University program. Due to the time of their hire, they were unable to be part of the longitudinal survey completed in 1993. The author is professionally acquainted with the school evaluators and is familiar with the quality and comprehensiveness of their vocational assessments both from a standpoint of having the opportunity to review their reports and discuss the vocational evaluation process, procedures and philosophy. No comments were made concerning content of the questionnaire, modifications or word changes. The 37 survey questions were placed on the survey randomly and the survey was mailed to the school vocational evaluators who previously responded to the 1987 survey.

Human Subjects Review Committee

Prior to mailing the 1993 instrument to the school vocational evaluators, an application for approval of the research activities was completed. The application was submitted to the Behavioral Sciences Human Subjects Review Committee of The Ohio State University with attachments of the Proposal for Research, HS-800 summary sheets (17 questions) solicitation letter, and questionnaire. Due to the confidentiality of the respondents in all data reporting, inability to link respondents to their respective employer, and the fact that all respondents were over the age of 18, a request was made for a review through the expedited review process. In Appendix D, the cover letter and application letter to the Behavioral Science Human Subjects Review committee can be found.
Response from the Behavioral Science Human Subjects Review Committee (Appendix E), indicated that follow-up to the non-respondents and notification to the respondents must indicate that the data would be linked to previously collected data.

A subsequent letter (Appendix F) was forwarded to the Human Subjects Review Committee. Within the body of the letter, this author included the follow-up method. The follow-up method utilized would be a telephone call to the non-respondent asking whether a survey was received. If not, would school vocational evaluators be willing to complete one if another was sent. During the follow-up telephone call, questions of the non-respondents would be answered concerning the study. During the follow-up telephone call, the importance of the vocational evaluator's response would be stressed, however, it would be stated that response was voluntary.

The second request of the Behavioral Science Human Subjects Review Committee was a statement informing the respondent of a data linkage between the 1987 survey and the 1993 survey. This linkage notification was handled by putting a note on the bottom of the 1993 cover letter. The following note can be found in Appendix I.

NOTE: The data collected from this survey will be linked to data collected from a 1987 survey of the same subjects.

After the subsequent information was submitted to the Behavioral Science Human Subjects Review Committee, an approval to pursue the research was received. This approval can be found in Appendix G. Receipt of the approval permitted the collection of the data as planned.
The Sample

According to the Ohio Department of Education, Division of Vocational and Career Education, Special Needs Service, there were 87 school vocational evaluators certified or working toward certification through the Ohio Department of Vocational Education in 1987. Given the limited numbers, the entire population of school vocational evaluators was used as the target sample. Based on Patterson's research (1987), which indicates a possible return rate of 60% to 75% if surveys are sent to a homogeneous group, questionnaires were sent to all 87 school evaluators. (Demographic questionnaire and survey instrument can be found in Appendix B.) The population included both urban and rural school vocational evaluators.

Included with the questionnaire was a cover letter co-signed by this author and the Associate Dean of the College of Education at The Ohio State University. The Associate Dean was this author’s advisor at the time. A copy of the cover letter can be found in Appendix C. A self-addressed, stamped envelope was included for the return questionnaire.

A follow-up was conducted of non-respondents to determine whether they had received the survey and whether they were planning to complete it. After the follow-up telephone calls, 64 (74%) school vocational evaluators returned their surveys.

In 1993, the survey was sent to the 64 respondents to the 1987 survey. The frame was cleaned-up after the data were collected. This was accomplished by purging the frame of the people no longer employed in their former job as a school vocational evaluator in 1993. This number was 19. The
data sample for the 1993 survey after the purge was 45 school vocational evaluators. The response rate of the accepting sample was 67% (n = 30). Table 2 shows the target population for 1987 was all vocational evaluators employed in school systems with state funded vocational evaluation units. Table 2 also shows the target population for 1993 was all school vocational evaluators who participated in the 1987 study who were still on the job as of March 1, 1993.

Table 2

<table>
<thead>
<tr>
<th>Study Respondents</th>
<th>1987</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Population</td>
<td>87</td>
<td>45</td>
</tr>
<tr>
<td>Accepting Sample</td>
<td>64</td>
<td>30</td>
</tr>
<tr>
<td>Data Sample</td>
<td>64</td>
<td>30</td>
</tr>
<tr>
<td>Response Rate</td>
<td>74%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Data Collection

The questionnaires (surveys) were mailed to the 87 practicing school vocational evaluators in mid-May of 1987, just prior to the end of the school year. Each survey was coded with a number to tabulate who had returned his/her survey. In order to get a better return rate, a self-addressed stamped envelope was enclosed for the return of the survey. School vocational evaluators who did not return their surveys by the deadline were polled via telephone to determine whether they had received a survey and if so, would
they return the survey. Of those contacted, two said they had not received the survey and would complete one if another copy was mailed. This request was complied with. Several evaluators forgot to complete the survey and did so within one week of the telephone call. One school vocational evaluator indicated lack of qualifications to complete the survey.

The 1993 questionnaire (survey) was mailed at the end of March to the 64 school vocational evaluators who responded to the 1987 survey. In addition to the survey, the mailing included a cover letter and a return self-addressed stamped envelope. Surveys were coded with numbers as in the 1987 survey. Thus, if coded respondent number 20 returned his/her survey in 1987, survey number 20 was sent to the same person in 1993. This coding with the same number was done so the initial and follow-up survey results could be analyzed at a later date. This author realized that over a lapse of six years not all school vocational evaluators would be employed in their positions of 1987. Based on this belief, a list of individuals currently employed as school vocational evaluators was obtained. This list was forwarded to this author by a professional acquaintance who is employed and was employed in 1987 as a school vocational evaluator.

A comparison of the school vocational evaluators employed in 1987 and 1993 was made. The 12 school vocational evaluators still employed in their positions in 1993, who did not respond to the initial mailing of the survey were contacted. During the telephone contact, each was asked if he/she received a survey and if not would they be willing to complete a survey if another one was mailed. Addresses were verified and another survey was mailed to five of the non-respondents. One non-respondent contacted via his secretary said he
was out on medical leave and would not return for the duration of the year. Two non-respondents said they were not interested in doing anything extra. Several individuals promised to return their surveys, however did not do so, even with a second follow-up telephone call. The return rate was 67% or 30 surveys returned.

**Data Tabulation**

Data were analyzed and descriptive statistics were produced using the Statistical Package for Social Sciences (SPSS/PC+). Demographic data were divided into three major areas: personal information, educational information, and employment information. Information was compiled and tabulated to show a profile of individuals who were employed as school evaluators.

Demographic information obtained from the personal information portion identified the sex of the school vocational evaluator, race, marital status, and the age. This information would be important to utilize when planning inservice education or training for school vocational evaluators. Also, the age, sex, and race information was utilized to ensure that the same person was responding in 1993 who responded in 1987. Individuals who had major variations in age (needed to be a six-year span to be a valid survey) or were not the same sex or race as 1987 were eliminated from the tabulation process. In some school districts if an individual leaves a position, the replacement gets the previous employees' mail. There were several incidents where this happened, and the school vocational evaluator currently in the position completed the survey. These were not usable surveys, however.
The educational data were matched with acquired formalized knowledge the school vocational evaluator possessed to what the school vocational
evaluator has little knowledge of. Included in this data tabulation was training
opportunities that the school vocational evaluator had access to through the
employer. Some of these options included, but were not limited to, tuition
reimbursement, release time, salary bonus, frequent promotions, or related
options.

The job information section was included to determine the school
vocational evaluator's job title, job duties, length of time in the job, number of
hours worked per week, and the number of students evaluated per week. The
author felt that this information would be helpful in relationship to the
development of training based on needs and what was actually required of
vocational evaluators to perform their jobs.

The data tabulated for the statements about vocational evaluator tasks
were analyzed to determine the mean scores for each statement of perceived
knowledge, and statement of perceived value of knowledge. The task
statements were grouped by the investigator into the following domains:

- Development of a vocational evaluation unit (including overall unit,
  work samples and budget);
- Public relations and recruitment
- Community awareness and resource collection
- Vocational evaluation process
- Career exploration/job adaptations/labor market information
- Report writing
- Follow-up and program evaluation
It should be noted that some of the knowledge statements could fall into one or more of the domains, however, for the purpose of this study, were placed in the area that most clearly defined the knowledge statement.

The mean score of perceived knowledge and perceived value of the knowledge were computed for each task domain. These mean scores were put in rank order from highest to lowest score. It should be noted that the self-evaluation of perceived knowledge and perceived value were used in the tabulation of means. The vocational evaluator in the self-evaluation process, either rated himself/herself 1, 2, 3, or 4 for perceived knowledge of a task and perceived value of the task. The rationale for this was because the rating of "Not Applicable" and "Important only for Ohio Certification" would skew the averages. Comments concerning these ratings can be found in Appendix K.

Content reliability of the 1987 instrument was established by having the questionnaire reviewed by certified vocational evaluators practicing vocational evaluation in rehabilitation facilities. Overall readability was reviewed by the editor of the Ohio Vocational Instructional Materials Laboratory.

The 1993 instrument was reviewed by central Ohio practicing school vocational evaluators, who were not eligible to respond to the survey given their date of hire. It was also reviewed by a panel of instrumentation experts who were this author's peers. The reliability was determined using 1987 data employing the Cronbach's alpha for the seven domains. The reliability ranged from .61 to .84. Vocational evaluator tasks not falling within that reliability level were eliminated from the domains in the 1993 survey.
Summary of Data Analysis

After the data were collected and coded, the respondents to the 1987 surveys were matched to the same respondents to the 1993 surveys. Data were analyzed by demographics and responses to knowledge and value. Means, standard deviations, and task rankings in order or decadence were completed. For each vocational evaluator task, training need was indicated when the perceived knowledge of the task was rated low and the perceived value of the task was rated high.
CHAPTER IV
RESULTS OF THE STUDY

This chapter presents the findings of the survey of the perceived knowledge and perceived value of various professional tasks school vocational evaluators perform. The data were collected by two mail surveys with a time lapse of approximately six years. The questionnaires utilized were designed by this author for the purpose of collecting data from the same respondents in 1987 and 1993.

The instrument was revised between the two surveys. Cronbach’s Alpha was used to calculate the reliability of the task questions within the task domains used to group questions. Reliability ranged from .61 to .84. Questions from the 1987 survey were eliminated from the 1993 survey, if their reliability was not at least within the .60 level. The analysis resulted in 37 of the 45 questions from the initial survey being used in the 1993 survey.

In addition to Cronbach’s Alpha, determining the reliability of the questions, content validity was determined by a panel of vocational evaluators. The 1987 survey included nationally certified vocational evaluators employed by rehabilitation facilities. The expert panel for the revised, 1993 survey consisted of Central Ohio School Vocational Evaluators who were not employed when the 1987 survey was conducted.
By virtue of their hire date they were ineligible to respond to the 1993 survey. The expert panel reviewed the survey for readability and ease of response.

Return Rate

In 1987, 64 individuals returned their surveys. This was 74% of the school vocational evaluators surveyed. In 1993, the 64 individuals who returned surveys in 1987 were sent surveys. After the frame was purged of individuals no longer employed in the same position, the target sample was 45. Of the 45 vocational evaluators employed in their positions, 30 surveys or 67% were returned.

Demographic Data

Personal, educational and employment data were requested in the demographic section of the surveys.

What are the personal, educational and employment characteristics of personnel who provide vocational evaluation services in the school system?

The reported demographic information indicated that 30% of the school vocational evaluators were men and 70% were women. All 30 respondents were white and 80% (or 24) were married. The median age was 44 years old.

Over a period of time the educational levels of the school vocational evaluators increased. Forty percent (12) held master degrees, which is a seven percent increase over the number of school vocational evaluators
who held master degrees in 1987. Thirty-three percent (or 10) held master degrees in 1987.

The most frequently pursued academic major area of study related specifically to the school vocational evaluators job. Majors were in the areas of special education, psychology, and counseling. Minor areas of study pursued also related to the school vocational evaluators jobs. Areas pursued were special education, psychology, counseling, and vocational education.

Respondents were asked "What opportunities are offered by your employer to further your education and training?" The responses indicated more opportunities have become available to pay tuition. In 1993, 60% (or 18) school vocational evaluators listed tuition reimbursement as an opportunity to increase education. Twelve (or 40%) of the school vocational evaluators listed tuition reimbursement as an educational opportunity in 1987. Tuition reimbursement was the number one educational opportunity. It increased by 20% over approximately a six-year period.

Salary bonuses for furthering education was an opportunity for 33.3% of the vocational evaluators in 1987 and an opportunity for 30% in 1993. Given the number of school vocational evaluators who took courses either to advance in a degree or receive a salary bonus, it appears that vocational evaluators took advantage of the educational opportunities but not by substantial numbers.
Release time to pursue educational opportunities was available 26.7% of the time in 1987 and only available 16.7% of the time in 1993. This may account for only six of the vocational evaluators receiving an advanced education degree. An opportunity for education/training to be considered that was listed under the "Other" section was school-wide inservices, school paid membership dues, attendance at conferences presented by organizations, and state-sponsored training programs. Table 3 shows the educational opportunities available as perceived by individuals employed as school vocational evaluators in 1987 and 1993.

Table 3

Respondent's Opportunities for Further Educational Training

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>1987</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Reimbursement</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Release Time</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Salary Bonus</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>None</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>23.3</td>
</tr>
</tbody>
</table>
The next section of demographic information dealt with employment information. Eighty percent of school vocational evaluators were called by the job title of vocational evaluator (24 respondents) in 1993. In 1987, 20 respondents or 66.7% had the job title of vocational evaluator. Other job titles used were work evaluator, evaluator/counselor, vocational evaluator coordinator, vocational work evaluator or certified vocational evaluator.

It was impossible to ascertain the job duty aspect of the employment characteristics collected. In 1987, vocational evaluators responded to the question of listing their job duties in specific terms (i.e., write reports, score work samples, develop tests, conduct post evaluation conferences). In 1993, responses to the same question were generic and could not be attributed to specific duties. Responses that were collected in 1993 were for such duties as evaluate students and complete vocational evaluations. These latter are too broad of a statement to ascertain exactly what the school vocational evaluator did on the job.

At the time of the 1987 survey, school vocational evaluators had been employed in their jobs as school vocational evaluators 5.91 years. Subsequently, in the 1993 survey, the school vocational evaluators had been employed in their jobs 11.91 years. This is significant because of the longevity that the school vocational evaluators acquired in their positions as well as the familiarity and overall ease with the performance of their job requirements.

Throughout the duration of the study there was no change between 1987 and 1993 in the number of hours school vocational evaluators worked.
In 1987 and 1993, the average number of hours worked was 39 hours per week.

Most school vocational evaluators evaluated an average of 0-10 students per week in 1987 and 1993. It should be noted that two vocational evaluators who responded in 1993 indicated that occasionally they evaluated 11-19 students per week. Since this occurred occasionally, there were not a significant number of additional students to make a difference concerning the overall average.

As school vocational evaluators perform their jobs over a period of time, do their personal, educational and employment characteristics change?

The findings indicate that vocational evaluators did not change their personal characteristics over a period of time. It should be noted that they all had the same marital status in 1993 as 1987. The characteristic that was expected to change was age, which it did based on the normal progression of time.

Based on the findings, there are several options open to vocational evaluators to pursue further education. These options vary from district to district and are sometimes funded by the district. The most popular or available option was tuition reimbursement. The data indicate that 70% of the school vocational evaluators took advantage of this opportunity and earned a higher degree. Salary bonuses were not as popular and available in 1993. The findings indicate that their school district provided inservices and state-wide training programs updating current practices and trends.
were also available to vocational evaluators. The areas of educational opportunities were not significantly different between the 1987 and 1993 study.

School vocational evaluators continued to pursue major and minor areas of study in areas that related directly to their jobs. The findings indicated that the major and minor areas in both studies were in the areas of special education, psychology, counseling, and vocational education.

In 1987, the vocational evaluators completed the demographic question concerning job duties with specific tasks they completed on their jobs. The tasks that were indicated were: administer and score work samples, write reports, conduct follow-up conferences, interview students, complete state required paperwork and related duties. Respondents to the 1993 survey did not list specific job duties. As a result no specific correlation can be made between the job duties of the two surveys.

**Vocational Evaluator Tasks**

The vocational evaluator tasks were evaluated by school vocational evaluators. Numerical values were assigned to responses indicating the level of knowledge or skill respondents perceived they had for each of the evaluator tasks. Numerical ratings assigned to statements of “Knowledge” level were: 1 = Can teach others; 2 = Know a great deal; 3 = Know some; 4 = Know very little; and 5 = Not applicable. Ratings assigned to statements of perceived value were: 1 = Very important; 2 = Some importance; 3 = Not very important; 4 = No importance; and 5 = Important only for Ohio certification.
Mean scores were computed for the perceived level of knowledge and the perceived value associated with each task that the vocational evaluator performed. These mean values were computed for 1987 and 1993 and are reported in Table 4. Standard deviations were also computed for each of the responses. It should be noted that the total number (N) of respondents possible for each statement was 30. Not all areas have means or standard deviations computed on 30 because some of the respondents may have left an area blank or checked "Not applicable" or "Important only for Ohio certification."

Domains of Vocational Evaluator Tasks

When talking about the specific tasks vocational evaluators perform it is easier to talk about them as groups of tasks belonging to various domains or categories. For ease of referring to various tasks, the tasks have been placed by this researcher in seven domains. These seven domains with each specific task that falls within the domain can be found in Appendix J. Following find a listing of the domains and a working definition for the purpose of the data analysis.

Vocational Evaluation Process - The procedures used by the vocational evaluator in order to determine the vocational potential of a student. Some techniques which could be used are: work samples, behavior observation, etc.
Table 4

Vocational Evaluators' Perceptions of their Knowledge of Vocational Evaluator Tasks and the Value of the Tasks in 1987 and 1993

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>1987</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td>Value</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Sd</td>
</tr>
<tr>
<td>1. Develop goals and objectives for a vocational evaluation program.</td>
<td>1.63</td>
<td>.72</td>
</tr>
<tr>
<td>2. Develop a budget and systematic procedure to expend funds for equipment and supplies in the vocational evaluation area.</td>
<td>2.87</td>
<td>.71</td>
</tr>
<tr>
<td>3. Develop rating forms to be used with students during the vocational evaluation.</td>
<td>1.89</td>
<td>.74</td>
</tr>
<tr>
<td>4. Organize work situations so that specific behaviors can be observed and recorded.</td>
<td>1.83</td>
<td>.70</td>
</tr>
<tr>
<td>5. Observe and record significant behaviors and symptoms which are important in vocational planning.</td>
<td>1.70</td>
<td>.75</td>
</tr>
</tbody>
</table>
Continuation of Table 4

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>1987</th>
<th></th>
<th>1993</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td>Value</td>
<td>Knowledge</td>
<td>Value</td>
</tr>
<tr>
<td>6. Use critical incident, time sampling, and other observational techniques to obtain important student information (record behavior in measurable terms).</td>
<td>1.90  .88  30</td>
<td>1.41  .63  29</td>
<td>2.07  .78  30</td>
<td>1.62  .73  29</td>
</tr>
<tr>
<td>7. Develop work samples that have standardized procedures and norms.</td>
<td>2.50  .90  30</td>
<td>1.72  .70  29</td>
<td>2.53  .78  30</td>
<td>1.93  .83  29</td>
</tr>
<tr>
<td>8. Perform additional duties normally expected of teachers in the school building.</td>
<td>2.33  .91  18</td>
<td>3.07  1.04  27</td>
<td>2.21  .63  19</td>
<td>3.13  .87  23</td>
</tr>
<tr>
<td>9. Develop operating agreements with the home schools, community agencies, and rehabilitation centers.</td>
<td>2.21  1.01  29</td>
<td>1.55  .63  29</td>
<td>2.27  .83  26</td>
<td>1.73  .78  26</td>
</tr>
<tr>
<td>10. Explain purposes, functions, and procedures of the evaluation program to students and their families.</td>
<td>1.53  .73  30</td>
<td>1.20  .41  30</td>
<td>1.43  .50  30</td>
<td>1.21  .62  29</td>
</tr>
</tbody>
</table>
### Continuation of Table 4

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>Knowledge</th>
<th>Value</th>
<th>Knowledge</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1987</td>
<td>1993</td>
<td>1987</td>
<td>1993</td>
</tr>
<tr>
<td>11. Organize and work with a vocational advisory committee to review the vocational evaluation process and outcome.</td>
<td>2.07 .78 30</td>
<td>1.80 .55 30</td>
<td>1.93 .69 30</td>
<td>1.43 .69 28</td>
</tr>
<tr>
<td>12. Utilize occupational safety and health administration (OSHA) standards in the vocational evaluation area.</td>
<td>2.67 .88 30</td>
<td>1.86 .79 29</td>
<td>2.63 1.03 30</td>
<td>1.86 .93 28</td>
</tr>
<tr>
<td>13. Locate, collect, and utilize vocational education training materials and resources.</td>
<td>1.90 .76 30</td>
<td>1.28 .45 29</td>
<td>1.97 .67 30</td>
<td>1.34 .48 29</td>
</tr>
<tr>
<td>14. Utilize laws and legislation important to the successful vocational evaluation of students.</td>
<td>2.31 .89 29</td>
<td>1.48 .63 29</td>
<td>2.50 .78 30</td>
<td>1.45 .57 29</td>
</tr>
<tr>
<td>15. Utilize the Dictionary of Occupational Titles (DOT) in completing a job analysis.</td>
<td>2.14 .76 28</td>
<td>1.97 .94 29</td>
<td>2.07 .94 30</td>
<td>1.93 .80 29</td>
</tr>
<tr>
<td>16. Develop a scheduling procedure to provide student services at suitable times, not to exceed 45 hours in the vocational evaluation area.</td>
<td>1.53 .57 30</td>
<td>1.21 .41 29</td>
<td>1.72 .65 29</td>
<td>1.50 .58 28</td>
</tr>
</tbody>
</table>
### Continuation of Table 4

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>1987</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td>Value</td>
</tr>
<tr>
<td>17. Record beginning and completion date of the student's evaluation, as well as daily attendance.</td>
<td>( \bar{X} ) = 1.37, Sd = .49, N = 30</td>
<td>( \bar{X} ) = 1.25, Sd = .44, N = 28</td>
</tr>
<tr>
<td>18. Understand ethical issues (right or wrong) which need to be considered by the vocational evaluator.</td>
<td>( \bar{X} ) = 2.03, Sd = .82, N = 29</td>
<td>( \bar{X} ) = 1.34, Sd = .55, N = 29</td>
</tr>
<tr>
<td>19. Apply psychological knowledge, theory, and principles in motivating students to understand and adjust to work.</td>
<td>( \bar{X} ) = 1.97, Sd = .73, N = 29</td>
<td>( \bar{X} ) = 1.41, Sd = .57, N = 29</td>
</tr>
<tr>
<td>20. Gather, analyze, and interpret referral and biographical student data.</td>
<td>( \bar{X} ) = 1.72, Sd = .59, N = 29</td>
<td>( \bar{X} ) = 1.24, Sd = .51, N = 29</td>
</tr>
<tr>
<td>21. Review initial referral for student's age (at least 14), date of birth, social security number, grade in school (at least grade 9 or ungraded), address, and eligibility (handicap or disadvantaged).</td>
<td>( \bar{X} ) = 1.43, Sd = .57, N = 28</td>
<td>( \bar{X} ) = 1.31, Sd = .47, N = 29</td>
</tr>
</tbody>
</table>
Continuation of Table 4

<table>
<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Sd</td>
<td>N</td>
<td>X</td>
</tr>
<tr>
<td>22. Review the individualized education plan (IEP), if one has been developed.</td>
<td>2.03</td>
<td>.94</td>
<td>29</td>
<td>1.79</td>
</tr>
<tr>
<td>23. Suggest tentative job possibilities for students which will be checked out during the vocational evaluation (develop a vocational evaluation plan).</td>
<td>1.87</td>
<td>.78</td>
<td>30</td>
<td>1.23</td>
</tr>
<tr>
<td>24. Plan interviewing approach (e.g., which questions to ask and how to ask them) with students before beginning the interview.</td>
<td>2.03</td>
<td>.82</td>
<td>29</td>
<td>1.67</td>
</tr>
<tr>
<td>25. Interview students to help verify or understand referral information and provide information to be used in further planning with the student.</td>
<td>1.70</td>
<td>.60</td>
<td>30</td>
<td>1.40</td>
</tr>
<tr>
<td>26. Select and administer appropriate work samples and/or systems in light of student needs.</td>
<td>1.53</td>
<td>.63</td>
<td>30</td>
<td>1.10</td>
</tr>
<tr>
<td>27. Score work samples and interpret results.</td>
<td>1.47</td>
<td>.57</td>
<td>30</td>
<td>1.03</td>
</tr>
</tbody>
</table>

Note: ☒ indicates the task was not applicable in 1993.
Continuation of Table 4

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>1987</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td>Value</td>
</tr>
<tr>
<td></td>
<td>( \bar{X} )</td>
<td>Sd</td>
</tr>
<tr>
<td>28. Recommend educational training and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker traits characteristics.</td>
<td>1.63 .67 30</td>
<td>1.10 .31 30</td>
</tr>
<tr>
<td>29. Adapt assessment tools and systems to special student needs.</td>
<td>1.86 .74 29</td>
<td>1.47 .68 30</td>
</tr>
<tr>
<td>30. Select and develop situational assessments throughout the school in conjunction with the vocational training programs.</td>
<td>2.48 .87 29</td>
<td>1.59 .63 29</td>
</tr>
<tr>
<td>31. Utilize job analysis, occupational information, disability information, and student information when counseling students about jobs.</td>
<td>1.86 .74 29</td>
<td>1.37 .49 30</td>
</tr>
<tr>
<td>32. Document the post evaluation conference to reflect the date of the conference, those in attendance, decisions made, persons to implement recommendations and follow-up procedure.</td>
<td>1.60 .67 30</td>
<td>1.27 .52 30</td>
</tr>
<tr>
<td>Vocational Evaluator Tasks</td>
<td>1987</td>
<td>1993</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Knowledge</td>
<td>Value</td>
</tr>
<tr>
<td></td>
<td>X  Sd N</td>
<td></td>
</tr>
<tr>
<td>33. Indicate probability of success for students in specific educational, training, or work areas.</td>
<td>1.83 .79 30</td>
<td>1.27 .45 30</td>
</tr>
<tr>
<td>34. Write evaluation reports which emphasize the student's strengths and needs as well as document recommendations for further services.</td>
<td>1.52 .57 29</td>
<td>1.00 .00 30</td>
</tr>
<tr>
<td>35. Relate the evaluation report to the needs of the referral source and the labor market.</td>
<td>1.93 .80 29</td>
<td>1.41 .57 29</td>
</tr>
<tr>
<td>36. Assist students and their families in making realistic vocational decisions at the post-evaluation conference.</td>
<td>1.73 .74 30</td>
<td>1.17 .46 30</td>
</tr>
<tr>
<td>37. Develop a program evaluation and improvement procedure for the vocational evaluation area.</td>
<td>1.97 .76 30</td>
<td>1.37 .56 30</td>
</tr>
</tbody>
</table>
**Report Writing** - Synthesizing all vocational evaluation data (test scores) and writing a report to the referral source indicating the students' strengths, weaknesses, and vocational potential.

**Public Relations and Recruitment** - This process involves talking to parents, school personnel, and students in order to promote the vocational evaluation program and get referrals for the vocational evaluation program.

**Career Exploration/Job Adaptations/Labor Market Information** - This part of vocational evaluation provides students with current information about the jobs and helps them look at potential careers. Should a job need to be modified, this is done through the assistance of job adaptations.

**Development of a Vocational Evaluation Unit** - Setting up a vocational evaluation area. This includes ordering equipment, developing policies and procedures as well as establishing an advisory committee.

**Community Awareness and Resource Collection** - This is learning about the opportunities available in the area for students to access. Additionally, collecting information that can be shared with students is part of this category.

**Follow-up and Program Evaluation** - Checking to see what students are doing after they complete their vocational evaluation is important for statistical purposes. The program evaluation is done so that the vocational evaluation can be improved as time progresses.

In order to provide a perspective of the domains that vocational evaluator tasks have been divided into, the rank order of perceived
knowledge and perceived values was completed by category. The mean and standard deviation are also presented. It should be noted that perceived knowledge of the vocational evaluation process was ranked the highest by vocational evaluators in 1987 and 1993. Report writing, follow-up and program evaluation were the perceived values that were the highest in 1987 and 1993, respectively. The perceived knowledge and perceived value of knowledge by vocational evaluators in 1987 and 1993 by domain can be found in Table 5.

Comments that vocational evaluators made in addition to their self-evaluation of perceived knowledge and perceived value of vocational evaluator tasks are summarized and presented here for each of the seven task domains.

- Development of a Vocational Evaluation Unit

Budgets are handled by the administration in both 1987 and 1993. Situational assessment in 1987 was important and required space, however the comment in 1993 was that this was left to the vocational teacher. In 1987, comments included that initial interviews were completed in advance of the vocational evaluation, developing work samples and norms took time and Occupational Safety and Health Act (OSHA) standards covered a lot of ground and were learned from a rehabilitation facility.

- Public Relations and Recruitment

According to the comment section, vocational evaluators did duties other teachers did in 1987, however did not comment about other duties in 1993. Operating agreements were completed by others and out of the hands
Table 5

Perceived Knowledge and Perceived Value of Knowledge by Vocational Evaluators in 1987 and 1993 by Domain of Knowledge

<table>
<thead>
<tr>
<th>Broad Categories of Vocational Evaluator Tasks</th>
<th>1987</th>
<th></th>
<th></th>
<th>1993</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td>Value</td>
<td></td>
<td>Knowledge</td>
<td>Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>X</td>
<td>Sd</td>
<td>N</td>
<td>R</td>
<td>X</td>
<td>Sd</td>
</tr>
<tr>
<td>Vocational Evaluation Process</td>
<td>1</td>
<td>1.66</td>
<td>.45</td>
<td>27</td>
<td>3</td>
<td>1.30</td>
<td>.27</td>
</tr>
<tr>
<td>Report Writing</td>
<td>2</td>
<td>1.75</td>
<td>.63</td>
<td>28</td>
<td>1</td>
<td>1.24</td>
<td>.26</td>
</tr>
<tr>
<td>Follow-up and Program Evaluation</td>
<td>3</td>
<td>1.85</td>
<td>.65</td>
<td>28</td>
<td>2</td>
<td>1.27</td>
<td>.37</td>
</tr>
<tr>
<td>Public Relations and Recruitment</td>
<td>4</td>
<td>1.97</td>
<td>.61</td>
<td>18</td>
<td>7</td>
<td>1.90</td>
<td>.33</td>
</tr>
<tr>
<td>Career Exploration/Job Adaptations/Labor Market Information</td>
<td>5</td>
<td>2.07</td>
<td>.61</td>
<td>28</td>
<td>4</td>
<td>1.48</td>
<td>.47</td>
</tr>
<tr>
<td>Development of a Vocational Evaluation Unit</td>
<td>6</td>
<td>2.10</td>
<td>.52</td>
<td>27</td>
<td>5</td>
<td>1.53</td>
<td>.36</td>
</tr>
<tr>
<td>Community Awareness and Resource Collection</td>
<td>7</td>
<td>2.19</td>
<td>.62</td>
<td>27</td>
<td>6</td>
<td>1.66</td>
<td>.45</td>
</tr>
</tbody>
</table>
of vocational evaluators in both surveys. Comments made in 1987 concerning advisory committees indicate that evaluators are not always involved with the committees, however the committees are important to obtain equipment needed.

- **Community Awareness and Resource Collection**
  In 1987, comments included there were limited hands-on activities and it was better to have cooperation concerning requirements than enforcement. Vocational evaluators did not make comments in 1993.

- **Vocational Evaluation Process**
  Many comments were made concerning the process of vocational evaluation in 1987. Vocational evaluators commented that behavior observations were important, scheduling was important for state guidelines, record keeping was only important for school records and state guidelines, counseling and psychological data obtainment are not part of the vocational evaluators’ job, obtaining referral data is important for state guidelines, training in the vocational programs is the focus of the job, initial interview varies regarding who does it and how it’s done and recommendations are important.

  In 1993, vocational evaluators commented that the superintendent dictated the scheduling, referral information was important to get the information for the EMIS computer-based information system and an initial interview form and evaluation plan are developed for each student.

  Vocational evaluators over the course of the study indicated the need for information to complete state guidelines in both surveys.
• Career Exploration/Job Adaptations/Labor Market Information

No comments were made in 1993 and one vocational evaluator indicated that career exploration was a favorite area.

• Report Writing

This domain rated high in both 1987 and 1993 in relationship to vocational evaluators perceiving their knowledge levels and value levels. Comments in 1987 indicated that predictions were not perfect but were least restrictive. One vocational evaluator was not free to recommend services because the district employed in felt it would offend someone or obligate the district to pay for the recommendation.

In 1993, comments concerned requirements for documentation under state guidelines and training recommendations had too many variables, especially teacher personalities.

• Follow-up and Program Evaluation

Program evaluation comments were made in 1987 in hopes of recruiting referrals and getting additional equipment. The comment made in 1993 was that choice of program is the parents decision.

In summary, comments made indicate that vocational evaluators do many of their tasks because of state guidelines but also do not so some tasks which are in the state guidelines (i.e., budget or operating agreements) because they are the responsibility of the supervisor or an administrator.
Perceived Value

What professional knowledge is perceived to be of value to vocational evaluators in the school system?

The data indicate in 1987, perceived knowledge and the highest value ranking of perceived knowledge were:

1. Write evaluation reports which emphasize the students strengths and needs as well as document recommendations for further services.
2. Score work samples and interpret results.
3. Select and administer appropriate work samples and/or systems in light of student needs.
4. Recommend educational, training, and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker trait characteristics.
5. Develop goals and objectives for a vocational evaluation program.

The vocational evaluator tasks fall within the broad areas of report writing, vocational evaluation process, and vocational evaluation unit development. The data show that vocational evaluators in their early stages of employment concentrate on operationalizing their vocational evaluation unit and producing a report of their vocational evaluation findings. Following find Table 6 which is the rank order of perceived knowledge that was of value to school vocational evaluators in 1987 and 1993 by domains.
### Table 6

**Rank Order of the Values Held by School Vocational Evaluators in 1987 Toward Vocational Evaluator Tasks**

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write evaluation reports which emphasize the student's strengths and needs as well as document recommendations for further services.</td>
<td>1</td>
<td>1.00</td>
<td>.00</td>
<td>30</td>
</tr>
<tr>
<td>Score work samples and interpret results.</td>
<td>2</td>
<td>1.03</td>
<td>.18</td>
<td>30</td>
</tr>
<tr>
<td>Select and administer appropriate work samples and/or systems in light of student needs.</td>
<td>3</td>
<td>1.10</td>
<td>.40</td>
<td>30</td>
</tr>
<tr>
<td>Recommend educational, training, and work opportunities for student consideration by comparing student interests, abilities, job requirements, and worker trait characteristics.</td>
<td>4</td>
<td>1.10</td>
<td>.35</td>
<td>30</td>
</tr>
<tr>
<td>Develop goals and objectives for a vocational evaluation program.</td>
<td>5</td>
<td>1.13</td>
<td>.43</td>
<td>30</td>
</tr>
<tr>
<td>Observe and record significant behaviors and symptoms which are important in vocational planning.</td>
<td>6</td>
<td>1.17</td>
<td>.46</td>
<td>30</td>
</tr>
<tr>
<td>Assist students and their families in making realistic vocational decisions at the post-evaluation conference.</td>
<td>6</td>
<td>1.17</td>
<td>.46</td>
<td>30</td>
</tr>
<tr>
<td>Explain purposes, functions, and procedures of the evaluation program to students and their families.</td>
<td>7</td>
<td>1.20</td>
<td>.41</td>
<td>30</td>
</tr>
<tr>
<td>Develop a scheduling procedure to provide student services at suitable times, not to exceed 45 hours in the vocational evaluation area.</td>
<td>8</td>
<td>1.21</td>
<td>.41</td>
<td>29</td>
</tr>
</tbody>
</table>
Continuation of Table 6

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggest tentative job possibilities for students which will be checked out during the vocational evaluation (develop a vocational evaluation plan).</td>
<td>9</td>
<td>1.23</td>
<td>.43</td>
<td>30</td>
</tr>
<tr>
<td>Gather, analyze, and interpret referral and biographical student data.</td>
<td>10</td>
<td>1.24</td>
<td>.51</td>
<td>29</td>
</tr>
<tr>
<td>Record beginning and completion date of the student’s evaluation, as well as daily attendance.</td>
<td>11</td>
<td>1.25</td>
<td>.44</td>
<td>28</td>
</tr>
<tr>
<td>Organize work situations so that specific behaviors can be observed and recorded.</td>
<td>12</td>
<td>1.27</td>
<td>.52</td>
<td>30</td>
</tr>
<tr>
<td>Document the post-evaluation conference to reflect the date of the conference, those in attendance, decisions made, persons to implement recommendations and follow-up procedure.</td>
<td>12</td>
<td>1.27</td>
<td>.52</td>
<td>30</td>
</tr>
<tr>
<td>Indicate probability of success for students in specific educational, training, or work areas.</td>
<td>13</td>
<td>1.27</td>
<td>.45</td>
<td>30</td>
</tr>
<tr>
<td>Locate, collect, and utilize vocational evaluation training materials and resources.</td>
<td>14</td>
<td>1.28</td>
<td>.45</td>
<td>29</td>
</tr>
<tr>
<td>Review initial referral for student’s age (at least 14), date of birth, social security number, grade in school (at least grade 9 or ungraded), address, and eligibility (handicap or disadvantaged).</td>
<td>15</td>
<td>1.31</td>
<td>.47</td>
<td>29</td>
</tr>
<tr>
<td>Understand ethical issues (right or wrong) which need to be considered by the vocational evaluator.</td>
<td>16</td>
<td>1.34</td>
<td>.55</td>
<td>29</td>
</tr>
<tr>
<td>Develop a program evaluation and improvement procedure for the vocational evaluation area.</td>
<td>17</td>
<td>1.37</td>
<td>.56</td>
<td>30</td>
</tr>
</tbody>
</table>
Continuation of Table 6

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>X</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize job analysis, occupational information, disability information and student information when counseling students about jobs.</td>
<td></td>
<td>17</td>
<td>.49</td>
<td>30</td>
</tr>
<tr>
<td>Interview students to help verify or understand referral information and provide information to be used in further planning with the student.</td>
<td></td>
<td>18</td>
<td>.50</td>
<td>30</td>
</tr>
<tr>
<td>Use critical incident, time sampling, and other observational techniques to obtain important student information (record behavior in measurable terms).</td>
<td></td>
<td>19</td>
<td>.63</td>
<td>29</td>
</tr>
<tr>
<td>Apply psychological knowledge, theory, and principles in motivating students to understand and adjust to work.</td>
<td></td>
<td>19</td>
<td>.57</td>
<td>29</td>
</tr>
<tr>
<td>Relate the evaluation report to the needs of the referral source and the labor market.</td>
<td></td>
<td>19</td>
<td>.57</td>
<td>29</td>
</tr>
<tr>
<td>Adapt assessment tools and systems to special students needs.</td>
<td></td>
<td>20</td>
<td>.68</td>
<td>30</td>
</tr>
<tr>
<td>Utilize laws and legislation important to the successful vocational evaluation of students.</td>
<td></td>
<td>21</td>
<td>.63</td>
<td>29</td>
</tr>
<tr>
<td>Develop operating agreements with the home schools, community agencies, and rehabilitation centers.</td>
<td></td>
<td>22</td>
<td>.63</td>
<td>29</td>
</tr>
<tr>
<td>Develop rating forms to be used with students during the vocational evaluation.</td>
<td></td>
<td>22</td>
<td>.63</td>
<td>29</td>
</tr>
<tr>
<td>Select and develop situational assessments throughout the school in conjunction with the vocational training programs.</td>
<td></td>
<td>23</td>
<td>.63</td>
<td>29</td>
</tr>
</tbody>
</table>
Continuation of Table 6

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan interviewing approach (e.g., which questions to ask and how to ask them) with students before beginning the interview.</td>
<td>24</td>
<td>1.67</td>
<td>.71</td>
<td>30</td>
</tr>
<tr>
<td>Develop work samples that have standardized procedures and norms.</td>
<td>25</td>
<td>1.72</td>
<td>.70</td>
<td>29</td>
</tr>
<tr>
<td>Review the Individual Educational Plan (IEP), if one has been developed.</td>
<td>26</td>
<td>1.79</td>
<td>.77</td>
<td>29</td>
</tr>
<tr>
<td>Organize and work with a vocational advisory committee to review the vocational evaluation process and outcome.</td>
<td>27</td>
<td>1.80</td>
<td>.55</td>
<td>30</td>
</tr>
<tr>
<td>Utilize Occupational Safety and Health Administration (OSHA) standards in the vocational evaluation area.</td>
<td>28</td>
<td>1.86</td>
<td>.79</td>
<td>29</td>
</tr>
<tr>
<td>Develop a budget and systematic procedure to expend funds for equipment and supplies in the vocational evaluation area.</td>
<td>29</td>
<td>1.90</td>
<td>.77</td>
<td>29</td>
</tr>
<tr>
<td>Utilize the Dictionary of Occupational Titles (DOT) in completing a job analysis.</td>
<td>30</td>
<td>1.97</td>
<td>.94</td>
<td>29</td>
</tr>
<tr>
<td>Perform additional duties normally expected of teachers in the school building.</td>
<td>31</td>
<td>3.07</td>
<td>1.04</td>
<td>27</td>
</tr>
</tbody>
</table>

**Perceived Knowledge**

Do perceived levels of knowledge continue to be of perceived value to school vocational evaluators over a period of time?
In 1993, the perceived knowledge that was of highest ranked value to school vocational evaluators fell within the broad categories of report writing, public relations/recruitment and vocational evaluation process. The data indicate that vocational evaluators appear to be more comfortable with their employment and are concerned with the overall process of vocational evaluation completion of their reports (paper work) and recruiting more students and community public relations. The vocational evaluator tasks which indicate this follow:

1. Ability to recommend educational, training, and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker trait characteristics.

2. Write evaluation reports which emphasize the student's strengths and needs as well as document recommendations for further services.

3. Assist students and their families in making realistic vocational decisions at the post-evaluation conference.

4. Score work samples and interpret results.

5. Observe and record significant behaviors and symptoms which are important in vocational planning.

These tasks can be found in rank order in Table 6 and Table 7. In addition to the rank order of the tasks, the means and standard deviations are listed for each task.
Table 7

Rank Order of Values Held by School Vocational Evaluators in 1993 Toward Vocational Evaluator Tasks

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommend educational, training and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker trait characteristics.</td>
<td>1</td>
<td>1.07</td>
<td>.26</td>
<td>29</td>
</tr>
<tr>
<td>Write evaluation reports which emphasize the student's strengths and needs as well as document recommendations for further services.</td>
<td>2</td>
<td>1.10</td>
<td>.31</td>
<td>29</td>
</tr>
<tr>
<td>Assist students and their families in making realistic vocational decisions at the post-evaluation conference.</td>
<td>2</td>
<td>1.10</td>
<td>.31</td>
<td>29</td>
</tr>
<tr>
<td>Score work samples and interpret results.</td>
<td>3</td>
<td>1.14</td>
<td>.35</td>
<td>29</td>
</tr>
<tr>
<td>Observe and record significant behaviors and symptoms which are important in vocational planning.</td>
<td>4</td>
<td>1.17</td>
<td>.54</td>
<td>29</td>
</tr>
<tr>
<td>Select and administer appropriate work samples and/or systems in light of student needs.</td>
<td>4</td>
<td>1.17</td>
<td>.38</td>
<td>29</td>
</tr>
<tr>
<td>Adapt assessment tools and systems to special student needs.</td>
<td>5</td>
<td>1.18</td>
<td>.39</td>
<td>28</td>
</tr>
<tr>
<td>Explain purposes, functions, and procedures of the evaluation program to students and their families.</td>
<td>6</td>
<td>1.21</td>
<td>.62</td>
<td>29</td>
</tr>
<tr>
<td>Understand ethical issues (right or wrong) which need to be considered by the vocational evaluator.</td>
<td>7</td>
<td>1.25</td>
<td>.52</td>
<td>28</td>
</tr>
</tbody>
</table>
Continuation of Table 7

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop goals and objectives for a vocational evaluation program.</td>
<td>8</td>
<td>1.27</td>
<td>.53</td>
<td>28</td>
</tr>
<tr>
<td>Review initial referral for student's age (at least 14), date of birth, social security number, grade in school (at least grade 9 or ungraded), address, and eligibility (handicap or disadvantaged).</td>
<td>9</td>
<td>1.29</td>
<td>.46</td>
<td>28</td>
</tr>
<tr>
<td>Locate, collect, and utilize vocational evaluation training materials and resources.</td>
<td>10</td>
<td>1.34</td>
<td>.48</td>
<td>29</td>
</tr>
<tr>
<td>Develop rating forms to be used with students during the vocational evaluation.</td>
<td>11</td>
<td>1.38</td>
<td>.49</td>
<td>29</td>
</tr>
<tr>
<td>Organize work situations so that specific behaviors can be observed and recorded.</td>
<td>12</td>
<td>1.38</td>
<td>.62</td>
<td>29</td>
</tr>
<tr>
<td>Record beginning and completion date of the student's evaluation, as well as daily attendance.</td>
<td>12</td>
<td>1.38</td>
<td>.56</td>
<td>29</td>
</tr>
<tr>
<td>Organize and work with a vocational advisory committee to review the vocational evaluation process and outcome.</td>
<td>13</td>
<td>1.43</td>
<td>.69</td>
<td>28</td>
</tr>
<tr>
<td>Utilize laws and legislation important to the successful vocational evaluation of students.</td>
<td>14</td>
<td>1.45</td>
<td>.57</td>
<td>29</td>
</tr>
<tr>
<td>Gather, analyze, and interpret referral and biographical student data.</td>
<td>15</td>
<td>1.46</td>
<td>.58</td>
<td>28</td>
</tr>
<tr>
<td>Indicate probability of success for students in specific educational, training or work areas.</td>
<td>15</td>
<td>1.46</td>
<td>.58</td>
<td>28</td>
</tr>
<tr>
<td>Interview students to help verify or understand referral information and provide information to be used in further planning with the student.</td>
<td>16</td>
<td>1.48</td>
<td>.63</td>
<td>29</td>
</tr>
</tbody>
</table>
Continuation of Table 7

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document the post-evaluation conference to reflect the date of the conference, those in attendance, decision made, persons to implement recommendations and follow-up procedure.</td>
<td>16</td>
<td>1.48</td>
<td>.63</td>
<td>29</td>
</tr>
<tr>
<td>Utilize job analysis, occupational information, disability information and student information when counseling students about jobs.</td>
<td>16</td>
<td>1.48</td>
<td>.51</td>
<td>29</td>
</tr>
<tr>
<td>Develop a scheduling procedure to provide student services at suitable times, not to exceed 45 hours in the vocational evaluation area.</td>
<td>17</td>
<td>1.50</td>
<td>.58</td>
<td>28</td>
</tr>
<tr>
<td>Relate the evaluation report to the needs of the referral source and the labor market.</td>
<td>18</td>
<td>1.55</td>
<td>.74</td>
<td>29</td>
</tr>
<tr>
<td>Apply psychological knowledge, theory, and principles in motivating students to understand and adjust to work.</td>
<td>19</td>
<td>1.59</td>
<td>.82</td>
<td>29</td>
</tr>
<tr>
<td>Use critical incident, time sampling, and other observational techniques to obtain important student information (record behavior in measurable terms).</td>
<td>20</td>
<td>1.62</td>
<td>.73</td>
<td>29</td>
</tr>
<tr>
<td>Develop a program evaluation and improvement procedure for the vocational evaluation area.</td>
<td>21</td>
<td>1.63</td>
<td>.63</td>
<td>27</td>
</tr>
<tr>
<td>Suggest tentative job possibilities for students which will be checked out during the vocational evaluation (develop a vocational evaluation plan).</td>
<td>22</td>
<td>1.66</td>
<td>.72</td>
<td>29</td>
</tr>
<tr>
<td>Develop operating agreements with the home schools, community agencies, and rehabilitation centers.</td>
<td>23</td>
<td>1.73</td>
<td>.78</td>
<td>26</td>
</tr>
</tbody>
</table>
Continuation of Table 7

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan interviewing approach (e.g., which questions to ask and how to ask them) with students before beginning the interview.</td>
<td>24</td>
<td>1.79</td>
<td>.98</td>
<td>29</td>
</tr>
<tr>
<td>Utilize Occupational Safety and Health Administration (OSHA) standards in the vocational evaluation area.</td>
<td>25</td>
<td>1.86</td>
<td>.93</td>
<td>28</td>
</tr>
<tr>
<td>Develop work samples that have standardized procedures and norms.</td>
<td>26</td>
<td>1.93</td>
<td>.83</td>
<td>29</td>
</tr>
<tr>
<td>Utilize the Dictionary of Occupational Titles (DOT) in completing a job analysis.</td>
<td>26</td>
<td>1.93</td>
<td>.80</td>
<td>29</td>
</tr>
<tr>
<td>Select and develop situational assessments throughout the school in conjunction with the vocational training programs.</td>
<td>26</td>
<td>1.93</td>
<td>.70</td>
<td>29</td>
</tr>
<tr>
<td>Review the Individualized Education Plan (IEP), if one has been developed.</td>
<td>27</td>
<td>2.07</td>
<td>.86</td>
<td>28</td>
</tr>
<tr>
<td>Develop a budget and systematic procedure to expend funds for equipment and supplies in the vocational evaluation area.</td>
<td>28</td>
<td>2.14</td>
<td>.97</td>
<td>28</td>
</tr>
<tr>
<td>Perform additional duties normally expected of teachers in the school building.</td>
<td>29</td>
<td>3.13</td>
<td>.87</td>
<td>23</td>
</tr>
</tbody>
</table>

The findings in 1987 and 1993 dealing with the perceived knowledge and the value that the school vocational evaluators placed on this perceived knowledge indicates that two tasks were within the top four tasks in both surveys. These tasks were:
• Write evaluation reports which emphasize the students strengths and needs as well as document recommendations for further services.

• Recommend educational, training, and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker trait characteristics.

What is the perceived level of professional knowledge possessed by the vocational evaluator in the school system?

The perceived level of professional knowledge the vocational evaluator processes was self-rated by the vocational evaluators' perceptions of his/her skills/knowledge to perform various vocational evaluator tasks. It should be noted that knowledge of the tasks was not measured directly. The knowledge was self-evaluated by the school vocational evaluators.

In 1987, the school vocational evaluators rated their perceived knowledge concerning 37 vocational evaluator tasks. In the process of rating their perceived knowledge the vocational evaluators rated items that dealt with process, report writing, and public relations as their highest knowledge levels. It should be noted that the first two tasks were routine state required tasks. Following find a list of the top five ranked tasks in rank order. A complete ranking of the 1987 perceived knowledge, means and standard deviations can be seen in Table 8.

1. Record beginning and completion date of the students' evaluation, as well as daily attendance.
2. Review initial referral for students' age (at least 14), date of birth, social security number, grade in school (at least 9 or ungraded), address, and eligibility (handicapped or disadvantaged).

3. Score work samples and interpret results.

4. Write evaluation reports which emphasize the students' strengths and needs as well as document recommendations for further services.

5. Explain purposes, functions, and procedures of the vocational evaluation program to students and their families.

Table 8

Rank Order of the Perceived Level of Knowledge School Vocational Evaluators Reported in 1987 for Vocational Evaluator Tasks

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record beginning and completion date of the student's evaluation, as well as daily attendance.</td>
<td>1</td>
<td>1.37</td>
<td>.49</td>
<td>30</td>
</tr>
<tr>
<td>Review initial referral for student's age (at least 14), date of birth, social security number, grade in school (at least 9 or ungraded), address, and eligibility (handicapped or disadvantaged)</td>
<td>2</td>
<td>1.43</td>
<td>.57</td>
<td>28</td>
</tr>
<tr>
<td>Score work samples and interpret results.</td>
<td>3</td>
<td>1.47</td>
<td>.57</td>
<td>30</td>
</tr>
<tr>
<td>Write evaluation reports which emphasize the student's strengths and needs as well as document recommendations for further services.</td>
<td>4</td>
<td>1.52</td>
<td>.57</td>
<td>29</td>
</tr>
</tbody>
</table>
Continuation of Table 8

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain purposes, functions, and procedures of the evaluation program to students and their families.</td>
<td>5</td>
<td>1.53</td>
<td>.73</td>
<td>30</td>
</tr>
<tr>
<td>Select and administer appropriate work samples and/or systems in light of student needs.</td>
<td>5</td>
<td>1.53</td>
<td>.63</td>
<td>30</td>
</tr>
<tr>
<td>Develop a scheduling procedure to provide student services at suitable times, not to exceed 45 hours in the vocational evaluation area.</td>
<td>5</td>
<td>1.53</td>
<td>.57</td>
<td>30</td>
</tr>
<tr>
<td>Document the post-evaluation conference to reflect the date of the conference, those in attendance, decisions made, persons to implement recommendations and follow-up procedure.</td>
<td>6</td>
<td>1.60</td>
<td>.67</td>
<td>30</td>
</tr>
<tr>
<td>Develop goals and objectives for a vocational evaluation program.</td>
<td>7</td>
<td>1.63</td>
<td>.72</td>
<td>30</td>
</tr>
<tr>
<td>Recommend educational training and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker traits characteristics.</td>
<td>7</td>
<td>1.63</td>
<td>.67</td>
<td>30</td>
</tr>
<tr>
<td>Observe and record significant behaviors and symptoms which are important in vocational planning.</td>
<td>8</td>
<td>1.70</td>
<td>.75</td>
<td>30</td>
</tr>
<tr>
<td>Interview students to help verify or understand referral information and provide information to be used in further planning with the student.</td>
<td>8</td>
<td>1.70</td>
<td>.60</td>
<td>30</td>
</tr>
<tr>
<td>Gather, analyze, and interpret referral and biographical student data.</td>
<td>8</td>
<td>1.72</td>
<td>.59</td>
<td>29</td>
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<tbody>
<tr>
<td>Assist students and their families in making realistic vocational decisions at the post-evaluation conference.</td>
<td>9</td>
<td>1.73</td>
<td>.74</td>
<td>30</td>
</tr>
<tr>
<td>Indicate probability of success for students in specific educational, training or work areas.</td>
<td>10</td>
<td>1.83</td>
<td>.79</td>
<td>30</td>
</tr>
<tr>
<td>Organize work situations so that specific behaviors can be observed and recorded.</td>
<td>10</td>
<td>1.83</td>
<td>.70</td>
<td>30</td>
</tr>
<tr>
<td>Adapt assessment tools and systems to special student needs.</td>
<td>11</td>
<td>1.86</td>
<td>.74</td>
<td>29</td>
</tr>
<tr>
<td>Utilize job analysis, occupational information, disability information and student information when counseling students about jobs.</td>
<td>11</td>
<td>1.86</td>
<td>.74</td>
<td>29</td>
</tr>
<tr>
<td>Suggest tentative job possibilities for students which will be checked out during the vocational evaluation (develop a vocational evaluation plan).</td>
<td>12</td>
<td>1.87</td>
<td>.78</td>
<td>30</td>
</tr>
<tr>
<td>Develop rating forms to be used with students during the vocational evaluation.</td>
<td>13</td>
<td>1.89</td>
<td>.74</td>
<td>28</td>
</tr>
<tr>
<td>Use critical incident, time sampling, and other observational techniques to obtain important student information (record behavior in measurable terms).</td>
<td>14</td>
<td>1.90</td>
<td>.88</td>
<td>30</td>
</tr>
<tr>
<td>Locate, collect, and utilize vocational evaluation training materials and resources.</td>
<td>14</td>
<td>1.90</td>
<td>.76</td>
<td>30</td>
</tr>
<tr>
<td>Relate the evaluation report to the needs of the referral source and the labor market.</td>
<td>15</td>
<td>1.93</td>
<td>.80</td>
<td>29</td>
</tr>
</tbody>
</table>
**Continuation of Table 8**

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
<th>R</th>
<th>X</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a program evaluation and improvement procedure for the vocational evaluation area.</td>
<td>16</td>
<td>1.97</td>
<td>.76</td>
<td>30</td>
</tr>
<tr>
<td>Apply psychological knowledge theory, and principles in motivating students to understand and adjust to work.</td>
<td>16</td>
<td>1.97</td>
<td>.73</td>
<td>29</td>
</tr>
<tr>
<td>Review the Individual Education Plan (IEP), if one has been developed.</td>
<td>17</td>
<td>2.03</td>
<td>.94</td>
<td>29</td>
</tr>
<tr>
<td>Understand ethical issues (right or wrong) which need to be considered by the vocational evaluator.</td>
<td>17</td>
<td>2.03</td>
<td>.82</td>
<td>30</td>
</tr>
<tr>
<td>Plan interviewing approach (e.g., which questions to ask and how to ask them) with students before beginning the interview.</td>
<td>17</td>
<td>2.03</td>
<td>.82</td>
<td>30</td>
</tr>
<tr>
<td>Organize and work with a vocational advisory committee to review the vocational evaluation process and outcome.</td>
<td>18</td>
<td>2.07</td>
<td>.78</td>
<td>30</td>
</tr>
<tr>
<td>Utilize the Dictionary of Occupational Titles (DOT) in completing a job analysis.</td>
<td>19</td>
<td>2.14</td>
<td>.76</td>
<td>28</td>
</tr>
<tr>
<td>Develop operating agreements with the home schools, community agencies, and rehabilitation centers.</td>
<td>20</td>
<td>2.21</td>
<td>1.01</td>
<td>29</td>
</tr>
<tr>
<td>Utilize laws and legislation important to the successful vocational evaluation of students.</td>
<td>21</td>
<td>2.31</td>
<td>.89</td>
<td>29</td>
</tr>
<tr>
<td>Perform additional duties normally expected of teachers in the school building.</td>
<td>22</td>
<td>2.33</td>
<td>.91</td>
<td>18</td>
</tr>
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</table>
In 1993, the highest levels of perceived knowledge by school vocational evaluators appeared to be in the areas of public relations and vocational evaluation process. The four top vocational evaluator tasks rated highest in perceived level of knowledge were:

1. Explain purposes, functions, and procedures of the evaluation program to students and their families.
2. Observe and record significant behaviors and symptoms which are important in vocational planning.
3. Score work samples and interpret results.
4. Recommend educational, training and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker trait characteristics.
Table 9 reports the rank order of the perceived level of knowledge school vocational evaluators reported in 1993 for vocational evaluator tasks. In addition to rank, mean and standard deviations are also reported.

Table 9

**Rank Order of the Perceived Level of Knowledge School Vocational Evaluators Reported in 1993 for Vocational Evaluator Tasks**

<table>
<thead>
<tr>
<th>Vocational Evaluator Tasks</th>
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<tr>
<td>Explain purposes, functions, and procedures of the evaluation program to students and their families.</td>
<td>1</td>
<td>1.43</td>
<td>.50</td>
<td>30</td>
</tr>
<tr>
<td>Observe and record significant behaviors and symptoms which are important in vocational planning.</td>
<td>2</td>
<td>1.50</td>
<td>.63</td>
<td>30</td>
</tr>
<tr>
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<td>Record beginning and completion date of the student’s evaluation, as well as daily attendance.</td>
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<td>Review initial referral for student's age (at least 14), date of birth, social security</td>
<td>4</td>
<td>1.57</td>
<td>.50</td>
<td>30</td>
</tr>
<tr>
<td>number, grade in school (at least grade 9 or ungraded), address, and eligibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(handicap or disadvantaged).</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Write evaluation reports which emphasize the student's strengths and needs as well as</td>
<td>5</td>
<td>1.60</td>
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<td>29</td>
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<td>document recommendations for further services.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Develop rating forms to be used with students during the vocational evaluation.</td>
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<tr>
<td>vocational evaluator.</td>
<td></td>
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<tr>
<td>Develop a scheduling procedure to provide student services at suitable times, not to</td>
<td>7</td>
<td>1.72</td>
<td>.65</td>
<td>29</td>
</tr>
<tr>
<td>exceed 45 hours in the vocational evaluation area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gather, analyze, and interpret referral and biographical student data.</td>
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<td>1.72</td>
<td>.65</td>
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</tr>
<tr>
<td>procedure.</td>
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<td>Assist students and their families in making realistic vocational decisions at the</td>
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<td>1.73</td>
<td>.58</td>
<td>30</td>
</tr>
<tr>
<td>post-evaluation conference.</td>
<td></td>
<td></td>
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<td>Adapt assessment tools and systems to special students needs.</td>
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<tr>
<td>Interview students to help verify or understand referral information and provide information to be used in further planning with the student.</td>
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<td>Organize work situations so that specific behaviors can be observed and recorded.</td>
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<td>.68</td>
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<td>Locate, collect, and utilize vocational evaluation training materials and resources.</td>
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<td>Relate the evaluation report to the needs of the referral source and the labor market.</td>
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<td>.56</td>
<td>30</td>
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<td>Plan interviewing approach (e.g., which questions to ask and how to ask them) with students before beginning the interview.</td>
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<td>2.00</td>
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<td>30</td>
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<td>Utilize the Dictionary of Occupational Titles (DOT) in completing a job analysis.</td>
<td>17</td>
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<td>Review the Individualized Education Plan (IEP), if one has been developed.</td>
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<td>2.14</td>
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<tr>
<td>Perform additional duties normally expected of teachers in the school building.</td>
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<td>2.21</td>
<td>.63</td>
<td>19</td>
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<td>21</td>
<td>2.27</td>
<td>.83</td>
<td>26</td>
</tr>
<tr>
<td>Select and develop situational assessments throughout the school in conjunction with the vocational training programs.</td>
<td>22</td>
<td>2.37</td>
<td>.63</td>
<td>30</td>
</tr>
<tr>
<td>Utilize laws and legislation important to the successful vocational evaluation of students.</td>
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<td>.78</td>
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<td>Develop a budget and systematic procedure to expend funds for equipment and supplies in the vocational evaluation area.</td>
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<td>2.68</td>
<td>.90</td>
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Perceived Knowledge Findings

Does the perceived level of knowledge processed by the school vocational evaluators stay the same or increase over a period of time?

In a review of the rankings, means and standard deviations of the perceived knowledge of the vocational evaluators in 1987 and 1993, it is noteworthy that the top ranked perceived knowledge of 1987 is the third ranked perceived knowledge in 1993. The number one ranked perceived knowledge in 1993 was ranked number 5 in 1987.

The table indicates the overall perceived knowledge in 1993 appears to have less of a range between the highest and lowest scores (.25 points) than the range (.40 points) in 1987. This indicates that more of the school evaluators perceived that they have knowledge about the school vocational evaluator tasks.

Are there differences between the perceived levels of knowledge and the perceived values of the knowledge which constitute educational and/or training needs of the vocational evaluators?

The findings indicate that there do not appear to be significant differences between the perceived values and perceived knowledge levels.
of the vocational evaluators. Overall the statistics do not indicate a significant difference between perceived values and perceived knowledge at a .05 alpha level.

Overall Findings

The knowledge statements ranked highest in the overall ranking were not usually the same ones as those which were significant in the domains. It should be noted, however, the skill statements and their value rankings correspond closely to those which appear significant in the domains.

In the analysis of all responses a low need was indicated to learn more about the vocational evaluator tasks of using the Dictionary of Occupational Titles (DOT), Occupational Safety and Health Administration (OSHA), and setting up situational assessments. It was also indicated that vocational evaluators perceived that they lacked the knowledge to develop a budget and systematic procedure for the expenditure of such. It should be noted that in the comment section, budgeting and expenditure of funds was usually taken care of by an administrator with some input from the vocational evaluator. The other area which in few situations is part of the vocational evaluators duties is the performance of duties as other building teachers.

All respondents ranked the same skills high in value in a fairly consistent pattern within the domain responses. As vocational evaluators were in their positions longer, their values appear to be more process oriented. In 1987, vocational evaluators expressed highest perceived knowledge in the area of vocational evaluation process and highest
perceived value in report writing. An analysis of the individual items under these broad headings indicates they were concerned about getting the job completed as far as the overall assessment of the student as well as closure on the assessment. After a period of about six years lapsed, vocational evaluators were concerned about getting the process of vocational evaluation completed. However, they were also concerned long-range about what happens to the student and with methods of improving their program through program evaluation.

It should be noted that the categories of knowledge (when grouped) range from a level of almost “Can teach others” to just below “Know a great deal.” The means range from 1.66 to 2.19 for 1987 and 1.72 to 2.29 in 1993.

The domains in order of perceived knowledge possessed are:

- vocational evaluation process
- report writing
- follow-up and program evaluation
- public relations and recruitment
- career exploration/job adaptations/labor market information
- development of a vocational evaluation unit
- community awareness and resource collection

Value of the domains and overall ranking of the items within the domains varies over a period of time. This variation may be caused by participation in various educational opportunities, familiarity with their job duties, comfort in their job and also participation in state sponsored vocational evaluator training programs. The latter could provide an
opportunity for informal networking. Informal networking may be as helpful to learning information as taking a class or participating in a formalized training program.

Means for the perceived values for the groups ranged from below "Very important" to above "Not very important." The values of the means were 1.24 to 1.90 in 1987 and from 1.33 to 1.88 in 1993. The areas that remain consistent over the course of time are career exploration/job adaptations/labor market information and public relations and recruitment. Following find the values in the order of importance for 1987 and 1993:

1987

- report writing
- follow-up and program evaluation
- vocational evaluation process
- career exploration/job adaptations/labor market information
- vocational evaluation process
  - recording beginning and completion dates of the vocational evaluation and keeping daily attendance records
  - review of initial referral data for student’s age (at least 14), date of birth, social security number, grade in school (at least 9 or ungraded), address and eligibility (handicapped or disadvantaged)
  - develop a scheduling procedure to provide services at suitable times, not to exceed 45 hours in the vocational evaluation unit
The other vocational process task that was rated by vocational evaluators as having a high knowledge level was score work samples and interpret results. The other two areas that were high were report writing and public relations.

- Report writing
  - write evaluation reports which emphasize strengths and needs as well as document recommendations for further services
- Public relations and recruitment
  - explain purposes, functions, procedures of the vocational evaluation program to the students and their families

In 1993, the vocational evaluator tasks fell into two domains: public relations and recruitment and the vocational evaluation process.

- Public relations and recruitment
  - explain purposes, functions, and procedures of the vocational evaluation program to students and their families
- Development of a vocational evaluation unit
- Community awareness and resource collection
- Public relations and recruitment

1993
- Follow-up and program evaluation
- Report writing
- Vocational evaluation process
- Career exploration/job adaptations/labor market information
- Community awareness and resource collection
• Development of a vocational evaluation unit
• Public relations and recruitment

In sumation, the findings indicate that as vocational evaluators perform their jobs for longer periods of time they appear to become overall more process-oriented and concerned about continuation of their program (recruitment) as well as what happens to their students when they leave (follow-up and program evaluation).
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was descriptive and had two purposes. The first purpose was to develop and test a method for assessing the perceptions of vocational evaluators about the level and value of professional knowledge needed by personnel who provide vocational evaluation services to youths who are disadvantaged and disabled in the school systems that have state funded vocational evaluation units. The second purpose was to provide a practical means to assess training needs over a period of time as perceived by school vocational evaluators who provide school vocational evaluation services.

Both of these purposes were accomplished through the completion of this study. The method for assessing the perceptions of vocational evaluations' level and value of professional knowledge needed by personnel who provide vocational evaluation in Ohio schools was the needs assessment survey. This survey was developed in 1987 and revised in 1993. It was tested when it was mailed to Ohio school vocational evaluators on two separate occasions. The mail survey was the practical means for assessing training needs over a period of time as perceived by Ohio school vocational evaluators.

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Data were collected for demographics (personal characteristics, employment and training information) and perceived knowledge and perceived value of vocational evaluator tasks as delineated in the *State Guidelines for School Vocational Evaluators* developed by the Ohio Department of Education.

The target population for the 1987 survey was school vocational evaluators employed in state funded vocational evaluation units. The target population in 1993 was school vocational evaluators who responded to the 1987 survey and still employed in the position as of March 1, 1993. In 1987, 64 vocational evaluators responded to the survey. Sixty-four surveys were mailed in 1993, however the frame was purged after the data were collected so there were only 45 eligible vocational evaluators in the target population in 1993. Response rate for the 1987 survey was 74% (64) and the 1993 survey was 67% (30).

The vocational evaluator tasks were grouped into seven domains. Reliability was determined using 1987 data employing a Cronbach’s alpha. The seven domains ranged from .61 to .84. Data was analyzed with the Statistical Package for Social Sciences (SPSS/PC+). The data indicated no significant difference between perceived levels of knowledge and perceived value of the knowledge as self-rated by the vocational evaluators over a period of time.

**Conclusions**

The method used to collect data for the two needs assessments was mail surveys. The surveys were task oriented and non-threatening and,
therefore, were the best available methods of obtaining a large amount of information concerning a specific population over a period of time. Data analysis was completed using the Statistical Package for Social Sciences (SPSS/PC+).

What are the personal, educational and employment characteristics of personnel who provide vocational evaluation services in the school system?

Based on the findings of the study, this researcher concludes that 70% of school vocational evaluators are white, married females, and the median age for a school vocational evaluator is 44 years. It can also be concluded that most school vocational evaluators have been in their jobs an average of 11 years.

A variety of on-going or continuing educational opportunities are available to school vocational evaluators. The most common of the educational opportunities is tuition reimbursement. Other opportunities which are available to school vocational evaluators are: training opportunities provided through the school district, participation in professional organizations and state provided training programs as well as bonuses for acquiring additional education. It can be concluded from the findings that all of the vocational evaluators in the sample participated in one or more of the educational opportunities available to them over the course of the study. Seven percent acquired their masters degree during this time frame.

Throughout the course of this study it can be concluded that there was a 30% turnover rate of school vocational evaluators in their positions.
There are no conclusive reasons for this because study of turnover rates was not a purpose for this research. It can be concluded that school vocational evaluators work 39 hours per week and evaluate 0-10 students per week. The most commonly used job title was vocational evaluator.

As school vocational evaluators perform their job over a period of time, do their personal, educational and employment characteristics change?

In summation, this researcher concludes that the characteristics of school vocational evaluators did change significantly over a six-year period of time. Individuals age and acquire more years of employment in their job with a natural progression. As time progressed the most common job title was vocational evaluator, with six individuals using other similar titles. (The latter may not be the vocational evaluator’s choice but rather a directive or a requirement of the school system the individual is employed in.) Typically, vocational evaluators, evaluate 0-10 students and work 39 hours per week.

Educationally, over the progression of approximately six years, vocational evaluators participated in continuing education by using tuition reimbursement, attending school district inservices, professional meetings and statewide inservice training programs. It can be concluded that vocational evaluators improved their educational characteristics over time and 57% have earned master degrees within a six-year time span.

No conclusions or comparisons can be drawn concerning the vocational evaluator tasks that school vocational evaluators perform because 1993 respondents did not list specific tasks with the demographic
portion of their survey. The responses were too generalized to compare with the specific responses of 1987. In 1987, vocational evaluators listed their specific duties as: administering and scoring work samples, conducting post-evaluation conferences, recruiting students, report writing and related vocational evaluator tasks. In the future it may be better to ask the vocational evaluator to specifically list the five most important tasks performed.

What professional knowledge is perceived to be of value to vocational evaluators in the school system?

The findings indicate that the perceived knowledge from 1987 to 1993 becomes more vocational process oriented and concerned about outcomes in 1993, rather than concerned about the actual clerical work associated with the vocational evaluation process. The conclusion that can be drawn from this is that vocational evaluators are becoming more comfortable with their positions as vocational evaluators and have developed a sense of the overall vocational evaluator experiences, procedures, and components which make up a vocational evaluation program. This conclusion that vocational evaluators are becoming more geared to what really makes a vocational evaluation is substantiated by the one and two rankings of the vocational evaluator tasks from 1987 and 1993.

Vocational evaluator task rankings, one and two respectively in 1987, dealt with recording beginning and ending dates and attendance of vocational evaluation. These are necessary but routine functions of the vocational evaluation process. In 1993 the tasks receiving rankings one and two respectively, were making recommendations based on student
interests, abilities, job requirements and work characteristics, and report writing, emphasizing strengths and needs as well as recommendations for further services. These two vocational evaluation process tasks are outcome-based and represent more of the substance what vocational evaluations are about.

The mean ratings of the perceived levels of knowledge possessed by evaluators are lower in 1993 than 1987. This author has no explanation as to why perceived levels of knowledge decrease over time. Given the same task, it should increase over time. The only explanation for the decrease over time is that perhaps vocational evaluators realize that there is an entire body of knowledge in the area of vocational evaluation and realize once you get into it, there is just so much more than can be learned. It may revert to the cliché “The more you learn the less you really know.”

Do perceived levels of knowledge continue to be of perceived value to school vocational evaluators over a period of time?

It can be concluded from the tables of the values held by vocational evaluators in 1987 and 1993 toward vocational evaluator tasks that report writing was of value over a period of time (report writing ranked number 1 in 1987 and number 2 in 1993). It should be noted that this indicates vocational evaluators are concerned about the reporting of their data. The mean of the value has decreased over time by .10, which may indicate vocational evaluators do not place as high of a value on the task as they did when previously surveyed.
Recommending educational, training and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker trait characteristics ranked number 1 in 1993. This vocational evaluator task ranked number four in 1987. The difference between the means of the two rankings was .03, which indicates the number one ranking is slightly higher in 1993 than the number four ranking of 1987.

This author concludes that there is not enough of a difference between the value rankings of vocational evaluator tasks to indicate that the values of vocational evaluators changed over approximately six years. It can be concluded that vocational evaluators are interested in end results (report writing and making recommendations) over the course of the study. The perceived levels of knowledge continue to be of value throughout the course of time.

What is the perceived level of professional knowledge possessed by the vocational evaluators in the school system?

The findings in 1987 and 1993 concerning the perceived levels of knowledge indicate that vocational evaluators continue to feel more comfortable or indicate highest knowledge in the vocational evaluation process (this is actually performing the vocational evaluation of a student) and public relations functions of their positions. Report writing, although a highly rated knowledge area in 1987, does not continue to be so in 1993. Based on these findings it can be concluded that perceived knowledge continues to be the same over a six-year span of time. It can be concluded, that there is no difference between the means of the perceived knowledges,
and that knowledge of report writing has decreased. No specific conclusions can be drawn concerning the drop in perceived knowledge of report writing.

Does the perceived level of knowledge processed by the school vocational evaluators stay the same or increase over a period of time?

Based on the findings, it can be concluded that school vocational evaluators perceived knowledge of the tasks they perform over a period of time stays the same. This conclusion is drawn based on the fact that there was no statistical significance between the perceived knowledge during the course of the study. There appears to be a slight increase in the perceived knowledge but it is not at a significant level so this researcher concludes that there is no significant increase in knowledge.

Are there differences between the perceived levels of knowledge and the perceived values of the knowledge which constitute educational and/or training needs of the school vocational evaluators?

Based on the findings, it can be concluded that there are no significant differences between the perceived levels of knowledge and the perceived values of the knowledge. It can be concluded based on the findings that there are no significant training needs of the school vocational evaluators who participated in this study covering the time frame of approximately six years.
Recommendations for Practice

In relationship to the demographic data collected it is recommended that further study be conducted concerning the specific tasks performed by the vocational evaluators. Due to the 1993 respondents’ lack of reporting their job duties, no comparisons could be made concerning job duties over a period of time. It would have been interesting to explore what specific tasks were involved with the performance of the job over a period of time and whether these tasks remained the same or differed. Should a demographic employment question be asked in a future survey, it is suggested that the question be more specific, e.g., “List five of the most important tasks you do as a vocational evaluator.” Another questions that could be posed to vocational evaluators in a future study is “What are the tasks that are difficult for you to perform?” Questions should be asked directly of vocational evaluators regarding tasks.

The 30% turnover rate of vocational evaluators is a concern that should be explored. It is questioned whether school vocational evaluators are leaving their positions to seek other related opportunities as rehabilitation facility vocational evaluators or whether they are leaving the social services/educational arena completely. Turnover is a serious problem for business and affects the economy of our country and therefore has merit for future study.

Two other questions for future study are why the majority (70%) of school vocational evaluators are white women? Why aren’t minorities of both sexes involved in the provision of vocational evaluation services?
The discrepancy between perceived knowledge of report writing and the value of report writing is questioned. Report writing was an area that was rated by school vocational evaluators as one in which their perceived level of knowledge decreased whereas the value of report writing continued to be ranked high. There appear to be inconsistencies about the perceived knowledge and values not ranking as high throughout the course of this study.

Prior to recommending training in the area of report writing, further exploration of what actually takes place, or the process of report writing, needs to be evaluated. This further exploration could occur through focus interviews at a mandated state meeting that vocational evaluators are required to attend or through the task force efforts of the state.

Recommendations for Future Research

The findings, and conclusions did not indicate any specific training needs based on the vocational evaluators' self-rating of perceived knowledge and perceived value of vocational evaluator tasks. It is questioned why vocational evaluators' responses remained stagnant over the course of six years. It is felt that even though the ratings did not indicate anything significant concerning the need for training, the stagnant ratings may indicate that the vocational evaluators are not really growing in their profession and there may be some problems with apathy. Usually in a social system things change over a period of time. It is felt that the lack of change and reasons for stagnation could be looked at in future studies. What are there reasons why vocational evaluators perceive the same levels
of knowledge and value for tasks they perform over time? Society and social systems change over time, why don't vocational evaluators show similar changes?

Reflecting on the process of the completed study, this author feels that the methods used were sound and proven research methods. It was hoped that more significant findings would have been obtained so training programs could have been recommended for development, however this was not the case.

Should a longitudinal study of training needs occur in the future it is suggested that focus interviews be a part of the study, along with actual observation of the vocational evaluator in the performance of his/her job duties. It is felt that even though the method is time consuming and would require travel, a better comparison of knowledge and values could be obtained. The knowledge levels could be obtained from observations and recordings of the vocational evaluator performing his/her job. The value portion could be obtained from the interview portion. After both sets of data are gathered a comparison or correlation could be completed to see if vocational evaluators are actually doing what they indicate is of value and whether they have the knowledge to perform and are actually performing tasks they consider to be of value to the provision of vocational services in the school system. A sample of case studies of vocational evaluators may be the sample to consider.

The findings of the research could be a valuable tool to use when orienting and training new school vocational evaluators. The information
could be used to discuss trends of vocational evaluators and the variations over a period of time. Even though the findings were not statistically significant they are worth mentioning and discussing with individuals embarking upon a career in vocational evaluation. It is quite difficult when placed in a position without all the training to perform the requirements. The information obtained could add to school vocational evaluator's body of knowledge and let them know that others in their field also value different tasks as priorities over a period of time. The ranking of vocational evaluator tasks could also give them some idea of what is perceived as important to learn or do initially and what items are not quite as important. The rankings could serve as a way to begin learning the job.

Although the research is focused on a specific population, the methods utilized could be used as a basis for other needs assessment studies. The methodology and data analysis sections provide an important contribution to future research in the area of needs assessment.
APPENDIX A

Ohio Department of Education
Certification/Funding Procedures
Ohio Department of Education  
Certification/Funding Procedures

Requirements
A. Eligible applicants are as follows:
   1. City or local planning districts (VEPD)
   2. Joint vocational school districts (JVSD)
   3. City, local, or exempted village school district within a VEPD where it can be shown to the Division of Vocational Education that there is a need to establish or implement a multiple number of units within the VEPD
   4. Educationally chartered state institutions

B. The vocational evaluator must have a valid Ohio vocational evaluation certificate. Individuals not holding at least a four-year provisional certificate for vocational evaluation must enter a two-year teacher education program conducted by a designated teacher educator. The minimum qualifications to enter the teacher education program are as follows:
   1. Education - Graduation with a bachelor's degree in vocational evaluation, special education, psychology, vocational counseling, or rehabilitation with a minimum of 15 quarter hours of coursework well distributed over the following areas:
      • Individual vocational evaluation
      • Individual intelligence testing
      • Occupational analysis
      • Introduction to exceptional children
      • Understanding the Dictionary of Occupational Titles
      • Work sample theory
      • Report writing
      • Observing, describing, and classifying behavior
   2. Evidence of training with equipment that will be utilized in the evaluation center, or documentation that appropriate training has been arranged.
   3. Occupational experience - 12 months of gainful occupational employment experience outside of education.
4. Enrollment in or completion of a program of professional improvement which will lead to the completion of the following courses at an institution approved by the State Board of Education for Vocational Education:
   - Survey of Vocational Education
   - Selection and Organization of Content

Effective January 1, 1988, to determine if an individual has the appropriate qualifications the candidate must submit form VE-36 to the Coordinator of Vocational Education, Kent State University, 316 White Hall, Kent, Ohio 44242-0001. The Coordinator of Vocational Education will respond by using form VE-37 if the candidate is acceptable.

Certification of a vocational evaluator will be done by the Ohio Department of Education, Division of Teacher Education and Certification, from an evaluation of the individual's credentials.

C. Officials must organize an advisory committee of persons who have expertise in the area. It should not exceed six members and should include appropriate representation of both sexes and racial/ethnic minorities. The advice and counsel of the advisory committee is needed many times in connection with problems which arise such as identification and selection of students, selection of staff, proper and adequate equipment, and techniques for implementing recommendations regarding the student's future, including non-traditional work opportunities.

D. The vocational evaluation unit must operate for not less than the regular school year.

E. An initial referral form must be used. It must include at least the following: (1) name, (2) birth date, (3) address, (4) social security number, (5) identification of the handicap or disadvantage, and (6) an indication of whether an Individualized Education Program (IEP) exists for the student.

F. Students must be at least age 14 prior to commencement of the vocational evaluation process.
G. Students must be either vocationally disadvantaged or vocationally handicapped as per the definitions contained in P.L. 98-524, the Carl D. Perkins Vocational Education Act of 1984.

H. Students must be in at least grade 0 or ungraded.

I. The evaluator may only be assigned those additional duties normally expected of teachers of the school district. The assigned duties, however, must in no way interfere with the evaluation process, including the priority of conferences with parents and school personnel which may be scheduled in other buildings.

J. The evaluator must evaluate at least 106 students each year.

K. The maximum time a student should be scheduled for evaluation must not exceed 45 hours.

L. The school district must furnish within one room a minimum of 600 square feet of usable floor space. However, 1000 square feet is recommended. Districts having two or more evaluators in the same facility should consult the Special Needs Service concerning the appropriate amount of space.

M. In order for the evaluator to communicate efficiently with agencies, parents, students, counselors, and other school districts, a telephone must be installed in the evaluation room.

N. Adequate lockable storage must be available within the room.

O. Students may be scheduled as follows:
   (1) Same group of students during AM and PM--minimum of 4.5 hours of evaluation per day.
   (2) Different group of students during AM than in the PM--one group must have a minimum of two hours of evaluation per day and combined time for both groups must be a minimum of four-and-one-half hours per day.
(3) Other scheduling patterns may be negotiated with the Special Needs Service, Division of Vocational and Career Education. A generally accepted pattern of scheduling is one that provides for three days of evaluation and two days for report writing, conferences, etc.

P. After the formal vocational evaluation process is completed, there may be a period of time that will not exceed three days before a subsequent group starts the process. This period of time should be used by the evaluator to grade work samples, prepare reports, and hold post-evaluation conferences. A log outlining the activities of the evaluator during this period of time should be kept.

Q. Post-Evaluation Conferences (PEC) must be held. The PEC must be documented using the PEC form attached to these guidelines or any form that includes the following: (1) date of the conferences, (2) persons attending the conference, (3) decision made, (4) identification of persons responsible for implementing recommendations, (5) date recommendations are to be implemented, and (6) date and with whom there will be follow-up to determine if the recommendations were implemented.

R. If a handicapped student is evaluated, an IEP must exist at the school district of residence and shared with program personnel.

S. The following additional documentation must be maintained:
   (1) Date student entered and completed evaluation.
   (2) Attendance record during evaluation by dates.
   (3) Evaluator's raw data relating to work samples and job tryouts.
   (4) Evaluator's final report.
   (5) The number of recommendations made to vocational programs.
   (6) The number of students entering the vocational programs for which they were recommended.
   (7) Minutes of advisory committee meetings. (Ohio Department of Education, 1988, p. )
Application Procedure
The district must submit a VE-26 form to the Assistant Director, Special Needs Services prior to May 1. For districts that are applying for a unit that has never had a vocational evaluation program that operated in compliance with special needs guidelines, it is also necessary to submit an attachment to the VE-26. It should be a narrative describing how the program will be designed to operate within the guidelines. Further information can be obtained by contacting the Special Needs Service at (614) 466-4835 or by writing the Division of Vocational and Career Education, Ohio Departments Building, 65 South Front Street, Columbus, OH 43266-0308.

Funding
Funding for a 1.00 unit of vocational evaluation requires the delivery of services to 106 students per year. Because vocational evaluation units serve students throughout the year, funding cannot be tied to an ADM enrollment at the time that the VE-21 is submitted. Therefore, the closing VE-22 enrollment report figure from the previous year will be used in the calculation of the unit value for the current fiscal year. Vocational evaluation units that have served at least 106 students as reported on the VE-22 closing report for the previous year are eligible to receive a full 1.00 unit in the current fiscal year. Vocational evaluation units which serve less than 106 students the previous year will have the unit value automatically reduced during the current year to a fractional unit value based on the number of students served the previous year when compared to the required minimum of 106.

As an example, if, in FY88 the district serves 85 students instead of the required minimum of 106 students, the district would be eligible through an approved unit to receive during FY89 .80 of the full value for FY89 (85 divided by 106 = .80). New units will always be funded as a 1.00 unit.

Reimbursement Procedure
The district must file a VE-21 and a VE-22. Ohio has been instrumental in utilizing the aforementioned certification process since 1985. It should be noted that the certification process, certifies the evaluation unit within a school, based on the unit
and evaluator meeting criteria that have been established, not the competencies of the school vocational evaluator. (Ohio Department of Education, 1988, pp. 1-4)
APPENDIX B

Demographic Data and Instrument Used in 1987 Survey
Personal Information
1. Sex: Male ___  Female ___  2. Race: ______________

Educational Information
1. Last year of formal schooling completed (or highest degree):

2. Major area(s) of study: ____________________________________________

3. Minor area(s) of study: ____________________________________________

4. What opportunities are offered by your employer to further your education or training?
   _____ Tuition Reimbursement
   _____ Release Time
   _____ Salary Bonus
   _____ Frequent Promotions
   _____ None
   _____ Other (Please explain): ___________________________________________

Employment Information
1. Current job title: ____________________________________________

2. Length of time at present job: ________________________________

3. List your present job duties: ______________________________________

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. How many students do you evaluate per week?
   1 to 10 ____  11 to 20 ____  20 or more ____

5. In fulfilling the above duties, how many hours do you work per week? ____________

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE
The following is a list of tasks performed by vocational evaluators in school systems. Please check two responses to each item. In the first column, "Knowledge", check the box that corresponds to your perception of how much you know about that task. In the second column, "Value", check the box which corresponds to the importance of knowing about the task to you and others in your position. Please feel free to comment in the designated column.

<table>
<thead>
<tr>
<th>VOCATIONAL EVALUATOR TASKS</th>
<th>KNOWLEDGE</th>
<th>VALUE</th>
<th>COMMENTS</th>
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<td>1. Develop and operationalize a vocational evaluation program in a room at least 600 square feet</td>
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<td>2. Develop goals and objectives for a vocational evaluation program</td>
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<td>3. Perform additional duties normally expected of teachers in the school building</td>
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<td>4. Establish and maintain an effective public relations program with the home schools, parents, students, and the community</td>
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5. Develop a budget and systematic procedure to expend funds for equipment and supplies in the vocational evaluation area.

6. Develop a scheduling procedure to provide student services at suitable times, not to exceed 45 hours in the vocational evaluation area.

7. Record beginning and completion date of the student's evaluation, as well as daily attendance.

8. Evaluate at least 106 students each school year.

9. Develop operating agreements with the home schools, community agencies, and rehabilitation centers.

10. Utilize Occupational Safety and Health Administration (OSHA) standards in the vocational evaluation area.

11. Locate, collect, and utilize vocational evaluation training materials and resources.
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<tr>
<td>12. Discuss and/or write about the history, theory, goals, purposes, functions, and scope of vocational evaluation.</td>
<td>13. Understand ethical issues (right or wrong) which need to be considered by the vocational evaluator.</td>
<td>14. Utilize laws and legislation important to the laws and legislation important to the evaluation of students.</td>
<td>15. Apply psychological knowledge, theory, and principles in motivating students to understand and adjust to work.</td>
<td>16. Gather, analyze, and interpret referral and biographical student data.</td>
<td>17. Review initial referral for student's age (at least 14), date of birth, social security number, residence, gender, and eligibility (handicap or disadvantage).</td>
<td>18. Review the Individualized Education Plan (IEP), if one has been developed.</td>
</tr>
</tbody>
</table>

**Evaluation**

- Can teach others
- Know a great deal
- Know some
- Know very little
- Not applicable
- Very important
- Some importance
- Not very important
- No importance
- Important only for Ohio Certification
19. Suggest tentative job possibilities for students which will be checked out during the vocational evaluation (develop a vocational evaluation plan)

20. Identify student needs, and determine which students can be served by the vocational district

21. Refer students for services in the home school, community, or non-traditional environments

22. Explain purposes, functions and procedures of the evaluation program to students and their families

23. Plan interviewing approach (e.g. which questions to ask and how to ask them) with students before beginning the interview

24. Interview students to help verify or understand referral information and provide information to be used in further planning with the student
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<th>KNOWLEDGE</th>
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<tr>
<td>25.</td>
<td>Develop rating forms to be used with students during the vocational evaluation</td>
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<td>26.</td>
<td>Organize work situations so that specific behaviors can be observed and recorded</td>
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<td>27.</td>
<td>Observe and record significant behaviors and symptoms which are important in vocational planning</td>
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<td>28.</td>
<td>Use critical incident, time sampling, and other observational techniques to obtain important student information (record behavior in measurable terms)</td>
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<td>29.</td>
<td>Use job exploration and career orientation materials as part of the student's assessment</td>
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<td>30.</td>
<td>Adapt assessment tools and systems to special student needs</td>
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<td>31.</td>
<td>Develop work samples that have standardized procedures and norms</td>
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<td>KNOWLEDGE</td>
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<td>COMMENTS</td>
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<tr>
<td>CAN TEACH OTHERS</td>
<td>NOT APPLICABLE</td>
<td>IMPORTANT FOR CERTIFICATION</td>
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32. Select and administer appropriate work samples and/or systems in light of student needs

33. Score work samples and interpret results

34. Select and develop situational assessments throughout the school in conjunction with the vocational training programs

35. Utilize the Dictionary of Occupational Titles (DOT) in completing a job analysis

36. Utilize job analysis, occupational information, disability information and student information when counseling students about jobs

37. Recommend educational training and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker trait characteristics
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</table>

38. Document the post evaluation conference to reflect the date of the conference, those in attendance, decisions made, persons to implement recommendations, completion date of recommendations and follow-up procedure

39. Indicate probability of success for students in specific educational, training, or work areas

40. Record the number of recommendations made to vocational training programs and the number that actually entered the training program for which they were recommended

41. Assist students and their families in making realistic vocational decisions at the post evaluation conference

42. Write evaluation reports which emphasize the student’s strengths and needs as well as document recommendations for further services

43. Relate the evaluation report to the needs of the referral source and the labor market
44. Organize and work with a vocational advisory committee to review the vocational evaluation process and outcome.

45. Develop a program evaluation and improvement procedure for the vocational evaluation area.

PLEASE ADD AND RATE TASKS THAT YOU BELIEVE ARE PERTINENT

46.

47.

48.
APPENDIX C

Cover Letter Used in the 1987 Survey
Dear Vocational Evaluator:

As a professional who works in an educational setting performing vocational evaluations of students, you are the best source of information regarding the education and training needed to do your job. This questionnaire is designed for you to express your needs as you see them. For purposes of this study, "students" refers to ANY person you evaluate in your assessment center.

The results of this needs assessment survey will be used to determine what training needs exist for vocational evaluators in an educational setting. Your responses will be kept confidential.

Please return the survey in the self-addressed, stamped envelope. It would be appreciated if you could complete it by May 30, 1987. Thank you in advance for your time and effort.

Sincerely,

Carol A. Wagner
Ph.D. Candidate

James J. Buffer, Jr.
Associate Dean, College of Education

Enclosures
APPENDIX D

Human Subjects Approval
Application and Cover Letter
March 17, 1993

Secretary, Behavioral & Social Sciences Review Desk
Office of Research Risks
Room 300, Research Foundation Building
1960 Kenny Road
Columbus, OH 43210

Dear Human Subjects Review Committee:

Enclosed, please find the HS-800 Summary Sheets (17 questions), Solicitation letter, Questionnaire and Proposal. Based on the nature of the research, I am requesting that the research activities be reviewed through the expedited review procedure.

The rationale for this request is because there will be confidentiality of the respondents and their responses, plus the respondents will be informed that their responding to the questionnaire is voluntary. All respondents will be at least 18 years of age or older. The list of respondents was obtained from the Ohio Department of Education. The criteria to be included on the list was that the person was employed in an Ohio Department of Education certified Vocational Evaluation Program.

Additionally, I am requesting a waiver of the consent form. Reasons for the request are: voluntary responses will be solicited, the respondents are over the age of 18, all responses solicited will be confidential, and there is no sensitive data that will be collected via the questionnaire.

Thank you for your time and consideration concerning a waiver through the expedited review process. Should you have questions, please feel free to contact my Advisor, Frank Pratzner at 292-7471 or me at 251-4975 (office) or 875-1512 (home).

Sincerely,

Carol A. Wagner Williams

Enclosures

pc: Frank Pratzner
Protocols received in the Office of Research Risks after the deadline date (NOON, Friday preceding meeting date) will be scheduled for the following meeting. If all time slots are filled and a protocol is received on or before the deadline date, the protocol will be scheduled for the following meeting. Only protocols that are complete will be scheduled for review. Incomplete protocols will be returned.

Principal Investigator(s): Frank C. Pratzner
Carol Wagner Williams

Typed Name
Typed Name

Signature
Signature

Academic Title: Associate Professor Phone No. 292-7471

College: Education Department Educational Studies

Campus Address: 200 Welding Engineering Bldg., 190 West 19th Avenue
(Faculty Member's Campus Address)

PROTOCOL TITLE: (Include proposal title in parentheses if different from the protocol.)

Longitudinal Needs Assessment of School Vocational Evaluators in Ohio

SOURCE OF FUNDING FOR PROPOSED RESEARCH: (Check A or B):

A. OSURF: Sponsor RF Proposal/Project No. 
B. Other (Identify) Student

Information about the funding/sponsorship of human subjects research activities is required for administrative purposes. Such information is generally not required as part of the human subjects review process.
SUMMARY SHEETS

The following summary must accompany your proposal. Be specific about exactly what subjects will experience when they participate in your research, and about the protections that have been included to safeguard them. Careful attention to the following may help facilitate the review process.

1. In a sentence or two, describe the background and purpose of the research.

The purpose of the study is to determine the training needs of school vocational evaluators and to determine if any of their training needs have been met during the past five years. The study will be undertaken because individuals employed in a particular field are better able to indicate their professional training needs (Lann, 1971).

2. Briefly describe each condition or manipulation to be included within the study.

Responses to the demographic questionnaire, and the knowledge/values portions will be tabulated. A comparison between previous needs and current needs will be made to determine whether the needs have been met with the passage of time. Also with the tabulation of results regarding knowledge and values, a determination will be made concerning training needs that still exist.

3. What measures or observations will be taken in the study? If any questionnaires, tests, or other instruments are used, provide a brief description and either include a copy or indicate when a copy will be submitted for review.

A questionnaire will ask school vocational evaluators to determine their training needs in relationship to doing vocational evaluation. A copy of the questionnaire is included with this summary as well as the cover letter that will be sent.

4. Will the subjects encounter the possibility of psychological, social, physical or legal risk? Yes ___ No ___ If so, please describe.

5. Will any stress to subjects be involved? Yes ___ No ___ If so, describe.

6. Will the subjects be deceived or misled in any way? Yes ___ No ___ If so, describe and include an outline or script of the debriefing.

HS-008C (Rev. 6/92)
1. Will there be a request for information which subjects might consider to be personal or sensitive? Yes ___ No ___ If so, please describe.

2. Will the subjects be presented with materials which might consider to be offensive, threatening or degrading. Yes ___ No ___ If so, please describe.

9. Approximately how much time will be demanded of each subject?

It will take about 10-15 minutes to complete the questionnaire.

10. Who will be the subjects in this study? How will they be solicited or contacted? Subjects must be informed about the nature of what is involved as a participant, including particularly a description of anything they might consider to be unpleasant or a risk. Please provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of the written solicitation and an outline of the oral solicitation.

The subjects for this study will be 64 school vocational evaluators that responded to a questionnaire concerning their training needs in 1987. They will be contacted via mail. The list of school vocational evaluators was obtained from the Ohio Department of Education.

11. What steps will be taken to insure that each subject's participation is voluntary? What, if any, inducements will be offered to the subjects for their participation?

The cover letter indicates that responding to the questionnaire is voluntary. No inducements will be offered other than a self-addressed, stamped envelope in which the subjects can return the questionnaires.
12. How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? Yes ___ No ___ If so, please include the form, and if not, please indicate why not.

All subjects are working in an Ohio Department of Education (ODE) certified vocational evaluation unit. Permission was received from ODE to conduct the needs assessment. The ODE provided the mailing labels of the certified vocational evaluation units.

13. Will any aspect of the data be made a part of any permanent record that can be identified with the subject? Yes ___ No ___

14. Will the fact that a subject did or did not participate in a specific experiment or study be made a part of any permanent record available to a supervisor, teacher or employer? Yes ___ No ___

15. What steps will be taken to insure the confidentiality of the data?

Data will be coded by number. These numbers will be known only to the researcher and will not be shared with anyone. No indication of the employer of the individual and no linkage between the respondents responses and employer will be noted.

16. If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subject or society?

There are no risks to the subjects involved.

17. Will any data from files or archival data be used? Yes ___ No ___

HS-008E (Rev. 6/92)
THE OHIO STATE UNIVERSITY

CONSENT FOR PARTICIPATION IN
SOCIAL AND BEHAVIORAL RESEARCH

NOT APPLICABLE

I consent to participating in (or my child's participation in) research entitled:

_____________________________________________________________________

_____________________________________________________________________

(Principal Investigator) or his/her authorized representative has explained the purpose of the study, the procedures to be followed, and the expected duration of my (my child's) participation. Possible benefits of the study have been described as have alternative procedures, if such procedures are applicable and available.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am (my child is) free to withdraw consent at any time and to discontinue participation in the study without prejudice to me (my child).

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: ____________________________ Signed: ________________ (Participant)

Signed: ____________________________ Signed: ________________ (Person Authorized to Consent for Participant - If required)

Witness: ____________________________

HS-027 (Rev. 3/87) -- To be used only in connection with social and behavioral research.)
CONSENT TO INVESTIGATIONAL TREATMENT OR PROCEDURE

1. I, ______________, hereby authorize or direct ______________ associates or assistants of her choosing, to perform the following treatment or procedure (describe in general terms),

upon ______________________________________

(myself or name of subject)

The experimental (research) portion of the treatment or procedure is:

This is done as part of an investigation entitled:

1. Purpose of the procedure or treatment:

2. Possible appropriate alternative procedure or treatment (not to participate in the study is always an option):

3. Discomforts and risks reasonably to be expected:

4. Possible benefits for subjects/society:

5. Anticipated duration of subject's participation (including number of visits):

I hereby acknowledge that ______________ has provided information about the procedure described above, about my rights as a subject, and he/she answered all questions to my satisfaction. I understand that I may contact him/her at Phone No. ______________ should I have additional questions. He/She has explained the risks described above and I understand them; he/she has also offered to explain all possible risks or complications.
March 23, 1993

Dear Vocational Evaluator:

As a professional who works in an educational setting performing vocational evaluations of students, you are the best source for validating training needs for individuals to do the job of vocational evaluation. This questionnaire is designed for you to express your needs as you see them. All responses that you make will be kept confidential. Your name, school, or any information that could link you to the responses provided will be deleted when analyzing and reporting the results.

For the purposes of this study, "students" refers to ANY person you evaluate in your assessment program. The results of this needs assessment survey will be used to determine what training needs exist for vocational evaluators in an educational setting.

Please return the completed survey in the self-addressed, stamped envelope. Completion of the survey is voluntary. It would be appreciated if you could complete the survey by April 9, 1993. Thank you in advance for your time and effort.

Sincerely,

Carol A. Wagner Williams
Ph.D. Candidate

Frank Pratzner
Ph.D. Advisor

Enclosures
I. Statement of the Problem:

Formalized vocational evaluation is conducted all over the United States in various forms and by various individuals. Educational facilities are providing vocational evaluation as part of the educational process. The assessment of the training needs as perceived by school vocational evaluators is the problem that will be explored in the study. The study will develop a needs assessment procedure to measure the training needs that vocational evaluators have and then test the needs assessment procedure after a period of time to determine if the needs are the same over time.

II. Related Research:

Research that will be investigated for this study will cover the areas of:

— Vocational Evaluation
— Vocational Education, Special Needs Assessment
— Survey Research
— Longitudinal Research

III. The following research questions will be answered by undertaking the study:

1. What are the personal, educational, and employment characteristics of personnel who provide vocational evaluation services in the school system?

2. As school vocational evaluators perform their job over a period of time do their personal, educational, and employment characteristics change?

3. What knowledges are perceived to be of value to vocational evaluators in the school system?

4. Do perceived knowledges continue to be of value to school vocational evaluators over a period of time?

5. What is the perceived level of knowledge possessed by the vocational evaluator in the school system?

6. Does the perceived level of knowledge possessed by the school vocational evaluator stay the same or increase over a period of time?

7. Are there differences between the perceived values and the levels of knowledge which constitute educational and/or training needs of the vocational evaluators?

8. What are the perceptions of vocational evaluators regarding available educational opportunities in the field of vocational evaluation?
IV. Procedure:

Population—The population for the initial survey will be the 87 school vocational evaluators that are employed in a state funded vocational evaluation unit that has been certified or is currently going through the certification process. The population for the second survey will be the 64 school vocational evaluators that responded to the initial survey. The sample for each survey will be the entire population.

Design and/or Methods—The study is designed so that the same questionnaire format will be used for both surveys. On the second survey eight questions will be eliminated that were on the first survey because they do not have a high enough reliability. The eight questions that were dropped from the first survey will not be used in the tabulation of the results. Copies of the surveys are included for your review.

Data—The same demographic data will be collected with each survey. This demographic data can be reviewed on page one of the survey. Once the data is collected from both surveys it will be evaluated by using sps.

COSTS—The costs of the survey will be born by the researcher. Costs include the following:

- Postage 97.00
- Materials 50.00
- Typesetting 30.00
- Computer Time 500.00
- Word Processing 300.00
TOTAL $ 977.00

Time Line—

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>3 - 22 - 93</td>
<td>Committee meets</td>
</tr>
<tr>
<td>3 - 22 - 93</td>
<td>Human subjects forms submitted</td>
</tr>
<tr>
<td>3 - 22 - 93</td>
<td>Proposal typeset</td>
</tr>
<tr>
<td>3 - 31 - 93</td>
<td>Second surveys mailed</td>
</tr>
<tr>
<td>4 - 15 - 93</td>
<td>Second surveys returned</td>
</tr>
<tr>
<td>4 - 18 - 93</td>
<td>Follow-up with non returned surveys</td>
</tr>
<tr>
<td>4 - 26 - 93</td>
<td>Tabulate surveys/run data</td>
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</table>
Mid May 1993 | Committee meets/defense of research.     |
| 6 - 4 - 1993 | All paper work turned into graduate school. |
APPENDIX E

Initial Response from Human Subjects Committee
BEHAVIORAL AND SOCIAL SCIENCES
HUMAN SUBJECTS REVIEW COMMITTEE (HSRC)
THE OHIO STATE UNIVERSITY

Date April 2, 1993

RESEARCH PROTOCOL:

93B0078 LONGITUDINAL NEEDS ASSESSMENT OF SCHOOL VOCATIONAL EVALUATORS IN Ohio, Frank C. Pratzner, Carol Wagner Williams, Educational Studies

presented for review by the Behavioral and Social Sciences Review Committee to ensure proper protection of the rights and welfare of the individuals involved with consideration of the methods used to obtain informed consent and the justification of risks in terms of potential benefits to be gained, The Committee action was:

_____ APPROVED  _____ DEFERRED

X  APPROVED WITH CONDITIONS* .  _____ DISAPPROVED

_____ NO REVIEW NECESSARY

*CONDITIONS/COMMENTS:

Subjects were deemed NOT AT RISK and the protocol was unanimously APPROVED WITH THE FOLLOWING CONDITIONS:

1. Clarify how the researcher will follow-up with non-respondents.

2. If the researcher intends to link names on the questionnaires to 1987 data, subjects need to be informed. Revise the solicitation script to reflect this, and forward a copy to the Committee.

If you agree to the above conditions, PLEASE SIGN THIS FORM IN THE SPACE PROVIDED BELOW AND RETURN WITH ANY ADDITIONAL INFORMATION REQUESTED TO THE HUMAN SUBJECTS REVIEW DESK, 300 RESEARCH FOUNDATION, 1960 KENNY ROAD, CAMPUS, within one week. Upon such compliance, the approval form will be mailed to you. (In case of a deferred protocol, please submit the requested information at your earliest convenience. The next meeting of the Committee will be two weeks from the meeting date indicated above.)

DATE 4-7-93  Signatures(s) 

Principal Investigators

HS-025A (Rev. 2/91)
(CONDITIONS/COMMENTS)
APPENDIX F

Second Response to Human Subjects Committee
April 7, 1993

To Whom It May Concern:

Thank you for reviewing the materials previously submitted. As per your letter stating the conditions that need to be met, please find clarification of the methods that will be utilized to meet the conditions.

Notification to subjects that data will be linked to previous Survey: At the bottom of the letter sent to the vocational evaluators with the survey a note will be typed. The note will state: The data collected from this survey will be linked to data collected from a 1987 survey on the same subject. Please see the enclosed copy of the letter with the note added.

Contact of non-respondents: Each survey will be coded (on the envelope) with a number that corresponds to the number that was used on the original survey. After the deadline for the return of the surveys has past, individuals that did not respond to the survey will be contacted via telephone to see if they received a survey and if they have any questions concerning it. The use of the data will be discussed and they will be asked if they could take a few minutes to voluntarily complete the survey. This is the same follow-up method that was used for the 1987 survey. Data from the two surveys can be linked by the code numbers. It should be noted that the names of individuals and places of employment will be kept confidential.

I hope this information clarifies your questions. Should you need additional information please feel free to contact me at 251-4976. Thank you for your time and consideration.

Sincerely,

Carol A. Wagner Williams

Enclosure
March 23, 1993

Dear Vocational Evaluator:

As a professional who works in an educational setting performing vocational evaluations of students, you are the best source for validating training needs for individuals to do the job of vocational evaluation. This questionnaire is designed for you to express your needs as you see them. All responses that you make will be kept confidential. Your name, school, or any information that could link you to the responses provided will be deleted when analyzing and reporting the results.

For the purposes of this study, "students" refers to ANY person you evaluate in your assessment program. The results of this needs assessment survey will be used to determine what training needs exist for vocational evaluators in an educational setting.

Please return the completed survey in the self-addressed, stamped envelope. Completion of the survey is voluntary. It would be appreciated if you could complete the survey by April 9, 1993. Thank you in advance for your time and effort.

Sincerely,

Carol A. Wagner Williams
Ph.D. Candidate

Enclosures

NOTE: The data collected from this survey will be linked to data collected from a 1987 survey on the same subject.
APPENDIX G

Response from Human Subjects Committee
Research Involving Human Subjects

ACTION OF THE REVIEW COMMITTEE

With regard to the employment of human subjects in the proposed research protocol:

93B0078 LONGITUDINAL NEEDS ASSESSMENT OF SCHOOL VOCATIONAL EVALUATORS IN OHIO, Frank C. Pratzner, Carol Wagner Williams, Educational Studies

THE BEHAVIORAL AND SOCIAL SCIENCES REVIEW COMMITTEE HAS TAKEN THE FOLLOWING ACTION:

_____ APPROVED   _____ DISAPPROVED   _____ WAIVER OF WRITTEN CONSENT GRANTED   X  APPROVED WITH CONDITIONS*

* Conditions stated by the Committee have been met by the Investigator and, therefore, the protocol is APPROVED.

It is the responsibility of the principal investigator to retain a copy of each signed consent form for at least four (4) years beyond the termination of the subject’s participation in the proposed activity. Should the principal investigator leave the University, signed consent forms are to be transferred to the Human Subjects Review Committee for the required retention period. This application has been approved for the period of one year. You are reminded that you must promptly report any problems to the Review Committee, and that no procedural changes may be made without prior review and approval. You are also reminded that the identity of the research participants must be kept confidential.

Date:  April 2, 1993  Signed:  Patricia M. Johnson

(Chairperson)

HS-025B (Rev. 8/90)
APPENDIX H

Demographic Data and Instrument for 1993 Survey
DEMOGRAPHIC INFORMATION

Personal Information
1. Sex: Male _______ Female _______ 2. Race: ________________________

Educational Information
1. Last year of formal schooling completed (or highest degree): ________________________
2. Major area(s) of study: ________________________________________________________
3. Minor area(s) of study: ________________________________________________________
4. What opportunities are offered by your employer to further your education or training?
   _______ Tuition Reimbursement
   _______ Release Time
   _______ Salary Bonus
   _______ Frequent Promotions
   _______ None
   _______ Other (Please explain): ________________________________________________

Employment Information
1. Current job title: ________________________
2. Length of time at present job: ________________________
3. List your present job duties: ________________________
4. How many students do you evaluate per week?
   1 to 10 _________ 11 to 20 _________ 20 or more _________
5. In fulfilling the above duties, how many hours do you work per week? ___________

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE
The following is a list of tasks performed by vocational evaluators in school systems. Please check two responses to each item. In the first column, "Knowledge", check the box that corresponds to your perception of how much you know about the task. In the second column, "Value", check the box which corresponds to the importance of knowing about the task to you and others in your position. Please feel free to comment in the designated column.

<table>
<thead>
<tr>
<th>VOCATIONAL EVALUATOR TASKS</th>
<th>KNOWLEDGE</th>
<th>VALUE</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. Develop goals and objectives for a vocational evaluation program.</td>
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<td>2. Develop a budget and systematic procedure to expend funds for equipment and supplies in the vocational evaluation area.</td>
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<td>3. Develop rating forms to be used with students during the vocational evaluation.</td>
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<tr>
<td>4. Organize work situations so that specific behaviors can be observed and recorded.</td>
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<tr>
<td>5. Observe and record significant behaviors and symptoms which are important in vocational planning.</td>
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<td>6. Use critical incident, time sampling, and other observational techniques to obtain important student information (record behavior in measurable terms).</td>
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<tr>
<td>7. Develop work samples that have standardized procedures and norms.</td>
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<tr>
<td>8. Perform additional duties normally expected of teachers in the school building.</td>
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<tr>
<td>9. Develop operating agreements with the home schools, community agencies, and rehabilitation centers.</td>
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<tr>
<td>10. Explain purposes, functions, and procedures of the evaluation program to students and their families.</td>
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<tr>
<td>11. Organize and work with a vocational advisory committee to review the vocational evaluation process and outcome.</td>
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<tr>
<td>12. Utilize Occupational Safety and Health Administration (OSHA) standards in the vocational evaluation area.</td>
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<td>KNOWLEDGE</td>
<td>VALUE</td>
<td>Comments</td>
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<td>13. Locate, collect, and utilize vocational evaluation training materials and resources.</td>
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<td>14. Utilize laws and legislation important to the successful vocational evaluation of students.</td>
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<td>15. Utilize the Dictionary of Occupational Titles (DOT) in completing a job analysis.</td>
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<td>16. Develop a scheduling procedure to provide student services at suitable times, not to exceed 45 hours in the vocational evaluation area.</td>
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<td>17. Record beginning and completion date of the student's evaluation, as well as daily attendance.</td>
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<td>18. Understand ethical issues (right or wrong) which need to be considered by the vocational evaluator.</td>
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<tr>
<td>19. Apply psychological knowledge, theory, and principles in motivating students to understand and adjust to work.</td>
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<tr>
<td>20. Gather, analyze, and interpret referral and biographical student data.</td>
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<tr>
<td>21. Review initial referral for student's age (at least 14), date of birth, social security number, grade in school (at least grade 9 or ungraded), address, and eligibility (handicap or disadvantaged).</td>
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<td>22. Review the Individualized Education Plan (IEP), if one has been developed.</td>
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<tr>
<td>23. Suggest tentative job possibilities for students which will be checked out during the vocational evaluation (develop a vocational evaluation plan).</td>
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<tr>
<td>24. Plan interviewing approach (e.g., which questions to ask and how to ask them) with students before beginning the interview.</td>
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<tr>
<td>25. Interview students to help verify or understand referral information and provide information to be used in further planning with the student.</td>
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<tr>
<td>26. Select and administer appropriate work samples and/or systems in light of student needs.</td>
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<tr>
<td>Knowledge</td>
<td>Value</td>
<td>Comments</td>
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<tr>
<td>Score work samples and interpret results.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Recommend educational training and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker traits characteristics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Adapt assessment tools and systems to special student needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Select and develop situational assessments throughout the school in conjunction with the vocational training programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Utilize job analysis, occupational information, disability information and student information when counseling students about jobs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Document the post evaluation conference to reflect the date of the conference, those in attendance, decisions made, persons to implement recommendations and follow-up procedure.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Indicate probability of success for students in specific educational, training or work areas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Write evaluation reports which emphasize the student’s strengths and needs as well as document recommendations for further services.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Relate the evaluation report to the needs of the referral source and the labor market.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Assist students and their families in making realistic vocational decisions at the post evaluation conference.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Develop a program evaluation and improvement procedure for the vocational evaluation area.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>
APPENDIX I

Cover Letter for 1993 Survey
March 23, 1993

Dear Vocational Evaluator:

As a professional who works in an educational setting performing vocational evaluations of students, you are the best source for validating training needs for individuals to do the job of vocational evaluation. This questionnaire is designed for you to express your needs as you see them. All responses that you make will be kept confidential. Your name, school, or any information that could link you to the responses provided will be deleted when analyzing and reporting the results.

For the purposes of this study, "students" refers to ANY person you evaluate in your assessment program. The results of this needs assessment survey will be used to determine what training needs exist for vocational evaluators in an educational setting.

Please return the completed survey in the self-addressed, stamped envelope. Completion of the survey is voluntary. It would be appreciated if you could complete the survey by April 9, 1993. Thank you in advance for your time and effort.

Sincerely,

Carol A. Wagner Williams
Ph.D. Candidate

Frank Pratzner
Ph.D. Advisor

Enclosures

NOTE: The data collected from this survey will be linked to data collected from a 1987 survey on the same subject.
APPENDIX J

Domains of Vocational Evaluator Tasks
Domains of Vocational Evaluator Tasks

Development of a Vocational Evaluation Unit

Develop goals and objectives for a vocational evaluation program.

Develop a budget and systematic procedure to expend funds for equipment and supplies in the vocational evaluation area.

Develop rating forms to be used with students during the vocational evaluation.

Organize work situations so that specific behaviors can be observed and recorded.

Develop work samples that have standardized procedures and norms.

Public Relations and Recruitment

Perform additional duties normally expected of teachers in the school building.

Develop operating agreements with the home schools, community agencies, and rehabilitation centers.

Explain purposes, functions and procedures of the evaluation program to students and their families.

Organize and work with a vocational advisory committee to review the vocational evaluation process and outcome.

Community Awareness and Resource Collection

Utilize Occupational Safety and Health Administration (OSHA) standards in the vocational evaluation area.

Locate, collect, and utilize vocational evaluation training materials and resources.

Utilize laws and legislation important to the successful vocational evaluation of students.
Utilize the Dictionary of Occupational Titles (DOT) in completing a job analysis.

**Vocational Evaluation Process**

Develop a scheduling procedure to provide student services at suitable times, not to exceed 45 hours in the vocational evaluation area.

Record beginning and completion date of the student’s evaluation, as well as daily attendance.

Understand ethical issues (right or wrong) which need to be considered by the vocational evaluator.

Apply psychological knowledge, theory, and principles in motivating students to understand and adjust to work.

Gather, analyze, and interpret referral and biographical student data.

Review initial referral for student’s age (at least 14), date of birth, social security number, grade in school (at least grade 9 or ungraded), address, and eligibility (handicap or disadvantaged).

Review the Individualized Education Plan (IEP), if one has been developed.

Suggest tentative job possibilities for students which will be checked out during the vocational evaluation.

Observe and record significant behaviors and symptoms which are important in vocational planning.

Use critical incident, time sampling, and other observational techniques to obtain important student information (record behavior in measurable terms).

Plan interviewing approach (e.g., which questions to ask and how to ask them) with students before beginning the interview.

Interview students to help verify or understand referral information and provide information to be used in further planning with the students.
Select and administer appropriate work samples and/or systems in light of student needs.

Score work samples and interpret results.

Recommend educational, training and work opportunities for student consideration by comparing student interests, abilities, job requirements and worker trait characteristics.

Career Exploration/Job Adaptations/Labor Market Information

Adapt assessment tools and systems to special student needs.

Select and develop situational assessments throughout the school in conjunction with the vocational training programs.

Utilize job analysis, occupational information, disability information and student information when counseling students about jobs.

Report Writing

Document the post evaluation conference to reflect the date of the conference, those in attendance, decisions made, persons to implement recommendations, completion date of recommendations and follow-up procedure.

Indicate probability of success for students in specific educational, training, or work areas.

Write evaluation reports which emphasize the student's strengths and needs as well as document recommendations for further services.

Relate the evaluation report to the needs of the referral source and the labor market.

Follow-Up and Program Evaluation

Assist students and their families in making realistic vocational decisions at the post evaluation conference.
Develop a program evaluation and improvement procedure for the vocational evaluation area.
APPENDIX K

1987 and 1993
Survey Comments by Task Domains
**1987 and 1993 Survey Comments by Task Domains**

The comments are listed by task domains with the number of the vocational evaluator task preceding the comment. If more than one respondent commented, all the responses are listed. The comments are listed as the vocational evaluator wrote the comment.

**Development of a Vocational Evaluation Unit**

**1987 Comments**

**Question**

2. Completed by administration or supervisors.  
   Handled in business office.  
   Treasurer does this.

3. These are done in advance of the vocational evaluation.

4. Most important part of the vocational evaluation.  
   This is imperative.  
   You need space to do this.

7. It takes time to develop especially the norms.  
   Importance varies with situation.

12. Covers a lot of ground.  
    I learned this from a rehabilitation program.

**1993 Comments**

**Question**

2. Supervisor develops the budget, vocational evaluator has no input.  
   Controlled by school system.  
   Supervisors’ responsibility.  
   Duty of department chair.  
   This isn’t an option, handled by superintendent.

4. Use some situational assessment but vocational teachers are in charge.
Public Relations and Recruitment

1987 Comments

Question
8 Lesson plans, write goals, do bulletin boards, attend staff meetings, plus a lot of extra duties.
This would interfere with vocational evaluation testing.
This is not allowed.
Good for public relations and you also get to meet the students.
Full-time evaluator should not have extra duties but supervision of their students at lunch.
Duties vary each day.

9 Standard guidelines.
Knowledge confined to agreement with schools.
Work study coordinators do this.
Funding depends on this number.

11 Done by superintendent. I need to be involved but I am not allowed.

1993 Comments

Question
9 Administration handles this.
Most are informal agreements—nothing written.
Out of my hands.

11 Make up of committee is very important. They also make it easier to obtain needed equipment.
Some members are more vocal than others.

Community Awareness and Resource Collection

1987 Comments

Question
12 Limited hands-on with tools.

14 It’s better to have cooperation than enforcement.
1993 Comments
No comments

Vocational Evaluation Process

1987 Comments

Question

6  Very important.

16  Three days is sufficient.
    Important only because of state guidelines.
    Develop scheduling procedure.

17  Record keeping is simple, not much to it.
    Important for school records.
    Required for state guidelines.
    Must do this for the state.

19  I was a work adjustment counselor before.
    This has more application to counseling.
    No opportunity or present need.

21  Required for state guidelines
    Must do for the state.

23  Possibilities checked out by work study coordinators.
    Not an evaluator's job.
    Focus is on training needs not jobs.

24  Initial interview = good theory but to practice it is ^^^^^^^^^^^!
    This part of the program doesn't need to be planned.
    This changes during the actual interview.
    Intake person does this.
    I use an initial interview form and review it with them.

25  Other staff do but I do a great deal.
    I use an initial interview form and review it with the student.
    Inservice for ninth graders.

28  Most important.
    If only I had the support to do more with special education students.
1993 Comments

Question
16  This is dictated by the superintendent.

21  Student ID number is social security number and is important because of EMIS computer-based information system. Done at home school.

24  I use an initial interview form.

25  Evaluation plan is developed for each student.

Career Exploration/Job Adaptations/Labor Market Information

1987 Comments

Question
14  My favorite area.

1993 Comments

No comments.

Report Writing

1987 Comments

Question
33  I am not perfect with predictions.
    Just least restrictive options

34  I never know enough. Also, I am not given the freedom to recommend services as the district feels I may offend someone or obligate the district to pay for the recommendation.
1993 Comments

Question
32 Required under state guidelines.
33 Too many variables, especially teacher personality.

Follow-up and Program Evaluation

1987 Comments

Question
37 Am completing report in hopes of increasing referrals next year.
I use a newsletter to inform people of what I do.
I update and improve the program yearly.
This should be a natural step of progression.

1993 Comments

Question
36 Choice of program is up to the parent.
I schedule around the parents schedule.
LIST OF REFERENCES


Izzo, M. (no date) *Vocational assessment is a process not a product*. Columbus: The National Center for Research in Vocational Education, The Ohio State University.


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The National Center for Research in Vocational Education. (1989). The national vocational assessment training center. Vocational assessment is a process not a product. Columbus: The Ohio State University.


