

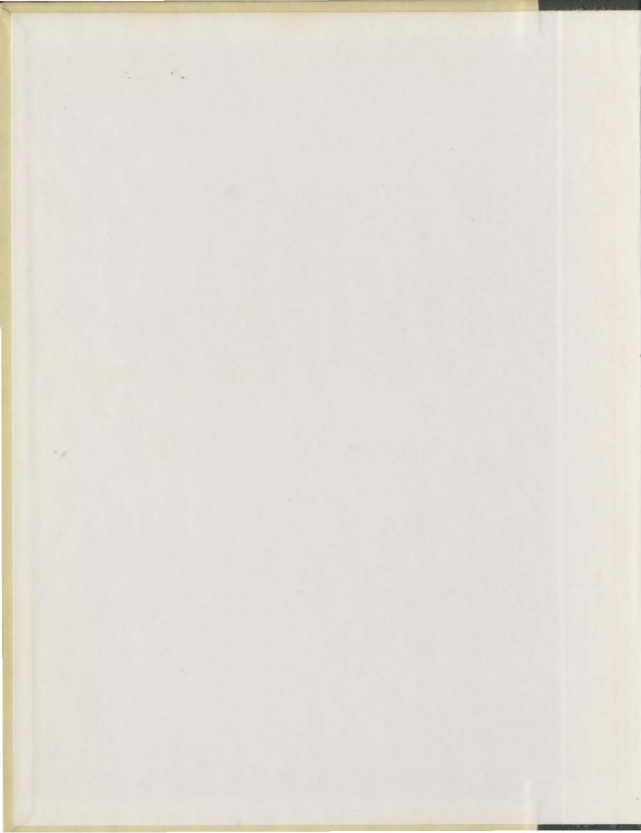
THE SEAL COVE DISTRICT VOCATIONAL SCHOOL PILOT PROJECT
IN PRE-VOCATIONAL EDUCATION: AN EVALUATION OF THE
FIRST YEAR OF OPERATION

CENTRE FOR NEWFOUNDLAND STUDIES

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ROSS RECCORD



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THE SEAL COVE DISTRICT VOCATIONAL SCHOOL PILOT PROJECT
IN PRE-VOCATIONAL EDUCATION: AN EVALUATION
OF THE FIRST YEAR OF OPERATION

A Project
Presented to
the Faculty of Education
Memorial University of Newfoundland

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Ross Reccord
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PROJECT ABSTRACT

THE SEAL COVE DISTRICT VOCATIONAL SCHOOL PILOT PROJECT
IN PRE-VOCATIONAL EDUCATION: AN EVALUATION
OF THE FIRST YEAR OF OPERATION
BY ROSS RECCORD

In September, 1972, the first phase of a pilot project in pre-vocational education was implemented at the Seal Cove District Vocational School. This pilot project was to be implemented over a three-year period, beginning with grade nine students in September, 1972. In September, 1973, grades nine and ten would attend and in September, 1974, the pilot project would include grades nine, ten, and eleven. If the pilot project was a success it would possibly be implemented in other areas of the province.

The overall objective of this project was to evaluate the first year's operation of the Seal Cove District Vocational School Pilot Project as it affected students and staff from the Conception Bay Centre and Conception Bay South School Boards.

The sample consisted of all the grade nine and senior special education students from Conception Bay Centre and Conception Bay South School Boards. All teachers who taught grade nine subjects in the schools

operated by these Boards, and all the teachers who were teaching the pre-vocational courses at the trades school during the school year 1973-73 were included. In addition to this the two school board superintendents and the principals from the high schools and trades school were surveyed. The sample also included one guidance counselor, a vice-principal, and a board supervisor. All data was collected during the last two weeks in May, 1973.

Five instruments were used to collect data for the project. A two part questionnaire was administered to the students to obtain their views on the pilot project and to evaluate each of the pre-vocational courses they were doing. The grade nine teachers were asked to complete a questionnaire in order to determine how they viewed the pilot project and to state any problems it was causing them. A questionnaire was also administered to the pre-vocational teachers in order to determine what they taught in their courses and how they felt about the pre-vocational program. In addition to this the pre-vocational teachers completed an individual student evaluation on each of his students. Finally, the administrators were asked to complete a questionnaire stating what they felt were the positive aspects and difficulties of the pilot project as well as recommending changes.

In addition to the five instruments the school records were examined to obtain information on dropouts and school grades. Also, the teachers who taught the grade nine students the previous year in grade eight were asked to predict who they thought might drop out of school in grade nine.

A computer programme was used to do a descriptive analysis of the data. It involved the tabulation of frequency of responses on the various questionnaire items. Means, ranges, and standard deviations were calculated where appropriate. Crosstabulations of certain variables were used to answer questions specific to each objective of the project.

In general, it was concluded that the pilot project had made some potential dropouts more interested in school and had helped students decide on their future careers by providing them with a knowledge of what was involved in some trades.

The project also identified some areas of difficulty, both in the program as a whole and with some of the pre-vocational courses. Further evaluation was recommended to define these problem areas more specifically. The most serious problem facing the teachers and administrators was that of communications within the pilot project.

The data suggested that students were not receiving adequate information about careers and jobs associated with the pre-vocational courses even though this was one

of the primary objectives of the pilot project.

The results of this evaluation suggest that all of the pilot project objectives were being partially achieved, but that further evaluation is needed to determine what remedial action should be taken to ensure full attainment of all objectives.

Further evaluation of course content, conduct, and whether the courses were meeting the needs of all groups of students were also suggested. Finally, recommendations were made to the Division of Vocational Education on some procedures to follow when implementing similar programs in other areas of the province.

ACKNOWLEDGEMENTS

The writer wishes to thank all those whose cooperation and assistance has made the completion of this project possible.

To Dr. William Spain, my advisor, goes a special word of thanks for his great interest and guidance.

The cooperation of the school board officials, principals, and teachers in the Conception Bay South and Conception Bay Centre school districts and the principals and teachers of the Seal Cove District Vocational School is gratefully acknowledged. A special word of appreciation goes to Mr. Chesley Thistle, supervisor of instruction at the Vocational School.

A special word of appreciation to my wife, Maxine, for her support and encouragement, and for her practical assistance as critic and proof-reader.

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SECTION I.

INTRODUCTION

This section presents the overall objective of the project, the historical background of the Seal Cove District Vocational School Pilot Project, a review of the related literature, the request for the project, the significance and specific objectives of the project, definitions, limitations of the project and a summary and outline of the remainder of the report.

THE OVERALL OBJECTIVE OF THE PROJECT

The overall objective of this project was to evaluate the first year's operation of the Seal Cove District Vocational School Pilot Project as it affected students and staff from the Conception Bay Centre and Conception Bay South School Boards. The school boards recognized the need to structure their guidance program so that students could be better prepared to select suitable pre-vocational courses. Information relative to attainment of some of the objectives of the pilot project was also required. This project was designed to provide some of the necessary feedback to enable the school boards to achieve their goals.

HISTORICAL BACKGROUND OF THE PILOT PROJECT

Beginning of the Pilot Project

In December, 1969, the Roman Catholic School Board for Conception Bay Centre and the Integrated School Board for Conception Bay South met to discuss common problems. The people attending these meetings discussed the high dropout rate in their areas and expressed a concern that some positive steps be taken to improve the retention rate in the high schools.¹

The expressed concern with the dropout problem prompted another meeting which was attended by the Director of Vocational Education for the province. He expressed the opinion that students who were not interested in academic studies could be motivated through working in vocational activities. As a result of this meeting, it was decided to ask the Provincial Government to extend vocational education to high school students.² This marked the birth of what is known as the Seal Cove District Vocational School Pilot Project in Pre-Vocational Education.

Brief to the Department of Education

In January, 1970, the two school boards presented a

¹A Pilot Project in Pre-Vocational Education, a report prepared by the planning committee from the three participating school boards. (No other publication information given), p. 1.

²Planning Committee Report, p. 2.

brief to the Minister of Education requesting the following:

1. That the district vocational school at Seal Cove should be extended.
2. That the services of the school be made available a number of periods a week to those high school students who wished to take advantage of them.

This brief recommended that if the project was a success it could be extended to other areas of the province as well.³

The Planning Committee

After these initial meetings a planning committee was organized to develop specific aims and objectives and to implement the proposals made to government. This committee suggested the provision of a broader curriculum which would interest a higher proportion of high school students. In order to achieve this there would have to be:

1. The addition of new courses to the high school curriculum, and
2. The modification of present courses.⁴

These new courses were to be pre-vocational and were to be regarded as career exploratory rather than pre-employment. However, the planning committee recognized the possibility

³Planning Committee Report, p. 2.

⁴Edna Turpin, "Implementation of a Junior High School Vocational Guidance Program in Conjunction with a District Vocational School Program" (unpublished Master's project, Memorial University of Newfoundland, 1972), p. 11.

that some students, after consultation with guidance personnel, would elect to enter specific trades as soon as they met the entrance requirements.⁵

Aims of Introducing New Courses

The committee published four aims of the new pre-vocational courses:

1. To provide for students experience with basic skills used in industry.
2. To give pupils occupational information and insight into their own abilities so that they will be able to make a wise choice on their future careers.
3. To give greater relevance to the academic content of the curriculum.
4. To improve the retention rate in high schools.⁶

Types of Students to be Helped by the Pilot Project

According to the Committee's published report, the pilot project was to develop programmes of secondary education which were suited to the needs of the following groups of students:

1. Students wishing to enter university.
2. Students wishing to enter technical courses at⁶

⁵Planning Committee Report, p. 2.

⁶Planning Committee Report, p. 2.

the College of Trades and Technology and the College of Fisheries.

3. Students wishing to take pre-employment courses in vocational schools.
4. Students who plan to work as apprentices in certain trades and students who wish to enter the work force on leaving high school.⁷

The Academic-Vocational Programme

The planning committee drew up a program of academic and vocational subjects from which students could choose their courses.⁷ This academic-vocational programme was divided into three sections.

1. A core program consisting of academic courses.
2. An elective academic programme.
3. An elective vocational programme.⁸

The academic programme contained those courses which the Department of Education considered necessary for a school certificate in grades nine, ten and eleven. The vocational programme consisted of ten pre-vocational courses in the following general areas: Agricultural Science, Beauty Culture, Cooking, Drafting, Electronics, Household Management, General Mechanics, Sewing, Typing,

⁷ Planning Committee Report, p. 2.

⁸ Planning Committee Report, p. 2.

and Woodworking.

Although the ten pre-vocational courses were related to specific trades, in theory they were supposed to be more general and career exploratory than the pre-employment courses. The pre-vocational courses were to assist the student to develop the skills and knowledge necessary for him to assess his interests and aptitudes so that he could make a wise decision when he chose his career area.

Implementing the Pre-Vocational Program

Originally each pre-vocational course consisted of three levels corresponding to grades nine, ten, and eleven.

At the grade nine level the student was to choose four courses from the ten offered and spend fifty hours in each course for a total of two hundred hours in the pre-vocational program. A pass in any two of these four options would give him a credit towards grade nine. At the end of grade nine the student was to choose two of the four options he had completed and continue these in greater depth in grade ten. However, a student would be permitted to proceed to level II only if he had shown an interest and had some aptitude for the course work at level I.

At level II the student was to spend one hundred hours in each option for a total of two hundred hours or twenty per cent of the school time. If the student was

successful at level II he could continue the same two courses at level III in grade eleven.

Level III was designed so that the student would spend one hundred and fifty hours in each option for a total of three hundred hours or thirty per cent of the school time. At this level the aim was to assist the student in obtaining a degree of competency in skill and knowledge whereby he could be admitted to a pre-employment course, and in certain situations be permitted to enter the work force with a high school diploma.³

The Seal Cove District Vocational School Pilot Project in Pre-Vocational Education was designed to be implemented over a three year period, beginning with grade nine in September 1972. Level II will be implemented in September 1973, and level III in September 1974.

It should be noted that the above description applies to the original project plan. Since it was a pilot project it became necessary to make several changes during the first year of operation. The number of students who opted for the program placed a strain on the facilities available and a decision had to be made on whether to limit the number of students who participated in the program, or to reduce the amount of time the

³Information for the program description was obtained from the Pilot Project Course Outline for Grade Nine, p. 4.

students would be exposed to each level. The planning committee chose the latter and during the school year 1973-74 students will be attending the pre-vocational courses for one half day a week instead of the planned one day.

REVIEW OF RELATED LITERATURE

Lack of Related Literature

When this project was being designed the writer examined the related literature that was available in order to obtain assistance in setting up the evaluation. It was discovered that there was virtually no literature available on this type of evaluation. The literature that was available on the evaluation of pre-vocational pilot projects used different designs than the one that could be used in this project. For example the evaluation of the Florida Compensatory "Learn and Earn" program used a pre-post test control group design.¹⁰ This program had an evaluation system built in as an integral part of the project and therefore, since the information was available, comparisons could be made between how the students performed on certain tests before being exposed to the program

¹⁰ Bob N. Cage and others, Florida Compensatory Migrant "Learn and Earn" Program: An Evaluation (Institute for Development of Human Resources, Gainesville: Florida, 1971), p. 1

and how they performed on these same tests after a year in the pilot project. All pilot projects that were found in the literature had evaluation systems built into them. Ernest Berty, writing about the evaluation of pilot programs, advised that evaluation should begin when you start to think about the program and it must be an integral part of any pilot project.¹¹

The Search for Related Literature

When no applicable literature could be found, it was decided to write the Departments of Education in the other nine provinces and in the northeastern states of the U.S.A. and request any relevant literature or evaluation procedures that they had developed for evaluating this type of project.¹² The replies that were received were not very helpful in conducting this evaluation. In fact most replies stated that although they were involved in projects of this type no evaluation procedures had been developed as yet.¹³

Findings in the Related Literature

The literature repeatedly referred to the need of

¹¹U.S., Department of Health, Education, and Welfare, A Guide to the Evaluation of Pilot Programs, (by Ernest Berty) (Washington, 1970), pp. 1-3.

¹²See Appendix A.

¹³See Appendix A.

pre-vocational and career education in order for students to adjust to today's technological changes and to help students see the relevance of the academic curriculum. Ginzberg,¹⁴ Hardwick,¹⁵ Marland,¹⁶ in 1971, Rhodes¹⁷ in 1970, Hansen¹⁸ in 1969, Hoppock¹⁹ in 1967, Connant²⁰ in 1959, Super²¹ in 1957, and Roe²² in 1956 were concerned with this problem and offered suggestions on how it should be overcome.

Although educators expound on the need for career and pre-vocational education programs, and there are

¹⁴El Ginzberg, Career Guidance (New York: McGraw-Hill Book Company, 1971), pp. 186-210.

¹⁵Arthur Lee Hardwick, "Career Education - A Model for Implementation," Business Education Forum, XXV (May, 1971), pp. 3-6.

¹⁶Sidney P. Marland Jr., "Educating for the Real World," Business Education Forum, XXVI (November, 1971), pp. 3-5.

¹⁷James A. Rhodes, Vocational Education and Guidance A System for the Seventies (Columbus, Ohio: Charles E. Merrill Publishing Company, 1970), pp. 7-8.

¹⁸Lorraine S. Hansen, Career Guidance Practices in School and Community (Washington, D.C.: National Vocational Guidance Association, 1969), p. 68.

¹⁹Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, 1967), pp. 165-203.

²⁰James B. Connant, The American High School Today (Toronto, Ontario: The New American Library of Canada Limited, 1959), pp. 57-58.

²¹Donald E. Super, The Psychology of Careers (New York: Harper and Row, Publishers, 1957), p. 85.

²²Anne Roe, The Psychology of Occupations (New York: John Wiley and Sons, Inc., 1956), pp. 311-312.

indications that many of these programs are being implemented, yet there is very little evidence of systematic evaluations to determine the effect of these programs on students.²³

The majority of evaluations that were reported in the literature were done on programs that were geared to slow learners, potential dropouts, and school alienated youth rather than the total school population. On the whole these programs were successful in meeting some of their objectives. Cage,²⁴ and Dougherty,²⁵ in their evaluations of pre-vocational programs found that the students did not make significant improvement in academic subjects but that school attendance, personal appearance, attitude towards school, behavior relationships to peers, and self concept did improve. In his evaluation of a program for occupational preparation Young found no change in attitudes towards school but a positive gain in attitude towards work.²⁶

²³ See Appendix A.

²⁴ Bob N. Cage and others, Florida Compensatory Migrant "Learn and Earn" Program: An Evaluation (Institute for Development of Human Resources, Gainesville, Florida, 1971), p. 1.

²⁵ Joseph Dougherty, "A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth" (Norwalk, Connecticut: Board of Education, 1969), p. 1.

²⁶ William G. Young, "An Exemplary Program for Occupational Preparation" (New Orleans Public Schools, Interim Report, 1971), p. 1.

An informal evaluation of a pilot project designed to provide a program of occupational training for school alienated youth showed that students became more interested in school and continued until they had a vocational certificate.²⁷ An evaluation of a similar program implemented in Champaign, Illinois found that subjects who were provided with a two year vocationally oriented educational program and pre-vocational counselling had significantly better attendance and fewer school dropouts.²⁸ These students also made a much better vocational adjustment than the control group. Bunda and Mezzano, in their evaluation of a work experience program for potential dropouts, found that students classroom behavior and attitudes improved considerably.²⁹ They also reported that attendance and grade point averages improved significantly.

English, in reporting an evaluation of a pilot

²⁷U.S., Department of Education, A Pilot Project to Develop A Program of Occupational Training For School Alienated Youth, (Interim Report and Statistical Evaluation, Washington, 1970), pp. 12-16.

²⁸Champaign Community Unit IV Schools, The Efficacy of a Pre-Vocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone, Final Report, Champaign, Illinois, 1966, p. 1.

²⁹Richard Bunda and Joseph Mezzano, "The Effects of a Work Experience Program On Performance of Potential Dropouts," School Counselor, XV (March, 1968), pp. 272-280.

project developed to create a co-operative effort between a school board and a vocational school, found that the project improved the attitudes of teachers and administrators towards vocational education.³⁰ It also made those involved realize that career education is the business of all.

A report on a pilot project which was implemented in New York city stated that an informal evaluation of The Richmond Plan revealed that the project succeeded in motivating those formerly unmotivated.³¹

Leighbody, one of the few dissenting voices on the value of pre-vocational education as a method for improving attitudes toward academic studies, wrote:

However, the practice of using vocationally related activities as a method for stimulating better attitudes toward general studies has been so limited that evidence concerning its success is very meager.³²

He goes on to say that some informal studies that have been done show no significant differences in the dropout

³⁰Joseph L. English, Delaware State Board for Vocational Education, An Occupational Vocational Education Model for the State of Delaware, Interim Report, (Milford, Delaware, 1971), p. 1.

³¹Board of Education for the City of New York in Cooperation with the Ford Foundation, The Correlated Curriculum Project: A New Experiment for the General Student, New York, 1967, p. 1.

³²Gerald B. Leighbody, Vocational Education In America's Schools: Major Issues of the 1970's (Chicago: American Technical Society, 1972), p. 1.

rates between the two groups.³³

A review of the literature indicates that although many projects in pre-vocational and career education have been implemented, few have been subjected to a formal evaluation. The evaluations that have been done indicate that although these programs do not usually improve school grades they do improve student attitudes, behavior and interest in school.

REQUEST FOR THE PROJECT

Several months prior to the beginning of this project, the superintendent of Conception Bay Centre School Board indicated that his board would like an evaluation of the pre-vocational pilot project to determine what was happening to the students from his board. In addition to this it would be useful to determine whether the pilot project was meeting the needs of the students.

Since the Conception Bay South School Board had been instrumental in beginning the pre-vocational pilot project, it was decided to contact the board superintendent to determine whether he would like the evaluation to include students, teachers and administrators from his board as well. He expressed an interest and requested a meeting to discuss the project proposal.

³³Leighbody, p. 1.

In early March, 1973, separate meetings were held with the superintendents of Conception Bay Centre and Conception Bay South School Boards and the principal of the Trades School at Seal Cove. At these meetings the project proposal was presented and discussed. All parties agreed with the proposal and permission was granted to proceed with the project.

SIGNIFICANCE OF THE PROJECT

A guidance workshop held in Conception Bay Centre School District for the teachers at Roncalli and Assumption High Schools pointed out the need for an evaluation of the first year's operation of the pilot project to determine what was happening to the participating students.³⁴ This need was further illustrated at another workshop sponsored by the pilot project planning committee. At this workshop both the high school and pre-vocational teachers discussed problems they had encountered with the project. Some teachers attending this workshop felt that some effort should be made to determine what effect the project was having on the students. The need for some formal evaluation of the pilot project was made even more pronounced when small group discussions were held with the grade nine students at Roncalli and Assumption high schools.

³⁴ See workshop recommendations in Appendix B.

to determine how they felt about the pre-vocational project.³⁵ This project, then, was important for four reasons:

1. The evaluation would provide feedback to the two school boards so that they could restructure their guidance program.
2. It would identify some of the positive aspects of the pre-vocational program.
3. It would identify problems facing the pilot project and could offer suggestions on how to help alleviate them.
4. It would help to determine whether the pre-vocational project was meeting the needs of the school boards concerned.

SPECIFIC OBJECTIVES OF THE PROJECT

Pursuant to the overall objective, this project aimed to fulfill the following specific objectives:

1. To identify some of the positive aspects of the pre-vocational pilot project experienced by grade nine students during the school year 1972-73.
2. To identify areas where grade nine students experienced difficulties.

³⁵The writer attended both these workshops and held the discussions with the grade nine students while working on his practicum at Roncalli and Assumption high schools.

3. To provide information relative to the attainment of the following objectives of the Seal Cove District Vocational School Pilot Project:
 - a. To provide for students experience with basic skills used in industry.
 - b. To give pupils occupational information and insight into their own abilities so that they will be able to make a wise choice on their future careers.
 - c. To give a greater relevance to the academic content of the curriculum.
 - d. To improve the retention rate in high schools.
4. To identify problems experienced by teachers and administrators at Queen Elizabeth High, Roncalli High, Assumption Junior High and the Trades School during this first year of the pilot project.

DEFINITIONS

ACADEMIC STUDENT means a student who has either elected or been placed in a program designed to prepare him for matriculation and entrance to university. This program is designed for the brighter student and is more extensive than other programs in the school curriculum.

DISTRICT VOCATIONAL SCHOOL means a school that has been built in a district to train people for various trades or jobs. Courses offered at a vocational school

are pre-employment courses; that is, they are intended to prepare students for the world of work.

DROPOUT means a student who has dropped out of school before completing his high school education.

GENERAL STUDENT means a student who has either elected or been placed in a program designed to grant him a school leaving certificate. This program is designed for the non-academic student and is not as difficult or extensive as the academic program. Students who complete grade eleven in this program can enter most trades at the vocational schools but are very limited in the courses they can take at the Trades College.

PRE-VOCATIONAL COURSE means a course that is designed to expose the student to the type of work, jobs and careers involved in the areas associated with the course.

SEAL COVE DISTRICT VOCATIONAL SCHOOL PILOT PROJECT means a project that was developed to integrate pre-vocational courses with the academic high school program in an effort to make the academic content of the curriculum more relevant.

SPECIAL EDUCATION STUDENT means a student who has been placed in a special class designed to meet unique needs of the student which are not typical of most students in his school. Usually, this student has been unable to successfully work in the academic or general programs.

LIMITATIONS OF THE PROJECT

1. The project only included students, teachers and administrators from Roncalli, Assumption, Queen Elizabeth and the Trades School. Holy Spirit school in Manuels was not included because of considerations of time and money.
2. The project was limited in that parents were not included in the sample. A survey of parents could have illustrated other benefits and difficulties of the pilot project.

SUMMARY AND OUTLINE OF THE REPORT

This section dealt with the overall objective and significance of the project; a brief history of the development of the pilot project; a review of the related literature; the request for the project; the specific objectives; definition of terms and the limitations or scope of the project.

The remainder of the report will be organized as follows: section two describes the sample, the procedures followed in the collection of the data and the analysis of the findings; section three describes the development of the instruments; section four will present the findings of the data analysis; and section five will discuss the findings, conclusions and recommendations emerging from the project.

SECTION II

METHODOLOGY

The purpose of this section is to describe the procedures which were followed in the project. It is organized under five sub-headings: general design of the project; the sample; instrumentation; method of data collection; and analysis.

GENERAL DESIGN OF THE PROJECT

Five instruments were used to collect data for this project.¹ A two part questionnaire was administered to the students to obtain their views on the pilot project and to evaluate each of the pre-vocational courses they were doing. The grade nine teachers were asked to complete a questionnaire in order to determine how they viewed the pilot project and to state any problems it was causing them. A questionnaire was also administered to the pre-vocational teachers in order to determine what they taught in their course and how they felt about the pre-vocational program. In addition to this each pre-vocational teacher completed an individual student evaluation on each of

¹See section III for a detailed discussion and description of each instrument used in the project.

his students. Finally, the administrators were asked to complete a questionnaire stating what they felt were the positive aspects and difficulties of the pilot project as well as recommending changes.

In addition to the five instruments, the school records were examined to obtain information on dropouts and school grades. Also, the teachers who taught the grade nine students the previous year in grade eight were asked to predict who they thought might drop out of school in grade nine.

THE SAMPLE

The sample consisted of all the grade nine and senior special education students from Conception Bay Centre and Conception Bay South School Boards. All the teachers who taught grade nine subjects in the schools operated by these boards, and all the teachers who were teaching the pre-vocational courses at the trades school during the school year 1972-73 were included. In addition to this the two school board superintendents and the principals from the high schools and trades school were surveyed. The sample also included one guidance counselor, a vice-principal, and a board supervisor.

Description of Conception Bay Centre School District

The school district of Conception Bay Centre was a

Roman Catholic School Board with approximately ten schools under its jurisdiction. The district extended from Holyrood around the bay to Conception Harbour. In addition, it included two communities in Trinity Bay. Avondale, approximately forty miles from St. John's, was the central location for the junior and senior high schools in the district.

Assumption Junior High, a school for girls, had three hundred students in grades seven, eight and nine. It had a staff of eight teachers. Assumption had two grade nine classes for a total of fifty-six students. The class for the brighter students had an enrollment of thirty-eight. Five of these were not participating in the pilot project. The class for the slower students had an enrollment of eighteen and all were participating.

The other high school, Roncalli Central High, had only boys in grades seven to nine, but had both boys and girls in grades ten and eleven. This school had a student population of approximately five hundred and had a staff of twenty-two teachers. Roncalli had three grade nine classes with a May enrollment of seventy-eight, only a small number of which were considered to be of high academic ability. The others were average to below average in academic ability. In addition to this there were ten senior special education students attending the pilot project from this school. All the grade nines at

Roncalli were participating in the pre-vocational pilot project.

Previous to the pre-vocational project, students who attended the two high schools in this district could be placed in one of three programs.

1. An academic program which was designed to prepare students for matriculation.
2. A general program designed to grant a school leaving certificate.
3. A special education program for those who were unable to successfully work in the academic or general programs.

There were a total of one hundred and thirty-nine students participating in the pilot project from the Conception Bay Centre school district. These students had to travel to the Trades School by bus, a distance ranging from five to fifteen miles.

The whole area where the schools were located had little or no local industry with the exception of a small oil refinery at Holyrood. The majority of people had to leave home in order to secure work.

Description of Conception Bay South School District

Conception Bay South school district was an integrated school board with approximately twelve schools under its jurisdiction. The district was compact and

extended from Paradise along the south shore of Conception Bay to Seal Cove, a distance of approximately fifteen miles. Foxtrap, approximately fifteen miles from St. John's, was the central location for the regional high school.

Queen Elizabeth Regional High had approximately six hundred students in grades nine, ten, and eleven. It had a staff of twenty-four teachers and one guidance counselor. There were six grade nine classes and one senior special education class in the school. The May enrollment for grade nine was two hundred and twenty-four students. One hundred and eighteen students were enrolled in the academic program, ninety-four in the general program, and twelve in the special education program.

There were two hundred and eighteen students participating in the pilot project from Conception Bay South school district in May. All these students had to travel to the Trades School by bus, a distance ranging from one to fifteen miles.

Previous to the pre-vocational project, students who attended this high school could be placed in a academic, general, or special education program. The general and special education programs differed from those offered in Conception Bay Centre school district, in that they offered an industrial arts and home economics program. The industrial arts program was for boys and

consisted of woodworking and technical drawing. The home economics program was geared toward girls and offered cooking and sewing.

People who live in Conception Bay South School District either work in the immediate area or in St. John's. The majority work in St. John's as they can commute with little or no difficulty.

Number of Students Surveyed

All the grade nine and senior special education classes in Assumption, Roncalli, and Queen Elizabeth were surveyed during the study. Table 1 provides a breakdown of the following: the number of grade nine students in each school; the number who dropped the program during the year; the number who only completed one section of the questionnaire; the number who were not in the program in September; the number not included in the sample because of absence; and the total number included in the sample from each school.

Number of Teachers and Administrators Surveyed

A questionnaire was given to each grade nine teacher in the three high schools and to each pre-vocational teacher at the trades school. Each administrator involved in the pilot project was also surveyed during the study. For the purposes of this project the

counselor and supervisor were included as administrators since their roles in the pilot project were more administrative than teacher oriented. Table 2 provides a breakdown of the following: the number of teachers teaching grade nine from each school; the number of teachers who returned questionnaires; the number of guidance counselors included in the sample; the number of principals included; the number of vice-principals included; and the number of board superintendents surveyed.

TABLE 1
MAKEUP OF THE STUDENT SAMPLE

| School | No. of Students in IX at End of May | No. Dropped Program During the Year | No. Who Only Completed Part I of Questionnaire | No. Who Only Completed Part II of Questionnaire | No. in Program in September | No. not in Sample | No. of Students Sampled |
|-----------------|-------------------------------------|-------------------------------------|--|---|-----------------------------|-------------------|-------------------------|
| Assumption | 56 | 5 | 0 | 0 | 3 | 0 | 53 |
| Rncalli | 88 | 0 | 3 | 0 | 1 | 3 | 84 |
| Queen Elizabeth | 224 | 0 | 2 | 1 | 6 | 5 | 213 |
| Totals | 368 | 5 | 5 | 1 | 10 | 8 | 350 |

TABLE 2
MAKEUP OF TEACHERS AND ADMINISTRATORS SAMPLED

| School | No. Teachers Teaching Grade IX | No. Teachers Who Returned Questionnaire | Guidance Counselors | Principals | Vice-Principals-Supervisors | Board Superintendents |
|-----------------|--------------------------------|---|---------------------|------------|-----------------------------|-----------------------|
| Assumption | 5 | 3 | 0 | 1 | 0 | 0 |
| Roncalli | 12 | 11 | 0 | 1 | 1 | 1 |
| Queen Elizabeth | 13 | 11 | 1 | 1 | 1 | 1 |
| Trades School | 10 | 10 | 0 | 1 | 1 | 0 |
| Totals | 40 | 35 | 1 | 4 | 3 | 2 |

INSTRUMENTATION

Five instruments were used to collect data for this project. The procedures followed in developing the instruments and a description of each instrument is contained in section III. The validity of the instruments is also discussed in the third section of this report.

METHOD OF DATA COLLECTION

When the board superintendents and the principal of the Trades School had approved the project proposal,

arrangements were made with the school principals for a suitable time to administer the questionnaires and examine the school records.

All data was collected by the writer during the last two weeks in May, 1973.

Administration of Teacher and Administrator Questionnaires

When the writer arrived at the school he gave all the grade nine teachers and the administrators the appropriate questionnaires. In most cases these questionnaires were collected from the teachers and administrators before the writer left the school. All but five of the questionnaires were collected.

Administration of Student Questionnaires

A similar procedure was used in administering the student questionnaires. The writer administered the questionnaire in two separate sessions. Part I was administered to all eleven grade nine classes and the two special education classes during the first week and part II was administered during the second week.

The writer went into each class, introduced himself, explained the purpose of the questionnaire and informed the students that their answers would be kept confidential. The instructions for completing the questionnaires were then explained to the students. The writer was available

throughout the whole class period to ensure that if any students had problems they could be answered. It was also possible to explain errors in both wording and format to the students. The writer spent the first part of the period ensuring that the students understood the directions and were completing the questionnaires correctly. These procedures were followed for both sections of the student questionnaire.

Part I of the questionnaire took approximately twenty minutes to administer and part II took between forty-five and fifty minutes. At the end of each administration the questionnaires were collected and organized by the student's homeroom. If there were any students absent their names were recorded and the homeroom teacher administered the questionnaires to them and they were collected at a later date. Despite this effort to include all pre-vocational students in the sample, there were still seven who were not included.

Trades School Teachers Questionnaire

The pre-vocational teacher's questionnaires and the individual student evaluation sheets were given to the supervisor of instruction at the trades school. He distributed them to the teachers and collected them when they were completed.

School Records Data

The school records data was collected during the same two week period that the student questionnaires were administered. This was done during lunch breaks, after classes were dismissed, and when a class was not available for the administration of the questionnaire.

ANALYSIS USED

In order to determine how the data would be used to meet the objectives of the project, a table of data usage was constructed.² This table was drawn up in such a way that the objectives of the study were listed in the first column and the different questionnaire item numbers that were to be used to meet this objective were listed in opposite columns. In addition to writing in the question numbers, a description of how the data was to be used was also inserted.

Basically a descriptive analysis was utilized. It involved the tabulation of the frequency of responses on the various questionnaire items. Means, ranges, and standard deviations were calculated where appropriate. Crosstabulations of certain variables were used to answer questions specific to each objective of the project.

²See Appendix D.

The analysis was done by computer using the SPSS program.

SUMMARY AND OUTLINE

In this section the methodology employed in the project was discussed, including the general design of the study, the sample, instrumentation, a discussion of the data collection, and the analysis used.

The next section will deal with the procedures followed in developing the instruments, validity of the instruments, and a description of each instrument.

SECTION III

DEVELOPMENT OF THE INSTRUMENTS

This section will be organized around three sub-headings: procedures used in developing the instruments; validity of the instruments; and a description of each instrument.

PROCEDURES FOLLOWED IN DEVELOPING THE INSTRUMENTS

In an effort to obtain suitable instruments for this project, the writer reviewed the relevant literature and wrote to the Departments of Education in all provinces of Canada and in the northeastern states of the U.S.A.¹ Since there were no suitable instruments available that could be utilized they had to be developed by the writer.

The instrument development proceeded by following several steps. The first step involved a preliminary survey of teachers, students, and administrators. All these surveys took place in January and February of 1973. The second step was to develop a table of specifications to identify needed information and its most probable source.²

¹See Appendix A.

²See Appendix C.

The third step was to construct a set of questionnaires based on the table of specifications and preliminary surveys. The final step involved the submission of the questionnaires to a panel of judges for examination.

Preliminary Survey of Teachers, Students, and Administrators

The purpose of these preliminary discussions with the teachers, students, and administrators was to obtain some idea of what they felt was happening in the pilot project. It was also necessary to have them discuss the positive aspects and difficulties associated with the pre-vocational program.

Pre-vocational teachers. Since the pre-vocational teachers were closely involved with the students while teaching the pre-vocational courses, they were able to identify some of the benefits and difficulties associated with this type of program. These initial discussions were done on an individual basis and some additional information was obtained from a pilot project workshop held in February.³

District teachers. A guidance workshop which was held in Conception Bay Centre for the teachers at Assumption

³The writer attended this workshop while working on his practicum. See Appendix B.

and Roncalli High Schools illustrated how the district teachers felt about the pilot project.⁴ In addition to this, discussions were held with the teachers on an individual basis.

Students. Since the project was designed for the students, it was essential to obtain their opinion on what they felt was happening in the pre-vocational program. Small group discussions were held with the grade nine students at Roncalli and Assumption High Schools and they were encouraged to discuss both the positive aspects and difficulties they had experienced with the pilot project.⁵

Administrators. Individual discussions were held with administrators of the schools involved in the pilot project. They were asked to express their opinion on what they thought was happening in the pilot project and to discuss the benefits and difficulties that would be derived from it.

Development of the Table of Specifications

The table of specifications was developed to identify the needed information to meet the project objectives and to point out its most probable

⁴The writer attended this workshop. See Appendix B.

⁵This was done while the writer was working on his practicum.

source.⁶ The project objectives were listed in the first column and across from these were listed the possible sources of information to meet these objectives. Under each source the types of information necessary to meet each objective was written. The questionnaire items were developed out of this.

Development of the Questionnaire Items

The items used in each questionnaire were based on the information obtained in the preliminary surveys and on the table of specifications. Each question was written in the appropriate space on the table of specifications. This procedure ensured that the questions asked would obtain the information necessary to meet the project objectives.

The information gathered by a questionnaire is only as valid as the questions are reliable. When developing items for this type of instrument it was important that they not only relate to the research problem but that they be worded in a clear and unambiguous manner. The items used on these instruments were measured against Kerlinger's criteria of question writing.⁷

⁶See Appendix C.

⁷Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), pp. 473-4

Examination of the Instruments by a Panel

The final step involved the examination of the instruments by a panel of three judges who were familiar with the operation of the pre-vocational pilot project. This panel examined all five instruments item by item and made some suggestions for changes in content and format. All these recommendations were considered and most of the changes were made. After this was done the questionnaires were typed and duplicated.

VALIDITY OF THE INSTRUMENTS

A discussion of how the instruments were validated involves a summary of the procedures used in their development. Thorndike and Hagen say that validity refers to whether the instrument measures what we want it to measure.⁸ Four basic steps were followed in establishing the validity of the five instruments used in this study.

Preliminary Discussions

The first step took the form of discussions with the students, teachers, and administrators involved in the pilot project. These discussions gave the writer some idea of what the people involved thought was happening in the

⁸Robert L. Thorndike and Elizabeth Hagen, Measurement and Evaluation in Psychology and Education (New York: John Wiley & Sons, Inc., 1955), p. 160.

project. These discussions helped establish the validity of the instruments since they indicated the type of questions that needed to be asked to meet the objectives of the study.

Table of Specifications

The second step involved the development of a table of specifications.⁹ This table ensured that the questionnaire items would obtain the necessary information to meet the objectives of the project. Therefore, the content validity of the items could be established by referring to this table.

Table of Data Usage

The third step involved the development of a table of data usage.¹⁰ This table illustrated how the data obtained would be utilized to meet the objectives of the study. It also ensured that the items included in each instrument would provide the information needed to meet the project objectives.

Examination by a Panel

The final step in establishing the validity of the instruments involved their examination by a panel of three people who were familiar with the operation of the pre-vocational project. This panel examined the instruments

⁹See Appendix C.

¹⁰See Appendix D.

item by item and this further established their content validity.

DESCRIPTION AND PURPOSE OF EACH INSTRUMENT

Student Questionnaire

Since the student questionnaire was quite long it was decided to administer it in two separate sessions.¹¹ Therefore, it was divided into two parts.

Part I. The first part of the questionnaire contained twenty-nine questions and was organized into sections A, B, and D. Its purpose was to obtain background information and some opinions of students about what was happening in the pilot project, rather than specific information on the pre-vocational courses.

The following information was obtained in section A:

1. Background information on name, sex, age, and program the child was in.
2. The pre-vocational courses the student was doing in nine and the courses he wanted to do in ten.
3. Future plans of the student.
4. Whether the student was returning to the program next year and if not, why not.

¹¹See Appendix E.

5. Whether there were enough courses offered in the program.
6. Whether the student's interest in school had improved.

Section B was designed to obtain information on what the student felt were the results of the pre-vocational project.

Section D was used to obtain the following information:

1. Whether the student had considered dropping out of school and if he had, why he didn't drop out.
2. How the student felt about the guidance orientation to the pre-vocational courses when they were still in grade eight.

Part II. This part of the questionnaire contained section C. It consisted of thirty questions which the student had to answer on each of four courses he was doing. Its purpose was to have the student evaluate each course he was doing,

Section C obtained the following information on each course:

1. Why a student liked a particular course best.
2. If he didn't complete the course, why not.
3. Whom he thought the course was best suited for.
4. How he found the theory and practical work

- in each course.
5. Rating of tests, projects, and the length of classes.
 6. The amount he thought he used English, Math, and Science in the courses.
 7. Whether the course made school more interesting.
 8. Whether the student knew about hobbies, jobs, and careers associated with the course and the training required for them.
 9. Whether he was interested in the jobs and careers that were associated with the course and how he thought he would find them.

Pre-Vocational Teacher's Questionnaire

The pre-vocational teacher's questionnaire was divided into seven sections.¹²

Section A was designed to obtain the following background information:

1. The course each teacher taught.
2. Teaching experience.
3. Educational and trade qualifications.
4. Other work experience.

Section B contained nine questions and listed some possible outcomes of the pilot project and asked the teachers to check those items which they felt were applicable.

¹²See Appendix G.

Section C contained ten questions and obtained information on the following:

1. The basic skills taught in each course and the activities the teacher had the students engage in to teach these skills.
2. The amount of time each teacher spent informing students about jobs and careers associated with his course.
3. The amount of use the student would have for English, Math and Science in each course.
4. The dropout and absentee rate in each course.

Section D contained seven questions and provided information on some of the problems encountered by the pre-vocational teachers this year.

Section E contained seven questions and obtained information on the following:

1. Whether the pilot project offered enough courses.
2. How students should be assigned to the courses.
3. Whether the teachers thought the students were adequately prepared to make their course selections last year.

Section F required the teachers to rate the project objectives in order of importance.

Section G provided an opportunity for the teachers to list any other suggestions, comments, and criticisms about the pilot project.

District Teacher's Questionnaire

The district teacher's questionnaire was divided into five sections.¹³

Section A obtained the following background information:

1. The courses taught.
2. Teaching experience.
3. Program teaching.

Section B was designed to obtain the district teachers opinion on the positive aspects of the pilot project.

Section C contained eleven questions and was designed to obtain the following information:

1. Whether there were enough courses offered in the program.
2. Whether the grade nine students were more interested in school this year than last year.
3. Where the academic courses were changed to fit in with the pilot project.
4. If they thought that the number of students dropping out had decreased this year.

Section D consisted of six questions which were used to obtain information on the following:

1. Problems the teachers were having because of the

¹³See Appendix H.

pilot project.

2. How students should be assigned to the courses.
3. Whether the students were adequately prepared to make their course selections last year.

Section E asked the teachers to rate the pilot project objectives in order of importance and to recommend any changes they would like to see in the pre-vocational program.

Administrators' Questionnaire

The administrator's questionnaire was divided into five sections.¹⁴

Section A was designed to obtain the job classification and identification of each administrator.

Section B consisted of six questions which were designed to obtain the following information:

1. The positive results of the pilot project.
2. Whether there should be more courses offered in the pre-vocational program.
3. Their opinion on whether the dropouts had decreased.

Section C contained six questions in order to obtain the following information:

1. The problems administrators had with the pilot project.

¹⁴See Appendix I.

2. How students should be assigned to courses.
3. Whether the students were adequately prepared to make their course selections last year.

Section D asked the administrators to rate the objectives of the pre-vocational program in what they considered to be the order of importance.

Section E was included to obtain information on any other changes, comments, criticisms, and suggestions that the administrators had to make about the pilot project.

Individual Student Evaluation

The individual student evaluation was a combination of a checklist and a rating scale.¹⁵ Questions A to E make up the rating scale and F to H the checklist.

Kerlinger described the checklist and rating scale as simple, economical and acceptable to be used in research.¹⁶

The individual student evaluation was designed to obtain the following information on the students attending the pilot project:

1. Attendance.
2. Pre-vocational course grade.
3. Student's performance in theory and practical sections of the course.

¹⁵See Appendix F.

¹⁶Kerlinger, pp. 514-517.

4. Student's interest in the practical and theory sections of the course.
5. Student's ability to do the required work.
6. Whether the student was mature enough to do the course work.
7. If the student had the necessary background to do the course work.
8. Whether the teacher would recommend that the student do the course at level II.

Each pre-vocational teacher completed an individual student evaluation on each student in his course. Therefore each student had four evaluations completed on him.

SUMMARY AND OUTLINE

In this section the development of the instruments was discussed, including the procedures followed in developing the instruments, the validity of the instruments, and a description of each instrument.

The next section will deal with the results of the analysis of the data based on the information obtained from the instruments and examination of the school records.

SECTION IV

ANALYSIS OF DATA

The overall objective of this project was to evaluate the first year's operation of the Seal Cove District Vocational School Pilot Project as it affected students and staff from the Conception Bay Centre and Conception Bay South School Boards. Pursuant to the overall objective there were four specific objectives.

This section contains an analysis of the data gathered by the five instruments used in the project.

It will be organized as follows:

1. Statement of the objective.
2. Presentation of data related to the objective.
3. Discussion of the data.

FIRST OBJECTIVE

To identify some of the positive aspects of the pre-vocational pilot project experienced by grade nine students during the school year 1972-73.

Future Plans of the Students

The data presented in Table 3 indicates what the students were considering to do when they completed high school.

TABLE 3
STUDENT'S PLANS ON COMPLETING HIGH SCHOOL

| Future Plans | % Responding |
|-------------------|--------------|
| Work | 12 |
| Trades School | 37 |
| Nursing | 7 |
| Fisheries College | 1 |
| University | 10 |
| Other | 4 |
| Uncertain | 27 |

The data indicates that grade nine students were beginning to think about their future careers. Thirty-seven percent of the students said that they planned to attend trades school while only ten percent indicated an interest in attending university. The fact that so many expressed an interest in trades school may be due to the exposure provided by the pre-vocational pilot project.

Reasons Students Gave For Checking Future Plans

The students were asked to provide reasons for their future plans. Table 4 provides a breakdown of the reasons the students gave for choosing as they did in Table 3.

TABLE 4
REASONS FOR FUTURE PLANS

| Reason | % Responding |
|---|--------------|
| Teacher's influence | 1 |
| Parent's influence | 12 |
| Influence of the pre-vocational courses | 21 |
| Friend's influence | 6 |
| No real reason | 54 |

The data presented indicates that although fifty-four percent of the students said they had no real reason for checking their future plans, twenty-one percent said that the pre-vocational courses influenced their decision. The influence of the pre-vocational courses is made even more pronounced when it is compared with the one percent who said that their teachers influenced their decision.

Improvement of Interest in School

Students were asked to rate their interest in school this year as compared with last year. In addition to this, they were asked how much they thought each course improved their interest in school. Tables 5 and 6 present a breakdown of this data.

TABLE 5

STUDENT COMPARISONS OF INTEREST IN SCHOOL
DURING 1971-73 AND 1972-73

| Response | % Responding |
|----------------|--------------|
| Much more | 29 |
| A little more | 30 |
| About the same | 26 |
| No more | 12 |

TABLE 6

STUDENT RATING OF INFLUENCE OF EACH COURSE IN
IMPROVING INTEREST IN SCHOOL

| Course | % Much More | % Little More | % No More |
|----------------------|-------------|---------------|-----------|
| Agricultural Science | 22 | 49 | 29 |
| Beauty Culture | 14 | 37 | 49 |
| Cooking | 23 | 49 | 29 |
| Drafting | 25 | 44 | 31 |
| Electronics | 13 | 47 | 41 |
| Home Management | 26 | 50 | 24 |
| Mechanics | 23 | 45 | 32 |
| Sewing | 41 | 45 | 14 |
| Typing | 15 | 32 | 53 |
| Woodworking | 29 | 48 | 24 |

The data indicates that fifty-nine percent of the students participating in the pilot project said that they were more interested in school. This may be due to the influence of the pilot project since Table 9 presents data which indicates that forty-one percent of the students said that the pilot project made them more interested in school. The data in Table 6 illustrates that the pre-vocational courses did improve the students interest in school. However, the students rated some courses more effective in doing this than others.

Students Who Considered Dropping Out of School, but Did Not

Sixty-eight students indicated that they had thought about dropping out of school. These same students were also asked to say why they did not drop out. Table 7 presents this data.

TABLE 7

REASONS SIXTY-EIGHT STUDENTS GAVE FOR NOT DROPPING OUT OF SCHOOL

| Reason | % Responding |
|--|--------------|
| Too young | 10 |
| Parent's wouldn't allow | 35 |
| Pre-vocational courses kept you interested | 19 |
| Teachers persuaded you to remain | 6 |
| Other reason | 30 |

Although the data indicates that nineteen percent of the students who intended to drop out did not do so because the pre-vocational courses kept them interested, the majority, thirty-five percent, did not drop out because their parents would not allow them. Even though the pre-vocational program could have been a significant factor in keeping students in school it was not as important as the influence of the parents.

Students Who Planned to Quit School at the End of this Year

Forty-eight students indicated that they had intended to drop out of school at the end of grade nine. Table 8 presents reasons these students gave for not dropping out.

TABLE 8

REASONS GIVEN BY FORTY-EIGHT STUDENTS
FOR REMAINING IN SCHOOL

| Reasons | % Responding |
|--|--------------|
| Parent's wouldn't allow | 33 |
| Friends persuaded you to stay | 8 |
| Pre-vocational courses kept you interested | 40 |
| Teachers persuaded you to stay | 2 |
| Other reason | 17 |

In contrast to Table 7, the data in Table 8 indicates that forty percent of the students said that they didn't leave school because they were interested in the pre-vocational courses, while only thirty-three percent said their parents wouldn't allow them to drop out.

Positive Aspects Which the Students
See in the Pilot Project

The students were asked to check the possible results of the pilot project which they felt applied to them. Table 9 provides a breakdown of what the students saw as positive results of the pre-vocational program.

TABLE 9
POSITIVE ASPECTS OF THE PILOT PROJECT AS
SEEN BY THE STUDENTS

| Possible Results | % Responding |
|---|--------------|
| Improved your interest in school | 41 |
| Gave you an idea of what is involved in some trades | 94 |
| Made you familiar with handling certain tools | 81 |
| Being at the trades school one day a week made you more relaxed | 63 |

This data indicates that a high percentage of students felt that the pilot project was improving their interest in school, informing them about some trades, and

making them more relaxed while attending school.

Positive Aspects Which the Pre-Vocational
and District Teachers See About the Program

The pre-vocational and district teachers were asked to indicate what they felt were the positive aspects of the pilot project for the students. Table 10 presents their opinions.

TABLE 10
POSITIVE ASPECTS OF THE PILOT PROJECT AS SEEN
BY THE PRE-VOCATIONAL AND
DISTRICT TEACHERS

| Positive Aspects | % Pre-Vocational Teachers | % District Teachers |
|--|---------------------------|---------------------|
| Improved the interest of slower students | 100 | 67 |
| Pre-vocational courses can lead to a hobby | 70 | 78 |
| Helps the student mature | 90 | 19 |
| Prevents students from dropping out | 90 | 11 |
| Helps the student decide on the career he wants. | 90 | 59 |
| Helps the student decide on the career he doesn't want | 70 | 67 |

The data which is presented in Table 10 points out that with the exception of preventing dropouts and

helping the student mature, both groups of teachers agreed on the benefits of the pilot project. However, it is interesting to note that with the exception of the avocational benefits of the courses, the pre-vocational teachers rated the benefits higher than the district teachers.

SECOND OBJECTIVE

To identify areas where grade nine students experienced difficulties.

Reasons Students Gave for Not Returning to Do Level II

Fifty-nine students or seventeen percent of the total sample said that they would not be returning to the pre-vocational program to do level II. Table 11 presents the reasons they gave for not returning.

TABLE 11

REASONS WHY FIFTY-NINE STUDENTS SAID THEY WOULD NOT BE RETURNING TO THE PRE-VOCATIONAL PROGRAM FOR LEVEL II

| Reason | % Responding |
|---|--------------|
| Not interested in the program | 17 |
| Leaving school | 27 |
| Pre-vocational courses took too much time | 10 |
| Doing two sciences in grade ten | 27 |
| Teacher recommended that you not return | 2 |
| Other reason | 17 |

The data points out that forty-four percent of those not returning said they were either not interested in the program or were leaving school. Thirty-seven percent indicated that they didn't have time to do both the academic and pre-vocational program. This seems to complement opinions expressed by the district teachers at a Guidance Workshop held at Conception Bay Centre in January, 1973.¹

Difficulties Which Students Indicated They had With the Project

The students were asked to check some results of the pilot project which they felt applied to them. At least thirty percent of the sample found some difficulty with the pilot project. Table 12 presents the percentage of the total sample who checked each difficulty.

TABLE 12

DIFFICULTIES WHICH THE STUDENTS EXPERIENCED WITH THE PROJECT

| Difficulty | % Responding |
|--|--------------|
| Found the course theory difficult | 9 |
| Found the practical work difficult | 7 |
| Had problems adjusting to the different method of teaching | 9 |
| Chose one course but placed in a different one | 10 |
| Names of some courses misleading | 30 |

¹See the workshop recommendations in Appendix B

The data indicates that thirty percent of the students found the names of some courses misleading. Almost all students who checked this said that the name mechanics was misleading for a metal-working course and that they thought it would involve working on motors.

Student Feelings About Their Orientation to the
Pre-Vocational Courses Before They Made
Their Selections

The students were asked how they felt about the orientation to the pre-vocational courses while they were in Grade VIII. Table 13 presents their opinions.

TABLE 13

STUDENT OPINIONS ABOUT THE ORIENTATION TO
PRE-VOCATIONAL COURSES

| How Student Felt | % Responding |
|--|--------------|
| Knew what was involved in each course | 6 |
| Knew a little about each course | 23 |
| Knew what was involved in some courses | 25 |
| Knew very little about some courses | 20 |
| Knew very little about any courses | 19 |
| No answer | 7 |

The data indicates that only six percent of the sample felt that they were adequately prepared to make their course selections last year. Sixty-eight percent

indicated that they knew something about some of the courses and nineteen percent said that they knew very little about any course when they made their pre-vocational course selections. This lack of preparation may have been due to the fact that course outlines were not available and the pre-vocational section of the grades school was not completed before the students were asked to choose their courses.

Difficulties Students Had With Each Course

Students were asked to check possible difficulties they had with each course they were doing. Table 14 presents a breakdown of these difficulties.

TABLE 14
STUDENT EXPRESSION OF DIFFICULTIES WITH EACH COURSE

| Course | Problem Areas | | | |
|----------------------|---------------|------------|--------------------------|-----------------|
| | % Theory | % Projects | % Classwork and Lectures | % No Difficulty |
| Agricultural Science | 34 | 0 | 19 | 47 |
| Beauty Culture | 13 | 11 | 53 | 23 |
| Cooking | 6 | 2 | 6 | 86 |
| Drafting | 18 | 16 | 14 | 53 |
| Electronics | 31 | 10 | 32 | 27 |
| Home Management | 8 | 4 | 10 | 79 |
| Mechanics | 7 | 18 | 11 | 65 |
| Sewing | 4 | 7 | 5 | 83 |
| Typing | 24 | 11 | 32 | 33 |
| Woodworking | 4 | 16 | 8 | 72 |

The fact that some students felt that some courses were too difficult is illustrated by the data in Table 14. The courses which seemed to be giving the students the most difficulty were also the ones which had the lowest percentage of students recommended to do level II. (See Table 17). This may indicate a need to evaluate both the content and approach used in these courses.

Opinions of the Students, Teachers and Administrators on Whether There Are Enough Pre-Vocational Courses Offered

Students, teachers, and administrators were asked whether they thought there were enough courses offered in the pilot project. Table 15 presents their opinions.

TABLE 15

OPINIONS OF STUDENTS, TEACHERS, AND ADMINISTRATORS
ON WHETHER THERE ARE ENOUGH PRE-VOCATIONAL
COURSES OFFERED IN THE PROGRAM

| Rater | Courses for Boys | | Courses for Girls | |
|-------------------------|------------------|------|-------------------|------|
| | % Yes | % No | % Yes | % No |
| Pre-Vocational Teachers | 20 | 60 | 56 | 30 |
| District Teachers | 33 | 48 | 37 | 26 |
| Administrators | 10 | 90 | 20 | 80 |
| Students | 26 | 29 | 30 | 13 |

The data indicates the opinion that there may not have been enough courses offered for boys. However, the majority felt that there were enough courses in the program for girls. Those responding to this question thought that the program should have offered courses in the following: fisheries, masonry, basic auto mechanics, handicrafts, photography, waitress, welding, office practices, and basic accounting procedures.

Opinions of Administrators and Teachers On Whether the Students Were Adequately Prepared to Choose Courses Last Year

The administrators, pre-vocational and district teachers were asked to indicate whether they thought the students were well prepared to select their pre-vocational courses last year. Table 16 presents their opinions.

TABLE 16

OPINIONS ON WHETHER STUDENTS WERE ADEQUATELY PREPARED TO MAKE COURSE SELECTIONS LAST YEAR

| Rater | % Yes | % No |
|-------------------------|-------|------|
| Pre-Vocational Teachers | 20 | 10 |
| Administrators | 7 | 78 |
| District Teachers | 30 | 70 |

The data presented in Table 16 points out that the majority of teachers and administrators felt that the students were not well prepared to choose their pre-vocational courses last year. The data in Table 13 indicates that the majority of students felt the same about their preparation. As stated previously (page 56), this lack of preparation may have been due to the fact that course outlines were not available and the pre-vocational section of the trades school was not completed before the students were asked to choose their courses.

POSSIBLE DIFFICULTIES OF THE PILOT PROJECT

Tables 17 to 22 present data which may indicate areas of difficulty with the pre-vocational pilot project. This data would need to be examined further before any firm conclusions could be drawn.

Percentage of Students Who Were Recommended to Do Level II in Each Course

On the student evaluation sheet the pre-vocational teachers were asked to indicate the students who were recommended to do level II. Table 17 presents a breakdown of this data by program and course.

TABLE 17
 PERCENTAGE OF STUDENTS BY PROGRAM WHO WERE
 RECOMMENDED TO DO LEVEL II IN
 EACH COURSE

| Course | % Academic | % General | % Special Education |
|----------------------|------------|-----------|---------------------|
| Agricultural Science | 76 | 80 | 81 |
| Beauty Culture | 67 | 47 | None in Course |
| Cooking | 93 | 80 | 40 |
| Drafting | 93 | 69 | 46 |
| Electronics | 79 | 34 | *100 |
| Home Management | 94 | 100 | None in Course |
| Mechanics | 77 | 70 | 73 |
| Sewing | 89 | 76 | None in Course |
| Typing | 56 | 51 | *100 |
| Woodworking | 81 | 71 | 57 |

*Means that 100% were recommended not to do.

The data illustrates a potential difficulty. It seemed that in the majority of courses a higher percentage of academic students were being recommended to do level II than either the general or special education students. Since the program was supposed to be oriented to the needs of all students, each should have had an equal opportunity

to proceed to the next level. It would appear that this did not happen.

Student Opinion On The Theory Section
of Each Course

Students were asked to rate how they found the theory part of each pre-vocational course. Table 18 presents the students opinion of this.

TABLE 18

STUDENT OPINION ON THE THEORY SECTION
OF EACH COURSE

| Course | % Too Difficult | % About Right | % Too Easy |
|----------------------|-----------------|---------------|------------|
| Agricultural Science | 30 | 68 | 3 |
| Beauty Culture | 43 | 58 | 0 |
| Cooking | 1 | 96 | 4 |
| Drafting | 14 | 81 | 4 |
| Electronics | 36 | 64 | 1 |
| Home Management | 6 | 85 | 10 |
| Mechanics | 6 | 86 | 8 |
| Sewing | 2 | 95 | 3 |
| Typing | 34 | 62 | 4 |
| Woodworking | 3 | 88 | 9 |

The data indicates that the highest percentage of students found the theory section of the courses about right. However, a significant proportion found that the theory in agricultural science, beauty culture, electronics and typing, was too difficult. The question, however, depended on the understanding of the meaning of "theory," which could vary from student to student.

Student Opinion On The Amount Of Theory
In Each Course

In addition to rating how they found the theory section of each course, the students were asked their opinion on the amount of theory in each course. Table 19 presents this data.

TABLE 19
STUDENT OPINION ON THE AMOUNT OF THEORY
IN EACH COURSE

| Course | % Too Much | % Just Right | % Too Little |
|----------------------|------------|--------------|--------------|
| Agricultural Science | 42 | 49 | 9 |
| Beauty Culture | 37 | 55 | 8 |
| Cooking | 4 | 89 | 8 |
| Drafting | 15 | 76 | 8 |
| Electronics | 39 | 50 | 11 |
| Home Management | 8 | 85 | 8 |
| Mechanics | 5 | 72 | 23 |
| Sewing | 1 | 91 | 9 |
| Typing | 45 | 46 | 9 |
| Woodworking | 6 | 72 | 23 |

As in Table 18, the data in Table 19 indicates that a high percentage of the students thought that the amount of theory contained in each course was about right, but a significant percentage of the students thought that there was too much theory in agricultural science, beauty culture, electronics and typing. As well, a fair proportion felt that woodworking and mechanics had too little theory.

Student Opinion On The Practical Section
Of Each Course

Students were also asked to rate how they found the practical section (working on projects) of each course. Table 20 provides data on how they felt about this.

TABLE 20
STUDENTS' OPINION ON THE PRACTICAL SECTION
OF EACH COURSE

| Course | % Too Difficult | % About Right | % Too Easy |
|----------------------|-----------------|---------------|------------|
| Agricultural Science | 5 | 92 | 3 |
| Beauty Culture | 32 | 67 | 2 |
| Cooking | 1 | 95 | 5 |
| Drafting | 11 | 86 | 3 |
| Electronics | 19 | 77 | 5 |
| Home Management | 2 | 85 | 13 |
| Mechanics | 7 | 88 | 5 |
| Sewing | 2 | 95 | 3 |
| Typing | 36 | 59 | 5 |
| Woodworking | 6 | 90 | 4 |

The data presented in Table 20 indicates that the majority of students thought that the practical section of each course was about right for them. Only two courses, beauty culture and typing, had high percentages of students who thought the practical section was too difficult.

Student Opinion On The Amount Of Practical Work In Each Course

The students were asked to rate the amount of practical work in each course. Table 21 presents their responses to this question.

TABLE 21

STUDENT OPINION ON THE AMOUNT OF PRACTICAL WORK IN EACH COURSE

| Course | % Too Much | % Just Right | % Too Little |
|----------------------|------------|--------------|--------------|
| Agricultural Science | 16 | 56 | 28 |
| Beauty Culture | 17 | 72 | 11 |
| Cooking | 0 | 89 | 11 |
| Drafting | 12 | 81 | 7 |
| Electronics | 13 | 35 | 53 |
| Home Management | 4 | 90 | 6 |
| Mechanics | 7 | 74 | 19 |
| Sewing | 2 | 83 | 15 |
| Typing | 43 | 47 | 11 |
| Woodworking | 2 | 77 | 21 |

The data indicates that the majority of students thought that the amount of practical work in each course was just right. However, forty-three percent of the students in typing thought that there was too much practical work and fifty-three percent of those in electronics thought there was too little.

Student Opinion On The Length Of Classes
In Each Course

Each student was asked to rate the length of the classes in each course he was taking. Table 22 presents their ratings.

TABLE 22

STUDENT OPINION ON THE LENGTH OF CLASSES
IN EACH COURSE

| Course | % Too Long | % Just Right | % Too Short |
|----------------------|------------|--------------|-------------|
| Agricultural Science | 31 | 45 | 24 |
| Beauty Culture | 46 | 40 | 14 |
| Cooking | 5 | 49 | 47 |
| Drafting | 24 | 53 | 23 |
| Electronics | 42 | 42 | 16 |
| Home Management | 21 | 62 | 17 |
| Mechanics | 15 | 36 | 49 |
| Sewing | 1 | 31 | 68 |
| Typing | 75 | 21 | 4 |
| Woodworking | 7 | 35 | 58 |

The data indicates that a high percentage of students in agricultural science, beauty culture, electronics, and typing thought the classes were too long. On the other hand a high percentage of students in cooking, mechanics, sewing, and woodworking thought the classes in these courses were too short. There appears to be a relationship between how well the students liked the course and whether they thought the classes were too long or too short. For example sewing, mechanics, woodworking, and cooking were the courses rated most enjoyed by the students.

THIRD OBJECTIVE

To provide information relative to the attainment of the following objectives of the Seal Cove District Vocational School Pilot Project:

- a. To provide for students experience with basic skills used in industry.
- b. To give pupils occupational information and insight into their own abilities so that they will be able to make a wise choice on their future careers.
- c. To give greater relevance to the academic content of the curriculum.
- d. To improve the retention rate.

To Provide For Students Experience With Basic Skills Used In Industry

The pre-vocational teachers were asked to list the basic skills which they taught in their course and

the activities they had the students engage in to teach these skills. In order to determine whether this objective was being achieved, the students were asked to list the new skills they learned and the things they did to learn them. Table 23 presents the percentage of the total sample who could list skills and the things they did to learn them in agreement with the teachers.

TABLE 23

PERCENTAGE OF STUDENTS WHO COULD LIST THE NEW SKILLS THEY LEARNED AND THE THINGS THEY DID (PROJECTS) TO LEARN THESE NEW SKILLS IN EACH COURSE

| Course | % Knew Basic Skills | % Knew The Things Did |
|----------------------|---------------------|-----------------------|
| Agricultural Science | 65 | 42 |
| Beauty Culture | 82 | 46 |
| Cooking | 76 | 50 |
| Drafting | 53 | 28 |
| Electronics | 65 | 42 |
| Home Management | 81 | 46 |
| Mechanics | 67 | 37 |
| Sewing | 87 | 74 |
| Typing | 72 | 42 |
| Woodworking | 68 | 43 |

The data presented in Table 23 seems to indicate that a high percentage of students could list the basic skills they were taught, but a much lower percentage could list the projects they engaged in to learn these new skills. It is difficult to understand this since the students would be expected to have a better recall of the projects than of the basic skills they learned. It is possible that they misunderstood the question. There are differences among the various courses, however. As well, knowing what the basic skills are is not the same thing as being able to perform them.

To Give Pupils Occupational Information And
Insight Into Their Own Abilities So That
They Will Be Able To Make A Wise Choice
On Their Future Careers

Each pre-vocational teacher was asked to indicate the amount of time he spent informing students about careers, jobs, and the training required for these jobs. This is present in Table 24.

TABLE 24

TIME EACH PRE-VOCATIONAL TEACHER SAYS HE SPENDS
INFORMING STUDENTS ABOUT CAREERS, JOBS, AND
THE TRAINING REQUIRED FOR THESE JOBS

| Course | 10-15% | 5-10% | 1-5% | Not Applicable |
|----------------------|--------|-------|------|----------------|
| Agricultural Science | ✓ | | | |
| Beauty Culture | ✓ | | | |
| Cooking | | | ✓ | |
| Drafting | | | ✓ | |
| Electronics | | | ✓ | |
| Home Management | | | ✓ | |
| Mechanics | | | ✓ | |
| Sewing | | | ✓ | |
| Typing | ✓ | | | |
| Woodworking | | | ✓ | |

The data indicates the amount of time each teacher spent informing students about the jobs, careers, and the training required for these jobs in the areas associated with his course. A high percentage of the teachers indicated that they only spent one to five percent of the course time in this activity at level I. However, they said that this time would be increased at levels II and III.

Occupational Information

The students were asked to list the jobs they

thought were associated with each course. Table 25 gives the percentage of students who knew about jobs and the training required for them.

TABLE 25

THE PERCENTAGE OF STUDENTS WHO COULD LIST AT LEAST ONE JOB ASSOCIATED WITH EACH COURSE AND THE AMOUNT OF TRAINING REQUIRED FOR THESE JOBS

| Course | % Who Knew About Jobs | % Who Knew About Training Required |
|----------------------|-----------------------|------------------------------------|
| Agricultural Science | 33 | 0 |
| Beauty Culture | 69 | 2 |
| Cooking | 60 | 1 |
| Drafting | 26 | 0 |
| Electronics | 32 | 2 |
| Home Management | 26 | 0 |
| Mechanics | 22 | 1 |
| Sewing | 55 | 1 |
| Typing | 65 | 4 |
| Woodworking | 47 | 1 |

The data in Table 25 points out that with the exception of beauty culture, cooking, sewing, and typing less than fifty percent of the students enrolled in the course knew about jobs in the areas associated with it. Very few students knew about the training required for

jobs and careers which they had listed.

Students' Insight Into Their Own Abilities
And Occupational Information

The students were asked to rate how they thought they would find the work in the jobs and careers associated with each course. Their rating is presented in Table 26:

TABLE 26

STUDENT RATING OF HOW THEY WOULD FIND THE
WORK INVOLVED IN THE JOBS AND CAREERS
ASSOCIATED WITH EACH COURSE

| Course | % Very Easy | % Easy | % About Right | % Hard | % Don't Know Any |
|----------------------|-------------|--------|---------------|--------|------------------|
| Agricultural Science | 6 | 6 | 51 | 21 | 16 |
| Beauty Culture | 2 | 3 | 36 | 39 | 21 |
| Cooking | 4 | 12 | 53 | 3 | 28 |
| Drafting | 3 | 6 | 48 | 22 | 22 |
| Electronics | 1 | 4 | 38 | 31 | 26 |
| Home Management | 4 | 4 | 52 | 2 | 38 |
| Mechanics | 5 | 9 | 54 | 9 | 23 |
| Sewing | 3 | 7 | 58 | 5 | 27 |
| Typing | 2 | 6 | 39 | 27 | 26 |
| Woodworking | 7 | 11 | 65 | 5 | 12 |

The data indicates that a high percentage of students had some insight into their ability to do the work in the jobs and careers associated with each course. This is only the students' perception of their ability and may not have been a realistic assessment, yet it does indicate that they had some idea of how they would find the work. The fact that a high percentage of students said that they did not know about any jobs and careers associated with each course is a reflection of the amount of time each teacher spent providing students with occupational information. (See Table 24).

Students' Insight Into Their Own Abilities

In order to determine whether the students had gained any insight into their own abilities they were asked to rate how they found the theory and practical work in each course. Their rating was then compared with the pre-vocational teacher's rating of their ability to do the work in his course. Tables 27 and 28 present these comparisons.

The data in Table 27 points out that in the majority of cases the students have gained some insight into their abilities in a given course area. In other words, their perception of their ability to do the course theory compared favourably with how the teachers saw them performing in their courses. For example, only a small percentage of those students rated in the upper one

TABLE 27

COMPARISON OF TEACHER AND STUDENT RATINGS OF STUDENT
ABILITY IN COURSE THEORY

| Teacher Rating Of Students | Upper One Third Of Class | | | Middle One Third Of Class | | | Lower One Third Of Class | | |
|-------------------------------|-----------------------------|----------------|-------------|------------------------------|----------------|-------------|-----------------------------|----------------|-------------|
| | Too Difficult | About Right | Too Easy | Too Difficult | About Right | Too Easy | Too Difficult | About Right | Too Easy |
| Agricultural Science | 12 | 88 | 0 | 19 | 76 | 15 | 43 | 54 | 3 |
| Beauty Culture | 6 | 61 | 33 | 30 | 68 | 2 | 53 | 47 | 0 |
| Cooking | 3 | 76 | 21 | 3 | 95 | 3 | 0 | 100 | 0 |
| Drafting | 13 | 83 | 4 | 12 | 82 | 6 | 22 | 76 | 2 |
| Electronics | 10 | 67 | 23 | 39 | 59 | 2 | 52 | 48 | 0 |
| Home Management | 8 | 42 | 50 | 0 | 92 | 8 | 25 | 75 | 0 |
| Mechanics | 4 | 76 | 20 | 13 | 80 | 7 | 14 | 75 | 11 |
| Sewing | 0 | 91 | 9 | 2 | 96 | 2 | 5 | 90 | 5 |
| Typing | 2 | 83 | 15 | 34 | 59 | 7 | 64 | 36 | 0 |
| Woodworking | 6 | 85 | 9 | 3 | 92 | 5 | 7 | 77 | 16 |

TABLE 28

COMPARISON OF STUDENT AND TEACHER RATINGS OF STUDENT
ABILITY IN PRACTICAL WORK

| Teacher Rating Of Students | Upper One Third Of Class | | | Middle One Third Of Class | | | Lower One Third Of Class | | |
|-------------------------------|-----------------------------|----------------|-------------|------------------------------|----------------|-------------|-----------------------------|----------------|-------------|
| | Too Difficult | About Right | Too Easy | Too Difficult | About Right | Too Easy | Too Difficult | About Right | Too Easy |
| Agricultural Science | 0 | 100 | 0 | 6 | 88 | 6 | 10 | 90 | 0 |
| Beauty Culture | 11 | 82 | 7 | 21 | 79 | 0 | 68 | 32 | 0 |
| Cooking | 3 | 92 | 5 | 3 | 94 | 3 | 11 | 89 | 0 |
| Drafting | 6 | 92 | 2 | 9 | 89 | 2 | 29 | 71 | 0 |
| Electronics | 11 | 81 | 8 | 16 | 82 | 2 | 30 | 66 | 4 |
| Home Management | 5 | 76 | 19 | 0 | 97 | 3 | 50 | 50 | 0 |
| Mechanics | 0 | 97 | 3 | 9 | 87 | 4 | 13 | 79 | 8 |
| Sewing | 2 | 93 | 5 | 0 | 98 | 2 | 6 | 94 | 0 |
| Typing | 6 | 88 | 6 | 19 | 75 | 6 | 57 | 37 | 6 |
| Woodworking | 5 | 95 | 0 | 6 | 89 | 5 | 9 | 82 | 9 |

third of the class said that they found the course theory too difficult. On the other hand, a high percentage of those students rated in the lower one third of the class said that they found the course theory too difficult.

As in Table 27, the data in Table 28 indicates that in the majority of cases the students have gained some insight into their ability to do practical work in a given course area.

To Give Greater Relevance To The Academic Content Of The Curriculum

In an effort to determine whether this pilot project objective was being met, the pre-vocational teachers were asked to rate the frequency that students would use English, Math, and Science in their course. The students were also asked to rate how often they thought they used these same academic courses in each pre-vocational course. Table 29 presents a comparison of the teacher and student ratings.

In Table 29, the teachers' rating of the use of English was high for all courses. There was a possibility that the teachers misunderstood what was meant by this question and interpreted it to mean the students' general use of English as opposed to the use of English in the course. The students should have understood the question since it was explained to them by the writer.

TABLE 29

COMPARISON OF STUDENT AND PRE-VOCATIONAL COURSE TEACHER RATINGS
OF RELEVANCE TO ACADEMIC WORK

| Course | English | | | Math | | | Science | | |
|----------------------|---------|-----------|-------------|-------|-----------|-------------|---------|-----------|-------------|
| | A Lot | Sometimes | Very Little | A Lot | Sometimes | Very Little | A Lot | Sometimes | Very Little |
| Agricultural Science | 49* | 36 | 17 | 6 | 25* | 68 | 68* | 22 | 11 |
| Beauty Culture | 56* | 29 | 14 | 0 | 19 | 81* | 6* | 25 | 19 |
| Cooking | 30* | 34 | 36 | 50 | 28* | 22 | 4 | 19 | 78* |
| Drafting | 16* | 39 | 45 | 79* | 17 | 5 | 5* | 19 | 76 |
| Electronics | 13* | 34 | 53 | 80* | 14 | 6 | 34* | 33 | 33 |
| Home Management | 22* | 46 | 31 | 56* | 33 | 11 | 0* | 30 | 70 |
| Mechanics | 11* | 20 | 69 | 67* | 28 | 4 | 4* | 27 | 69 |
| Sewing | 13* | 39 | 48 | 24* | 42 | 34 | 1 | 5 | 94* |
| Typing | 64* | 17 | 19 | 2 | 17 | 82* | 0 | 5 | 95* |
| Woodworking | 10* | 19 | 71 | 65* | 30 | 5 | 2* | 19 | 79 |

*Indicates Value of teacher rating.

The data presented in Table 29 indicates that typing is the only course where the teacher's and students' ratings agreed for all three academic subjects. In the other pre-vocational courses there is agreement on the use of at least one of the academic subjects. The students and teachers agreed on the use of English in three courses, Math in seven, and Science in five. There were many areas of disagreement, however, and even where there is a tendency for students and pre-vocational teachers to agree, many students were not in accord with the opinion of a majority of their peers.

Grade Point Averages

The grade point averages on the mid term results at the three schools were computed for English, Math, and Science. The results for mid term 1973 were compared with those of three previous years. This data is presented in Table 30.

TABLE 30

MID TERM RESULTS IN ENGLISH, MATH, AND SCIENCE
FOR 1973 COMPARED WITH THE THREE
PREVIOUS YEARS

| Subjects | General Classes | | | | Academic Classes | | | |
|--------------------|-----------------|------|------|------|------------------|------|------|------|
| | 1970 | 1971 | 1972 | 1973 | 1970 | 1971 | 1972 | 1973 |
| English Language | 54 | 55 | 51 | - | 58 | 68 | 70 | 63 |
| English Literature | 47 | 49 | 64 | - | 53 | 63 | 61 | 59 |
| English General* | - | - | - | 52 | - | - | - | - |
| Math | 50 | 57 | 60 | 59 | 55 | 67 | - | - |
| Algebra | - | - | - | - | - | - | 65 | 65 |
| Geometry | - | - | - | - | - | - | 61 | 62 |
| Science | 49 | 50 | 50 | 52 | 61 | 61 | 59 | 64 |

*New Program introduced in 1972-1973.

This data illustrates that the grade point average for 1973 had not increased significantly over the past three years. These findings are compatible with what was found in the literature where in general, pre-vocational programs have not improved the grade point average.

To Improve the Retention Rate

The number of dropouts from the three schools for 1973 was compared with the three years previous. This data is contained in Table 31.

TABLE 31
 DROPOUTS FROM THE THREE SCHOOLS FOR 1973
 COMPARED WITH THE THREE
 PREVIOUS YEARS

| | 1970 | 1971 | 1972 | 1973 |
|-------|------|------|------|------|
| Boys | 13 | 20 | 9 | 15 |
| Girls | 13 | 9 | 8 | 7 |
| Total | 26 | 29 | 17 | 22 |

One year was really too soon to expect a decrease in dropouts and this is indicated by the data presented in Table 31. Although the actual dropout rate had not been decreased, the pilot project seemed to have had a positive effect on keeping students interested in school. For example, the grade eight teachers predicted that sixty-seven of the grade nines were likely to drop out of school but only twenty-two actually did. The pre-vocational program may have been a factor which kept these students in school. In addition to this, the data in Tables 7 and 8 suggests that the pre-vocational courses have been a factor in keeping students interested in school. Table 5 presents data which indicates that fifty-nine percent of the students in the sample were more interested in school this year than last. Table 9 also presents data which indicates that forty-one percent of the sample said that the pre-vocational program had improved their interest in school.

Rating Of The Pilot Project Objectives

The teachers and administrators were asked to rate the pilot project objectives in what they considered to be the order of importance. Table 32 presents their ratings.

TABLE 32

RATING OF THE PILOT PROJECT OBJECTIVES BY
TEACHERS AND ADMINISTRATORS

| Objective | Pre-Vocational Teachers | Administrators | District Teachers |
|----------------------------------|-------------------------|----------------|-------------------|
| | Position | Position | Position |
| 1. Basic skills used in industry | 3rd | 3rd | 2nd |
| 2. Occupational information | 1st | 1st | 1st |
| 3. Relevance to academic courses | 2nd | 2nd | 3rd |
| 4. Improve retention rate | 4th | 4th | 4th |

The data indicates that there is general agreement on which objectives come first and last. However, the district teachers disagreed with the others on which objectives should come second and third.

FOURTH OBJECTIVE

To identify problems experienced by teachers and administrators at Queen Elizabeth High, Roncalli High, Assumption Junior High, and the Trades School during the first year of the pilot project.

Pre-Vocational Teachers

Table 33 presents some of the problems that the pre-vocational teachers were having with the pilot project.

TABLE 33
PROBLEMS EXPRESSED BY PRE-VOCATIONAL TEACHERS

| Problem | % Responding |
|---|--------------|
| Difficult to check on attendance | 20 |
| Difficult to motivate students of this age | 30 |
| Students found course work difficult | 30 |
| Students were too young and immature to do work | 60 |
| Difficult to keep class discipline | 10 |
| Problems obtaining required texts | 30 |

In addition to the problems indicated by the data in Table 33, the pre-vocational teachers said that they would like more input into both the project operation and program development.² In connection with this some of

²The information summarized here was obtained from open-ended questions on the teachers questionnaire.

them felt that school time should be made available for work on course development.

Some of the teachers felt that there was a lack of communication within the pilot project both between them and the planning committee and between them and the district teachers. Connected with this was the expressed concern of some teachers that they didn't have enough information on their students and there was no contact between them and the child's parents.

Some of the teachers felt that extra staff was needed to help teach some of the more crowded courses. The need for a partition between the metal and wood working shops was stressed by both teachers and students.

District Teachers

Table 34 illustrates some of the problems the district teachers are experiencing which they believe to be a result of the pilot project.

TABLE 34
 PROBLEMS EXPRESSED BY DISTRICT TEACHERS

| Problem | % Responding |
|---|--------------|
| Not enough time to complete academic work | 45 |
| Caused extra work | 26 |
| Caused problems in keeping attendance | 30 |
| Made students more difficult to motivate | 11 |

As indicated, some teachers felt that the project should be restricted to general and special education students since it was unfair to have them competing with academic students in the same courses. This opinion is supported by the data presented in Table 17. In addition to this forty-five percent of the teachers said that they did not have time to complete the work in academic classes.

Some teachers felt that the program should be more flexible so that students who are late registering for school can attend. In addition to this, they felt that the program should be flexible enough to allow students to change courses when they find out that they did not like them.

Many teachers expressed concern over the lack of contact between themselves and the pre-vocational teachers and between themselves and the project planning committee.

Other teachers felt that many of the problems they were experiencing with the pilot project could be overcome with better communication. In fact some teachers suggested that there should be an overall project director or co-ordinator.³

Administrators

Table 35 points out some of the problems the administrators were experiencing with the pilot project.

TABLE 35

PROBLEMS ENCOUNTERED BY THE ADMINISTRATORS INVOLVED IN THE PILOT PROJECT

| Problem | % Responding |
|-----------------------------------|--------------|
| Obtaining suitable teaching staff | 20 |
| Contracting busses | 10 |
| Scheduling busses | 10 |
| Obtaining textbooks | 10 |
| Accounting for attendance | 60 |
| Classroom discipline problems | 20 |
| Lunchroom discipline problems | - |
| Corridor discipline problems | 30 |
| Student motivation | 40 |
| Accounting procedures | - |
| Inadequate office help | 30 |

³The information summarized here was obtained from open ended questions on the district teachers questionnaire.

The problem of accounting for attendance was checked by sixty percent of the administrators, supporting the view of the district teachers.

The administrators at the Trades School indicated that they needed more office help, since the admission of over four hundred pre-vocational students had placed too much work on the office staff. They also said that there were corridor discipline problems during the lunch period when the students were unsupervised for long periods.

The high school administrators said that there was a problem of arranging a suitable timetable to accommodate all students. They were aware of the need for greater flexibility but could not build it into the timetable.

Some administrators felt that there should be a full time co-ordinator and communications person stationed at the Trades School, so that the communications between the pre-vocational teachers and the high school teachers could be improved. This was felt to be an important factor in ensuring the success of the pre-vocational program.

*The information summarized here was obtained from open ended questions on the administrators questionnaire.

SUMMARY AND OUTLINE

This section has described the analysis of the data. It presented the four project objectives, the data necessary to meet each objective, and included a discussion of the data.

The final section will provide a discussion of the findings with conclusions and recommendations

SECTION V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This section will be organized under the three sub-headings as given in the section title. The first sub-section will briefly summarize the purpose of and procedures used in the project. The second sub-section will outline the findings and conclusions related to each specific objective of the project. Suggestions for further study will be included in the third sub-section. The section will conclude with recommendations concerning the Seal Cove District Vocational School Pilot Project.

SUMMARY

In September, 1972, the first phase of a pilot project in pre-vocational education was implemented at the Seal Cove District Vocational School. This pilot project was to be implemented over a three year period beginning with grade nine students in September, 1972. In September, 1973 grades nine and ten would attend and in September, 1974 the pilot project would include grades nine, ten, and eleven. If the pilot project was a success it would possibly be implemented in other areas of the province.

The overall objective of this project was to evaluate the first year's operation of the Seal Cove District Vocational School Pilot Project as it affected students and staff from the Conception Bay Centre and Conception Bay South School Boards.

The sample consisted of all the grades nine and senior special education students from Conception Bay Centre and Conception Bay South School Boards. All teachers who taught grade nine subjects in the schools operated by these boards, and all the teachers who were teaching the pre-vocational courses at the trades school during the school year 1972-73 were included. In addition to this the two school board superintendents and the principals from the high schools and trades school were surveyed. The sample also included one guidance counsellor, a vice-principal, and a board supervisor. All data was collected during the last two weeks in May, 1973.

Five instruments were used to collect data for the project. A two part questionnaire was administered to the students to obtain their views on the pilot project and to evaluate each of the pre-vocational courses they were doing. The grade nine teachers were asked to complete a questionnaire in order to determine how they viewed the pilot project and to state any problems it was causing them. A questionnaire was also administered to

the pre-vocational teachers in order to determine what they taught in their course and how they felt about the pre-vocational program. In addition to this the pre-vocational teachers completed an individual student evaluation on each of his students. Finally, the administrators were asked to complete a questionnaire stating what they felt were the positive aspects and difficulties of the pilot project as well as recommending changes.

In addition to the five instruments the school records were examined to obtain information on dropouts and school grades. Also, the teachers who taught the grade nine students the previous year in grade eight were asked to predict who they thought might drop out of school in grade nine.

A computer programme was used to do a descriptive analysis of the data. It involved the tabulation of frequency of responses on the various questionnaire items. Means, ranges, and standard deviations were calculated where appropriate. Cross tabulations of certain variables were used to answer questions specific to each objective of the project.

CONCLUSIONS

In this sub-section the findings and conclusions relative to the four specific objectives will be discussed.

Positive Aspects Of The Pilot Project
Experienced By Grade Nine Students

An examination of the positive aspects of the pilot project revealed that it was helping some students in making a decision on their future careers. In connection with this, the majority of students felt that the pilot project provided them with a knowledge of what was involved in some trades and made them familiar with handling certain tools, as well as helping them develop an avocational interest. Many of the district and pre-vocational teachers also felt that the pilot project was helping the students decide on their future careers.

The student questionnaires suggested that many students became more interested in school because of the pre-vocational program. In fact some students indicated that it actually prevented them from dropping out of school. Many of the students who indicated that they had originally planned to drop out of school at the end of grade nine said that interest in the pre-vocational courses made them decide to continue. Some of these students also indicated that being at the trades school one day a week made them more relaxed in school. Many of the pre-vocational and district teachers felt that the pilot project improved the interest of the slower students and helped prevent dropouts.

Difficulties Experienced By The Grade Nine
Students Participating In The Pilot Project

An examination of the difficulties revealed that some students felt that the pre-vocational courses were taking too much time from the academic subjects and if they wanted to do two sciences in grade ten, they couldn't participate in the pilot project. This tended to confirm the district teachers' opinion that the pre-vocational courses took too much time from some academic courses.

The different method of teaching employed by the pre-vocational teachers caused problems of adjustment for some students. Other students indicated that they had been placed in a course rather than the one they had selected. These could be two causes for disinterest in the program.

Many students, teachers, and administrators felt that the orientation and preparation for the pre-vocational course selection for grade nine was inadequate. This was not necessarily the fault of the guidance program but the result of other factors such as the lack of course outlines; and the fact instructors were not available to explain what was involved in each course during the Grade VIII orientation. In addition to this the pre-vocational section of the trades school was not completed in time for the students to be taken to see the setting for the courses.

There was a general feeling among students, teachers, and administrators that the pre-vocational program was not broad enough, and should be expanded to include more courses.

An examination of the student responses to questions on the difficulties experienced in each course revealed that very few students had any problems with the practical work, but many had problems with the class-work and theory sections of some courses.

In addition to identifying the difficulties experienced by students, areas of possible difficulty were identified. These need to be examined further. It was discovered that in most courses a higher percentage of academic students were recommended to do level II than were either general or special education students. In fact some teachers recommended that all special education students in that course not do level II. Since the pre-vocational courses were supposed to be suited for all students this should not have happened, assuming, of course, that special selection techniques were not being used in assigning students to courses.

An examination of the students' opinion on the theory and practical sections of each course revealed that courses where the majority of students found the theory difficult were also thought to have too much theory and too long class periods. On the other hand,

courses where the majority of students found the theory about right were also found by students to have too little practical work and too short class periods. The latter courses were also ranked as best liked by the highest percentage of students.

A further area of difficulty was suggested by sixty percent of the pre-vocational teachers who said the students were not mature enough for the courses.

The third objective, involved providing information relevant to the attainment of the four objectives of the pilot project.

To Provide For Students Experience With Basic Skills Used In Industry

An examination of the data related to this pilot project objective suggested that it was being achieved for the majority of students in all courses. However, it was possible that more course time was spent on areas related to this objective, and the courses had become more skills oriented than exploratory. As indicated by everyone involved in the project, this objective should have had a lower priority than some of the others.

To Give Pupils Occupational Information And Insight Into Their Own Abilities So That They Will Be Able To Make A Wise Choice On Their Future Careers.

Occupational information. An examination of the responses on the pre-vocational teachers questionnaires revealed that eighty percent of them spent only one to

five percent of their course time providing students with occupational information despite ranking this as the most important of the objectives. The observation that only a limited amount of time was spent in this activity was more significant because of the inability of the students to list jobs and the training required for these jobs in the areas associated with each course. A number of students could list the most obvious jobs associated with each course. For example, students in the electronics course knew that some kind of electrical work was associated with the course and those in woodworking knew that carpentry was involved, but very few knew what training was required. The fact that over sixty percent of the students in beauty culture and typing knew about jobs and careers in the areas associated with the course suggests that spending fifteen percent of the course time in this area was worth the effort. The data suggests that this section of the second pilot project objective was not being achieved.

The pre-vocational teachers indicated that they would spend more time providing students with occupational information at levels II and III. At these levels the students would only be doing two of the four options they were registered for at level I. This means that they would be deprived of information on the jobs and careers associated with the two courses they elected not to do at levels II and III. This procedure would be contrary to all major theories of career development. Such

prominent theorists as Super,¹ Ginzberg,² and Roe³ argue that the development of a career begins with exposing the person to as many different aspects of the world of work as possible. Then, when the person develops a broad knowledge of the jobs and careers open to him, he begins to concentrate on a particular area and eventually makes a decision about what he will do. A broad exposure to careers at level I is strongly indicated.

Insight into their abilities. Those students who knew about at least one job associated with each course had some insight into their ability to do that job. A comparison between the students rating of his ability and his teachers rating revealed that the majority of students had gained some insight into their ability to do the theory and practical work involved in each course. Some courses were more successful in this area than others. The data suggested that this section of the pilot project objective was being achieved for the majority of students.

¹Donald E. Super, The Psychology of Careers (New York: Harper and Row, Publishers, 1957).

²Eli Ginzberg, Career Guidance (New York: McGraw-Hill Book Company, 1971).

³Anne Roe, The Psychology of Occupations (New York: John Wiley and Sons, Inc., 1956).

To Give Greater Relevance To The Academic
Content Of The Curriculum

The district teachers indicated that the core courses, English, Math, and Science had been modified to complement the pre-vocational courses. Despite this, there was no general agreement between teachers and students on the amount these subjects were applied in the pre-vocational courses. An examination of the data revealed that Math and Science were the subjects where students and teachers agreed on the rating of their use in most pre-vocational courses. For example, there was agreement between students and teachers on the use of Math in seven pre-vocational courses and Science in five. This may indicate that either Math and Science are used more frequently in the pre-vocational courses or their relevance was more visible than other academic subjects.

A comparison of the mid term grade point averages in English, Math, and Science for 1973, with the three previous years revealed that there was no significant increase in class mean grades.

The data suggests that the third pilot project objective was being partially achieved since some pre-vocational courses are making some academic subjects more relevant to the students. However, a large number of students cannot see the relevance of some academic subjects to what they are doing in the pre-vocational courses.

To Improve The Retention Rate In High Schools

A comparison made between the number of dropouts in 1972-73 and the number for the three previous years revealed that there had been no decrease in the actual number of dropouts. However, this is not to say that the pilot project had not prevented students from leaving school. In fact an examination of the data revealed that the opposite may have been true as many of the students who had planned on leaving school during the year indicated that they had remained in school because of their interest in the pilot project. In addition to this only a small number of those predicted to drop out by the grade eight teachers actually did leave school. One year was really too soon to expect any decline in the rate of dropping out, but there were indications that this objective was being at least partially achieved.

Rating Of The Pilot Project Objectives

There was a general agreement among the teachers and administrators on which objectives were the most and least important. However, there was some disagreement on which objectives should be placed second and third in importance.

To Identify Problems Experienced By Teachers And Administrators At Queen Elizabeth High, Roncalli High, Assumption Junior High, And The Trades School During This First Year Of The Pilot Project

An examination of the questionnaires revealed that

most of the problems experienced by the teachers and administrators were the type to be expected when implementing a new program such as the pilot project in pre-vocational education.

The most dominant problem for all involved was that of communication. It was felt that there should be more frequent and better communication established between the various groups involved in the pilot project. It was felt by some that one group didn't know what the other was doing and that there should be more frequent meetings between the district and pre-vocational teachers. Some teachers felt that the ability to solve the problem of communication would mean the success or failure of the pilot project.

RECOMMENDATIONS

Recommended Instrument Changes

Student questionnaire part I. During the first administration it was discovered that students found the format of question one in section A confusing. The blanks where the students were asked to place the names of the courses they were doing should have been placed one under the other rather than across from each other. In section D the word "adequately" in questions five and six caused some difficulty as students didn't know the

meaning of the word. This word should be replaced with one that has more meaning to the students.

Student questionnaire part II: Question two in this part should have been placed in section A of the student questionnaire. Since there was no bookwork as such in some courses, question seven should have read "theory or lectures section of the course." Question ten should have read "projects" instead of "assignments." Many students confused assignments with homework. Question twelve was confusing to some students since they thought that it meant spending more time with them than with others in the class. The question should read, "Did the instructor spend time helping you with your project?".

Individual student evaluation. The individual student evaluation sheet should have had a space at the top so that the student's home school could be entered.

Trades school teachers questionnaire. Question four in section A should have been divided into several questions. This would have made coding easier.

Recommendations Emerging From The Project

1. There is a need for improved communications within the pilot project. Some means should be sought to enhance the involvement of the district and pre-vocational teachers and administrators.

Teachers should be kept informed about what is happening in the pilot project.

2. An overall project director should be appointed. He could be made responsible for co-ordinating all aspects of the pilot project. This person should have the necessary time to help solve the communications problem.
3. The analysis of the present study should be extended to include:
 - a. A detailed analysis of each pre-vocational course.
 - b. An analysis of data as applicable for each school district or high school involved.
4. An evaluations system should be designed to gather information on the pilot project and to organize it so that it would be readily accessible. Such things as attendance, academic and pre-vocational grades, individual student evaluations, standardized test results, student course evaluations and other pertinent information should be collected, organized and placed in a central office. A part time person would be needed to organize and administer this system.
5. There is need for a similar evaluation to be conducted each year until the pilot project has been fully implemented. Comparisons could then

- be made between the findings for each evaluation.
6. There is a need to evaluate the academic and general courses to determine whether they are complimenting the pre-vocational courses.
 7. The pre-vocational teachers should be asked to write periodic evaluations on how they think the work is progressing in their courses and to recommend changes in the courses.
 8. There is need of further evaluation of what is happening to academic, general, and special education students in the pilot project. It is important to determine whether the pre-vocational program is meeting the specific needs of these groups of students.
 9. There is a need for the examination of the end of the year results for past years and a comparison of them with those that have been obtained since the program was implemented.
 10. The evaluation of projects of this type should involve the parents.
 11. There needs to be a further evaluation of student needs, particularly respecting new courses.
 12. There should be a study of conduct and content of pre-vocational courses to ensure the following:
 - a. That it conforms to the order of priority of objectives.

- b. That it truly meets the needs of all students who are permitted to enroll.
13. There is need for a comparison between the district teachers' ratings of how each student performs in the academic courses with the pre-vocational teachers' rating of how he performs in the pre-vocational courses. Both these ratings could be compared with the student's own perception of his ability to do the work in these courses.
 14. There should be a detailed evaluation of student's attitude, motivation and career development.
 15. Since a student's knowledge of the various jobs and careers open to him as well as what is involved in each pre-vocational course is essential to his choosing suitable courses, the career exploratory program should begin no later than grade seven and continue through grade eight in Junior High School. In grades nine through eleven, career exploration should continue, coordinated by the counselors in the various schools.
 16. In connection with recommendation fifteen, career exploration objectives should be extended to general and academic courses and involve the teachers of these courses.
 17. The student pre-vocational course choices should

be evaluated while the students are in grade eight to ensure that they are informed decisions, and based on factors consistent with the objectives of the pre-vocational program.

18. The present guidance program for orienting students to the pre-vocational courses should be re-evaluated in the next year.
19. There should be a study of the pre-vocational teacher's personality as a factor in hiring staff for these courses.
20. In view of the recent announcement by the Minister of Education, that similar programs would be implemented in five other areas of the province, the Division of Vocational Education should consider the following:
 - a. The appointment of a guidance specialist to their staff. This person could help the new vocational school projects develop their guidance programs, could develop and disseminate materials common to the programs, and other such activities.
 - b. That the findings of this project be used in the implementation of these five new programs.
 - c. That base line information, be gathered using

⁴The Evening Telegram (St. John's), August 11, 1973, p. 2.

- the students in the new pre-vocational programs so that comparative studies of the program effects can be made. With this information, the student's attitude toward school, his self concept, his knowledge of what is involved in various careers and his attitude towards vocational education before he enters the program can be compared with what they are after a year in the program.
- d. That consideration be given to program alternatives for the five new programs for purposes of comparative studies.⁵

⁵Edna Turpin, "Implementation of a Junior High School Vocational Guidance Program in Conjunction with a District Vocational School Program" (Unpublished Master's project, Memorial University of Newfoundland, 1972). It should be noted that Edna Turpin made recommendations similar to numbers one, ten, fifteen, sixteen, and twenty part a.

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(APPENDICES

APPENDIX A

Letter to Directors of Vocational Education
and
List of Letters Sent and Replies Received

P.O. Box 15
Education Building
Memorial University
St. John's, Newfoundland
January 9, 1973

Dear Sir:

I am a graduate student working towards a M.Ed. in guidance and counseling. In order to fulfill the requirements for the degree I will be evaluating a pilot project which was instituted to determine the feasibility of integrating a pre-vocational program between a district vocational school and two high schools. This program has been in progress since September and it is essential that it be evaluated in the near future since the school boards involved wish to know whether the program is meeting the needs of the students in their districts.

Since the pre-vocational program is new to the educational system in this province no evaluation procedures have been developed. If your department has developed any procedures I would appreciate any help that you could provide in carrying out this evaluation.

Yours truly,

Ross Record

LIST OF LETTERS SENT AND REPLIES RECEIVED

A copy of the preceding letter was sent to the Directors of Vocational Education in the following provinces and states. An asterisk indicates that replies were received.

- *1. Victoria, British Columbia
- *2. Edmonton, Alberta
- *3. Regina, Saskatchewan
- 4. Winnipeg, Manitoba
- *5. Toronto, Ontario
- *6. Québec City, Québec
- 7. Fredericton, New Brunswick
- *8. Halifax, Nova Scotia
- 9. Charlottetown, Prince Edward Island
- *10. New York City, New York
- *11. Augusta, Maine
- *12. Charleston, West Virginia
- 13. Boston, Massachusetts
- 14. Trenton, New Jersey
- 15. Hartford, Connecticut

In addition to the above, a copy of the letter was sent to the following people requesting both procedures and articles.

- *1. Dr. Richard Gustafson

New England Resource Center For Occupational
Education

Newton, Mass. 02160

- ()
- *2. Dr. Donald E. Elson
Virginia Polytechnic Institute and State
University
Blacksburg, Virginia 24061
- *3. Dr. Floyd L. McKinney
Bureau of Vocational Education
Frankfort, Kentucky 40601
- *4. Dr. Glen C. Shinn
College of Education
Gainesville, Florida
- *5. Dr. Robert J. Rodosky
Department of Evaluation, Research and Planning
52 Starling Street
Columbus, Ohio 43215
6. Dr. Daniel L. Stufflebeam
3000 Shadywood Road
Columbus, Ohio 43215
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APPENDIX B

Workshop Recommendations

APPENDIX B

Roman Catholic School District for Conception
Bay Centre

Teacher Comment

from the

Guidance Workshop, 18th January 1973

Teachers Recommendations Comments and Questions

Regarding the Vocational School

Pilot Project

A. Questions on Pre-Vocational Courses

1. Can grade X students who did not participate in the vocational program in grade IX enter the program at the vocational school corresponding to their present grade level?
2. What happens to grade IX students who have participated in the vocational school program this year and have failed? Will they continue with the grade X program at the vocational school? If that is the case who will be responsible for transportation difficulties that might result.
3. How is it going to be determined if the project is meeting its prescribed objectives?
4. Are the pre-vocational courses too theoretical at present?
5. Will all present pre-vocational courses at the trade school be offered to both next year's grade IX and grade X students?
6. If a pre-vocational course becomes filled and there is still a demand for that course can another instructor be hired?
7. If next year's grade X's are given the first choice of the pre-vocational courses, does this mean that the grade IX's have to select courses from those remaining?

8. What is the present status of the Pilot Vocational School? Is it still experimental, or are there now plans for a wider implementation of the program?

Comments on Pre-Vocational Courses

1. Some teachers feel that the Vocational School's project's purpose of being of interest to the non-academic student is not being fulfilled.
2. Some teachers feel that academic Math and French courses are so compressed that this could have a serious effect on the students' achievements especially by the time they reach grade XI.
3. Some teachers feel that 1 1/2 hour classes at the trades school are longer than the attention span of some "general" students.
4. Teachers feel that the pre-vocational courses at the trade school are not compatible with original goals since they seem to be more vocational rather than exploratory.
5. Some teachers feel that since one of the primary objectives of the pilot project is to prevent dropouts, it is unfair to have general and academic students competing with each other in these courses.
6. Some teachers feel that if a student completes three years in a pre-vocational course under the present system there may be little left to study in a pre-employment course.

C. Recommendations on Pre-vocational Courses

1. Some teachers recommend that grade IX's should be advised on the following points:
 - a) That if the academic student drops the vocational school courses now it will not effect his opportunity of entering vocational school when he completes grade XI.
 - b) That if they remain in the vocational program the result may be that their academic work could be adversely affected and thereby lessen their chances of entering University.

2. It is recommended that a more thorough orientation of grade VIII students be made to the vocational school program so that these students may make wiser course selections.
3. It is recommended that there be greater communication between the vocational and academic schools regarding course content and grading in both of these schools.
4. It is recommended that since there appears to be a conflict between the published objectives of the pilot project and what seems to be happening, the curriculum committees should define the programs in greater detail.
5. It is recommended that suitable textbooks be selected by the curriculum committee for the highschool, especially in areas where some degree of proficiency is required as a prerequisite to the pre-vocational course.
6. It is recommended that there be open communication between the pilot project committee and the teachers concerned so that they will be kept informed as to actual plans and implementations.

APPENDIX C

Table of Specifications

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APPENDIX C

TABLE OF SPECIFICATIONS

SOURCES OF INFORMATION

| District Teachers | Trades School Teachers | Students | Administrators | School Records |
|---|---|--|--|----------------|
| <p>Interview teachers</p> <p>Construct questionnaire to obtain following information:</p> <p>positive aspects which the teachers feel applies to the students</p> <p>other comments</p> | <p>1. Interview teachers</p> <p>2. Construct questionnaire to obtain the following information:</p> <p>a. positive aspects which the teachers feel applies to the students</p> <p>b. other comments</p> | <p>1. Group discussions with students</p> <p>2. Construct questionnaire to obtain the following information:</p> <p>a. Their future plans.</p> <p>b. Reasons for future plans.</p> <p>c. Whether their interest in school has improved.</p> <p>d. Which courses made him more interested?</p> <p>e. Has student thought about dropping out of school? If he hasn't dropped out why did he remain?</p> <p>f. Other comments which student wishes to make.</p> | <p>1. Interviews with trades school principal, and high school principals involved.</p> <p>2. Construct questionnaire to obtain the following information:</p> <p>a. positive aspects which the administrators feel applies to the students.</p> <p>b. other comments.</p> | |

2 of 2

APPENDIX C

TABLE OF SPECIFICATIONS

SOURCES OF INFORMATION

| Objectives | District Teachers | Trades School Teachers | Students | Administrators |
|---|--|--|---|---|
| 1. To identify some of the positive aspects of the pre-vocational pilot project experienced by grade nine students during the school year 1972-73 | 1. Interview teachers 2. Construct questionnaire to obtain the following information: a. positive aspects which the teachers feel applies to the students b. other comments | 1. Interview teachers 2. Construct questionnaire to obtain the following information: a. positive aspects which the teachers feel applies to the students b. other comments | 1. Group discussions with students 2. Construct questionnaire to obtain the following information: a. Their future plans. b. Reasons for future plans. c. Whether their interest in school has improved. d. Which courses made him more interested? e. Has student thought about dropping out of school? If he hasn't dropped out why did he remain? f. Other comments which student wishes to make. | 1. Interviews with trades school principal, and high school principals involved. 2. Construct questionnaire to obtain the following information: a. positive aspects which the administrators feel applies to the students. b. other comments. |

101

TABLE OF SPECIFICATIONS
SOURCES OF INFORMATION

| District Teachers | Trades School Teachers | Students | Administrators | School Records |
|--|---|--|--|----------------|
| <p>1. Interview teachers</p> <p>2. Construct questionnaire to obtain the following information:</p> <p>a. Difficulties which teachers thought the students experienced.</p> <p>b. Were there enough courses offered?</p> <p>c. Other difficulties.</p> | <p>1. Interview teachers</p> <p>2. Construct questionnaire to obtain the following information:</p> <p>a. Difficulties which teachers thought the students experienced.</p> <p>b. Were there enough courses offered?</p> <p>c. Other difficulties</p> | <p>1. Group discussions with students</p> <p>2. Construct questionnaire to obtain the following information:</p> <p>a. How many students will not be returning to the program next year and their reason?</p> <p>b. How many found course theory difficult?</p> <p>c. How many found course practical work difficult?</p> <p>d. Do students feel they were prepared to select their courses last year?</p> <p>e. Other difficulties students had with the courses and the program.</p> <p>f. Were there enough pre-vocational courses offered?</p> | <p>1. Interview trades school principal and High school principals involved.</p> <p>2. Construct questionnaire to obtain the following information:</p> <p>a. Difficulties which the administrators thought the students experienced.</p> <p>b. Were there enough courses offered?</p> <p>c. Other difficulties.</p> | |

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TABLE OF SPECIFICATIONS
SOURCES OF INFORMATION

| Objectives | District Teachers | Trades School Teachers | Students | Administrators |
|--|--|---|--|--|
| 2. To identify areas where grade nine students experienced difficulties. | <ol style="list-style-type: none">1. Interview teachers2. Construct questionnaire to obtain the following information:<ol style="list-style-type: none">a. difficulties which teachers thought the students experienced.b. were there enough courses offered?c. other difficulties. | <ol style="list-style-type: none">1. Interview teachers2. Construct questionnaire to obtain the following information:<ol style="list-style-type: none">a. difficulties which teachers thought the students experienced.b. were there enough courses offered?c. other difficulties | <ol style="list-style-type: none">1. Group discussion with students2. Construct questionnaire to obtain the following information:<ol style="list-style-type: none">a. How many students will not be returning to the program next year and their reason?b. How many found course theory difficult?c. How many found course practical work difficult?d. Do students feel they were prepared to select their courses last year?e. Other difficulties students had with the courses and the program.f. Were there enough pre-vocational courses offered? | <ol style="list-style-type: none">1. Interview trades school principal and high school principals involved.2. Construct questionnaire to obtain the following information:<ol style="list-style-type: none">a. Difficulties which the administrators thought the students experienced.b. Were there enough courses offered?c. Other difficulties. |

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TABLE OF SPECIFICATIONS
SOURCES OF INFORMATION

| District Teachers | Trades School Teachers | Students | Administrators | School Records |
|---|--|---|--|----------------|
| <p>Interview teachers</p> <p>Construct questionnaire to obtain the following information on each objective:</p> <p>Have them rate this objective</p> <p>Have them rate this objective</p> | <p>1. Interview teachers</p> <p>2. Construct questionnaire to obtain the following information on each objective:</p> <p>a. Have them list the basic skills they teach in their course and the activities they have the students engaged in to teach these skills.</p> <p>b. Have them rate this objective.</p> <p>a. How much time do they spend informing students about jobs, careers, and the training required?</p> | <p>1. Group discussions with students</p> <p>2. Construct questionnaire to obtain the following information on each objective:</p> <p>a. Have them list the new things or skills they learned and what they did to learn them.</p> <p>a. Can students list jobs and the training required?</p> <p>b. Ask students how they would find the work associated with each course?</p> | <p>1. Have administrators rate each objective and offer opinions on whether they are being met.</p> <p>a. Have them rate this objective.</p> | <p></p> |

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TABLE OF SPECIFICATIONS
SOURCES OF INFORMATION

| Objectives | District Teachers | Trades School Teachers | Students | Administrators |
|--|---|---|---|--|
| <p>3. To provide information relative to the attainment of the following objectives of the Seal Cove District Vocational School Pilot Project:</p> <p>a. To provide for students experience with basic skills used in industry</p> <p>b. To give pupils occupational information and insight into their own abilities so that they will be able to make a wise decision on their future careers.</p> | <p>1. Interview teachers</p> <p>2. Construct questionnaire to obtain the following information on each objective:</p> <p>a. Have them rate this objective</p> <p>a. Have them rate this objective</p> | <p>1. Interview teachers</p> <p>2. Construct questionnaire to obtain the following information on each objective:</p> <p>a. Have them list the basic skills they teach in their course and the activities they have the students engage in to teach these skills.</p> <p>b. Have them rate this objective.</p> <p>a. How much time do they spend informing students about jobs, careers, and the training required?</p> | <p>1. Group discussions with students</p> <p>2. Construct questionnaire to obtain the following information on each objective:</p> <p>a. Have them list the new things of skills they learned and what they did to learn them.</p> <p>a. Can students list jobs and the training required?</p> <p>b. Ask students how they would find the work associated with each course?</p> | <p>1. Have administrators rate each objective and offer opinions on whether they are being met.</p> <p>a. Have them rate this objective.</p> |

TABLE OF SPECIFICATIONS-
SOURCES OF INFORMATION

2
fo 1

| District Teachers | Trades School Teachers | Students | Administrators | School Records |
|--|---|---|---|---|
| <p>a. Ask whether their courses have been modified to fit in with the pre-vocational courses</p> | <p>b. Have teachers complete an individual student evaluation on student's ability to do theory and practical work in course</p> <p>a. Have them rate the frequency students would use English, Math, and Science in their course Have them rate this objective</p> | <p>c. Ask students how they found the theory and practical work in each course</p> <p>a. Have students rate the frequency they used English, Math, and Science in each course Have them rate this objective</p> | <p>a. Have them rate this objective</p> | <p>a. Examine the mid term grade point averages for English, Math, and Science for the last three years and compare with this year</p> |
| <p>a. Ask whether they think the dropouts have decreased? b. Have them rate this objective</p> | <p>a. Ask whether they think the dropouts have decreased? b. Have them rate this objective</p> | <p>a. Determine who planned on dropping out but didn't Have them rate this objective</p> | <p>a. Have them rate this objective</p> | <p>a. Examine the school records to determine whether dropouts have decreased over the last three years b. Have grade eight teachers predict who might drop out in grade nine</p> |

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TABLE OF SPECIFICATIONS
SOURCES OF INFORMATION

| Objectives | District Teachers | Trades School Teachers | Students | Administrators |
|--|--|--|--|----------------------------------|
| b. Occupational information | | b. Have teachers complete an individual student evaluation on student's ability to do theory and practical work in course | c. Ask students how they found the theory and practical work in each course | |
| c. To give a greater relevance to the academic content of the curriculum | a. Ask whether their courses have been modified to fit in with the pre-vocational courses | a. Have them rate the frequency students would use English, Math, and Science in their course Have them rate this objective | a. Have students rate the frequency they used English, Math, and Science in each course Have them rate this objective | a. Have them rate this objective |
| d. To improve the retention rate in High Schools | a. Ask whether they think the dropouts have decreased? b. Have them rate this objective | a. Ask whether they think the dropouts have decreased? b. Have them rate this objective | a. Determine who planned on dropping out but didn't Have them rate this objective | a. Have them rate this objective |

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TABLE OF SPECIFICATIONS
SOURCE OF INFORMATION

| District Teachers | Trades School Teachers | Students | Administrators | School Records |
|--|--|----------|--|----------------|
| 1. Interview teachers | 1. Interview teachers | | 1. Interview Administrators | |
| 2. Construct questionnaire to ask teachers to state any problems they had with the pilot project | 2. Construct questionnaire to ask teachers to state any problems they had with the pilot project | | 2. Construct questionnaire to ask administrators to state any problems they had with the pilot project | |
| 3. Also ask them to offer solutions | 3. Also ask them to offer solutions | | 3. Also ask them to offer solutions | |

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TABLE OF SPECIFICATIONS
SOURCE OF INFORMATION

| Objectives | District Teachers | Trades School Teachers | Students | Administrators |
|--|---|---|----------|---|
| <p>4. To identify problems experienced by teachers and administrators at Queen Elizabeth High, Roncalli High, Assumption Junior High and the Trades School during this first year of the pilot project</p> | <p>1. Interview teachers 2. Construct questionnaire to ask teachers to state any problems they had with the pilot project 3. Also ask them to offer solutions</p> | <p>1. Interview teachers 2. Construct questionnaire to ask teachers to state any problems they had with the pilot project 3. Also ask them to offer solutions</p> | Students | <p>1. Interview Administrators 2. Construct questionnaire to ask administrators to state any problems they had with the pilot project 3. Also ask them to offer solutions</p> |

APPENDIX D

Table of Data Usage

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APPENDIX D
TABLE OF DATA USAGE

Student
Questionnaire

Trades School
Teachers
Questionnaire

District Teachers
Questionnaire

Administrators
Questionnaire

School Records

Section A

Frequency of responses
on questions 3, 4, 11

Section B

Frequency of responses
on questions 1, 2, 7,
and 8

Section C

Frequency of responses
on question 20 for
each course

Section D

Frequency of responses
on questions 1, 2, 3,
and 4

Section A

Frequency of responses
on questions 5, 6,
7, and 9

Section B

Frequency of
responses on
questions 1, 2,
3, 4, 5, 6, 7,
and 8

Section B

Frequency of res-
ponses on questions
1, 3, 4, 5, 7, 8,
9, 10, and 11

Section C

Frequency of res-
ponses on questions
4, 5, 6, 7, 10, and
11

Section B

Check to see what
positive aspects
each administrator
lists

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APPENDIX D
TABLE OF DATA USAGE

| Objectives | Student Questionnaire | Trades School Teachers Questionnaire | District Teachers Questionnaire | Administrators Questionnaire |
|---|---|--|--|---|
| <p>1. To identify some of the positive aspects of the pre-vocational pilot project experienced by grade nine students during the school year 1972-73</p> <p>2. To identify areas where grade nine students experienced difficulties</p> | <p><u>Section A</u> Frequency of responses on questions 3, 4, 11</p> <p><u>Section B</u> Frequency of responses on questions 1, 2, 7, and 8</p> <p><u>Section C</u> Frequency of responses on question 20 for each course</p> <p><u>Section D</u> Frequency of responses on questions 1, 2, 3, and 4</p> <p><u>Section A</u> Frequency of responses on questions 5, 6, 7, and 9</p> | <p><u>Section B</u> Frequency of responses on questions 1, 2, 3, 4, 5, 6, 7, and 8</p> | <p><u>Section B</u> Frequency of responses on questions 1, 3, 4, 5, 7, 8, 9, 10, and 11</p> <p><u>Section C</u> Frequency of responses on questions 4, 5, 6, 7, 10, and 11</p> | <p><u>Section B</u> Check to see what positive aspects each administrator lists</p> |

TABLE OF DATA USAGE

| Student Questionnaire | Trades School Teachers Questionnaire | District Teachers Questionnaire | Administrators Questionnaire | School Records |
|---|--|---|--|----------------|
| <p><u>Section B</u></p> | | <p><u>Section B</u></p> | <p><u>Section B</u></p> | |
| <p>Frequency of responses on questions 3, 6, 9, 10, and 11</p> | | <p>Frequency of responses on questions 2 and 6. Compare with answers on same question on other questionnaires</p> | <p>Frequency of responses on questions 2 and 3</p> | |
| <p><u>Section C</u></p> | | <p><u>Section C</u></p> | <p><u>Section C</u></p> | |
| <p>Frequency of responses on questions 3, 4, 7, 8, 11, 13, 14, and 15 See how many academic, general, and special education students were recommended to do level II in each course on the individual student evaluations</p> | | <p>Frequency of responses on questions 4, 5, and 10</p> | <p>Frequency of responses on questions 2, 3, and 5 Compare with others</p> | |
| <p><u>Section D</u></p> | <p><u>Section E</u></p> | | | |
| <p>Frequency of responses on question 5 Compare with others</p> | <p>Frequency of responses on questions 4, 5, and 6 Compare with the other questionnaires</p> | <p><u>Section D</u></p> | | |
| | | <p>Frequency of responses on questions 2, 3, and 4 Compare with responses on other questionnaires</p> | | |

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TABLE OF DATA USAGE

| Objectives | Student Questionnaire | Trades School Teachers Questionnaire | District Teachers Questionnaire | Administrators Questionnaire |
|----------------------------------|--|---|--|--|
| <p>2. Identify difficulties.</p> | <p><u>Section B</u></p> <p>Frequency of responses on questions 3, 6, 9, 10, and 11</p> <p><u>Section C</u></p> <p>Frequency of responses on questions 3, 4, 7, 8, 11, 13, 14, and 15</p> <p>See how many academic, general, and special education students were recommended to do level II in each course on the individual student evaluations</p> <p><u>Section D</u></p> <p>Frequency of responses on question 5</p> <p>Compare with others</p> | <p><u>Section E</u></p> <p>Frequency of responses on questions 4, 5, and 6</p> <p>Compare with the other questionnaires</p> | <p><u>Section B</u></p> <p>Frequency of responses on questions 2 and 6</p> <p>Compare with answers on same question on other questionnaires</p> <p><u>Section C</u></p> <p>Frequency of responses on questions 4, 5, and 10</p> <p><u>Section D</u></p> <p>Frequency of responses on questions 2, 3, and 4</p> <p>Compare with responses on other questionnaires</p> | <p><u>Section B</u></p> <p>Frequency of responses on questions 2 and 3</p> <p><u>Section C</u></p> <p>Frequency of responses on questions 2, 3, and 5</p> <p>Compare with others</p> |

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TABLE OF DATA USAGE

| Student Questionnaire | Trades School Teachers Questionnaire | District Teachers Questionnaire | Administrators Questionnaire | School Records |
|---|---|--|--|----------------|
| <p><u>Section C</u></p> <p>Check to see if students can list the new skills they learned and the things they did to learn them. Questions 26 and 27. Compared these responses with what the trades teachers said they taught</p> | <p><u>Section C</u></p> <p>Questions 1 and 2 compare this list with students. See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> | |
| <p><u>Section C</u></p> <p>Frequency of responses on questions 23, 28, 29, and 30 for each course. Compare this with the time each instructor said they spent in this activity. Frequency of responses on questions 7, 8, 13 and 14 for each course</p> | <p><u>Section C</u></p> <p>Determine percentage of course time each teacher spends on questions 3a, b, c, d. Compare with student response. See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> | |

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TABLE OF DATA USAGE

| Objectives | Student Questionnaire | Trades School Teachers Questionnaire | District Teachers Questionnaire | Administrators Questionnaire |
|---|---|---|---|---|
| <p>3. Pilot Project Objectives</p> <p>a. To provide for students experience with basic skills used in industry</p> <p>b. To give pupils occupational information and insight into their own abilities so that they will be able to make a wise choice on their future careers</p> | <p><u>Section C</u></p> <p>Check to see if students can list the new skills they learned and the things they did to learn them. Questions 26 and 27 Compared these responses with what the trades teachers said they taught</p> <p><u>Section C</u></p> <p>Frequency of responses on questions 23, 28, 29, and 30 for each course. Compare this with the time each instructor said they spent in this activity. Frequency of responses on questions 7, 8, 13 and 14 for each course</p> | <p><u>Section C</u></p> <p>Questions 1 and 2 compare this list with students. See where they rated this objective and compare</p> <p><u>Section C</u></p> <p>Determine percentage of course time each teacher spends on questions 3a, b, c, d Compare with student response See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> <p>See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> <p>See where they rated this objective and compare</p> |

TABLE OF DATA USAGE

| Student Questionnaire | Trades School Teachers Questionnaire | District Teachers Questionnaire | Administrators Questionnaire | School Records |
|---|---|--|--|---|
| <p><u>Section C</u></p> <p>Frequency of responses on questions 17, 18 and 19, for each course. Compare with the pre-vocational teachers ratings of the use of the academic subjects in their course</p> | <p><u>Section C</u></p> <p>Each teachers rating on questions 4, 5, and 6 Compare with the students rating See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> | <p>Examine mid term results in English, Math, and Science for the last three years and compare with this year</p> |
| <p><u>Section A</u></p> <p>Frequency of responses on questions 5 and 6.</p> | <p>See where this objective was rated and compare</p> | <p>See where this objective was rated and compare</p> | <p>See where this objective was rated and compare</p> | <p>Examine school records for last three years and compared with this year</p> |
| <p><u>Section D</u></p> <p>Frequency of responses on questions 1, 2, 3, and 4</p> | | | | <p>Have grade eight teachers predict those who may have dropped out in grade nine</p> |

TABLE OF DATA USAGE

| Objectives | Student Questionnaire | Trades School Teachers Questionnaire | District Teachers Questionnaire | Administrators Questionnaire. |
|--|--|---|--|--|
| c. To give greater relevance to the academic content of the curriculum | <p><u>Section C</u></p> <p>Frequency of responses on questions 17, 18 and 19, for each course.</p> <p>Compare with the pre-vocational teachers ratings of the use of the academic subjects in their course</p> | <p><u>Section C</u></p> <p>Each teachers rating on questions 4, 5, and 6</p> <p>Compare with the students rating</p> <p>See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> | <p>See where they rated this objective and compare</p> |
| d. To improve the retention rate in high schools | <p><u>Section A</u></p> <p>Frequency of responses on questions 5 and 6</p> <p><u>Section D</u></p> <p>Frequency of responses on questions 1, 2, 3, and 4</p> | <p>See where this objective was rated and compare</p> | <p>See where this objective was rated and compare</p> | <p>See where this objective was rated and compare.</p> |

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TABLE OF DATA USAGE

| Student Questionnaire | Trades School Teachers Questionnaire | District Teachers Questionnaire | Administrators Questionnaire | School Records |
|-----------------------|--|--|--|----------------|
| | <p><u>Section D</u> Check problems listed and suggestions offered</p> <p><u>Section G</u> Check for comments, suggestions, and criticisms concerning the pilot project</p> | <p><u>Section D</u> Check problems listed and suggestions offered</p> <p><u>Section E</u> Check responses to questions 3 and 4</p> | <p><u>Section C</u> Check problems listed and suggestions offered</p> <p><u>Section E</u> Check responses to questions 2 and 3</p> | |

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TABLE OF DATA USAGE

| Objectives | Student Questionnaire | Trades School Teachers Questionnaire | District Teachers Questionnaire | Administrators Questionnaire |
|--|-----------------------|--|--|--|
| 4. To identify problems experienced by teachers and administrators at Queen Elizabeth High, Roncalli High, Assumption Junior High, and the Trades School during this first year of the pilot project | | <p><u>Section D</u> Check problems listed and suggestions offered</p> <p><u>Section C</u> Check for comments, suggestions, and criticisms concerning the pilot project</p> | <p><u>Section D</u> Check problems listed and suggestions offered</p> <p><u>Section E</u> Check responses to questions 3 and 4</p> | <p><u>Section C</u> Check problems listed and suggestions offered</p> <p><u>Section E</u> Check responses to questions 2 and 3</p> |

APPENDIX E

Student Questionnaire Parts I and II

APPENDIX E

STUDENT QUESTIONNAIRE

PART I

Section A

Name _____ Age _____

Sex _____ Grade last year _____ Homeroom _____

Check your program: Academic _____ General _____

Special Ed. _____

Name of your school _____

1. List below the four pre-vocational courses you did this year in grade IX. (Please list the courses in the order you like them, with the course you like first and the one you like least last).

a. _____ b. _____

c. _____ d. _____

2. List the two courses you have selected for grade X in the order you like them.

a. _____ b. _____

3. What do you plan to do after completing high school? (Check one of the following)

- _____ 1. Work
 _____ 2. Trades School
 _____ 3. Nursing
 _____ 4. Fisheries
 _____ 5. University
 _____ 6. Other _____
 _____ 7. Uncertain

4. Why did you check the one you did in number 3.
(Check the most important one)
1. Teacher's influence
 2. Parent's influence
 3. Influence on the pre-vocational courses
 4. Friend's influence
 5. No real reason
5. Will you be continuing the pre-vocational courses in grade X?
1. Yes
 2. No
6. If you answered NO to number 6, please explain why you will not be returning. (Check the most important reason below)
1. Not interested in the pre-vocational courses
 2. Planning to leave school
 3. Found the pre-vocational courses took too much time away from the academic subjects
 4. Want to do two sciences in grade X and there wasn't enough time to do the pre-vocational program as well
 5. The instructors advised that you not return to the pre-vocational program
 6. Other reason _____
7. Does the pre-vocational program offer enough course choices for boys?
1. Yes
 2. No
8. If you answered NO to number 7, what other courses would you like to see offered in the pre-vocational program?
- a. _____ b. _____
 c. _____ d. _____
9. Does the pre-vocational program offer enough course choices for girls?
1. Yes
 2. No

10. If you answered NO to number 9, what other courses would you like to see offered in the pre-vocational program?

a. _____ b. _____
c. _____ d. _____

11. How interested are you in your regular school subjects this year?

_____ 1. Much more than last year
_____ 2. A little more than last year
_____ 3. About the same as last year
_____ 4. Less than last year

Section B

a. Listed below are some possible results of the pre-vocational program. Check those which you feel apply to you.

_____ 1. Improved your interest in school
_____ 2. Gave you an idea of what is involved in some trades
_____ 3. Found the theory or book-work part of the pre-vocational courses difficult
_____ 4. Found the theory or book-work part of the pre-vocational courses easy
_____ 5. Found the practical part (working on projects) of the pre-vocational courses easy
_____ 6. Found the practical part (working on projects) of the pre-vocational courses difficult
_____ 7. Helped you become familiar with handling certain tools
_____ 8. Being at the vocational school one day a week made you more relaxed when you returned to the regular day school
_____ 9. Had problems adjusting to the different method of teaching at the trades school
_____ 10. Chose one course but was placed in a different one in which you had no interest.
_____ 11. The names of some courses were misleading and therefore you made a poor selection
Which courses? a. _____ b. _____
c. _____ d. _____

- b. List below any other results of the pre-vocational program which you feel apply to you.

Section D

1. Have you considered dropping out of school?

1. Yes
 2. No

2. If you answered YES on number 1, but did not drop out of school, check the most important reason which applies to you.

1. Too young
 2. Parents wouldn't allow you to drop out
 3. Pre-vocational courses kept you interested in school
 4. Teachers persuaded you to stay in school
 5. Other reason _____

3. You are now at the end of grade IX, do you plan to return to school next year?

1. Yes
 2. No

4. If you had originally intended to drop out at the end of grade IX, check the most important reason which helped change your mind.

1. Parents persuaded you to stay
 2. Friends persuaded you to stay
 3. Interest in pre-vocational courses caused you to stay
 4. Teachers persuaded you to stay
 5. Other reason _____

5. Do you feel that you were adequately prepared to make your pre-vocational course selection last year? Check the statement that best describes how you feel.

1. Knew what was involved in each course
 2. Knew a little about each course
 3. Knew what was involved in some courses
 4. Knew very little about some courses
 5. Knew very little about any courses

6. If you feel that you were not adequately prepared to make your selection last year, what are some things you would suggest to better prepare other students to make their course selection?

APPENDIX E

STUDENT QUESTIONNAIRE

PART II

Section C

Name _____ Homeroom _____

On the following pages you will be asked questions about the pre-vocational courses you are doing at the Trades School this year. You are to complete four pages on each course. Please do the courses in the order you like them. Answer number 2 on the first course only.

1. Name of course _____
2. Why did you like this course best? (Check the most important reason)
 - _____ 1. Liked the course work better
 - _____ 2. Liked the instructor better
 - _____ 3. Was able to do the work and found it easier
 - _____ 4. Want to get a job in the area associated with this course
 - _____ 5. Other reason (explain) _____
3. Did you complete this course?
 - _____ 1. Yes
 - _____ 2. No
4. If you answered NO to number 3 please check the most important reason listed below.
 - _____ 1. Didn't like the course work
 - _____ 2. Didn't like the instructor
 - _____ 3. Found the course work too hard
 - _____ 4. Found the course was taking too much time away from the academic subjects
 - _____ 5. Parents wanted me to drop the course
 - _____ 6. Other reason (explain) _____

5. Who do you think this course is best suited for?
- 1. Boys
 - 2. Girls
 - 3. About the same for boys and girls
6. Who would have the best opportunity of getting a job in the areas associated with this course?
- 1. Men
 - 2. Women
 - 3. About the same for men and women
7. How did you find the theory or bookwork section of this course?
- 1. Too difficult
 - 2. About right
 - 3. Too easy
8. How did you find the practical (working on projects) section of this course?
- 1. Too difficult
 - 2. About right
 - 3. Too easy
9. How would you rate the tests given in this course?
- 1. Too many
 - 2. Just enough
 - 3. Too few
10. How would you rate the assignments given in this course?
- 1. Too many
 - 2. Just enough
 - 3. Too few
11. What did you find most difficult about this course?
- 1. Book work or theory
 - 2. Projects
 - 3. Classwork and lectures
 - 4. No difficulty at all

12. Did the instructor spend time working with you on an individual basis?

1. Yes
 2. No

13. In your opinion this course had

1. Too much theory or bookwork
 2. Just enough theory or bookwork
 3. Too little theory or bookwork

14. In your opinion this course had

1. Too much practical work (working on projects)
 2. Just enough practical work
 3. Too little practical work

15. In your opinion classes in this course were

1. Too long
 2. The right length
 3. Too short

16. In this course the instructor

1. Allowed you to help each other with your projects
 2. Did not allow you to help each other with your projects
 3. Allowed you to help each other and also helped you himself

17. In this course I found that I used English

1. A lot
 2. Sometimes
 3. Very little

18. In this course I found that I used Math

1. A lot
 2. Sometimes
 3. Very little

19. In this course I found that I used Science

1. A lot
 2. Sometimes
 3. Very little

20. Has this course made school more interesting for you?

1. Much more interesting
 2. A little more interesting
 3. No more interesting

21. Do you feel that projects and assignments were marked fairly in this course?

1. Yes
 2. No

22. Are you interested in the type of work or careers associated with this course?

1. Yes
 2. No

23. How would you rate the jobs and careers associated with this course?

1. Very easy for me
 2. Easy for me
 3. About right for me
 4. Hard for me
 5. Don't know about the work associated with this course

24. What hobbies could be associated with this course?

25. List some ways in which you found your regular school courses helpful in doing the trades school courses.

26. List some new things or skills that you learned to do in this course.

27. What types of things did you do in order to learn these new skills?

28. What types of jobs and trades are associated with this course?

29. How much training do you have to have for these jobs?

30. What special abilities should you have to do the type of work involved in the jobs, careers, and trades associated with this course?

31. Please write below any other comments you wish to make about this course.

APPENDIX F

Individual Student Evaluation

APPENDIX F

INDIVIDUAL STUDENT EVALUATION

Course name _____

Student's name _____

Attendance in your course: No. of periods possible _____
No. of periods attended _____Please check one blank for each statement or question

- A. Rate this student's performance in the theory section of the course.

_____ 1. Upper one third of class
 _____ 2. Middle one third of class
 _____ 3. Lower one third of class

- B. Rate this student's interest in the theory section of the course.

_____ 1. Very interested
 _____ 2. Interested
 _____ 3. Not very interested

- C. Rate this student's performance in the practical section of the course.

_____ 1. Upper one third of class
 _____ 2. Middle one third of class
 _____ 3. Lower one third of class

- D. Rate this student's interest in the practical section of the course.

_____ 1. Very interested
 _____ 2. Interested
 _____ 3. Not very interested

- E. How would you rate this student's ability to do the required work in this course?

_____ 1. Upper one third of class
 _____ 2. Middle one third of class
 _____ 3. Lower one third of class

F. Was this student mature enough to do the required work in this course?

1. Yes
 2. No

G. Did this student have the necessary background and/or skills to complete the required work for this course?

1. Yes
 2. No

H. Would you recommend that this student continue this course in grade ten?

1. Yes
 2. No

Any other comments on this student? _____

APPENDIX G

Trades School Teachers Questionnaire

APPENDIX G

TRADES SCHOOL TEACHERS QUESTIONNAIRE

Section A

1. Pre-vocational course taught? _____
2. How many years have you taught vocational courses?

3. How many years have you taught academic courses?

4. What are your educational qualifications?
Degrees _____ Number of education courses _____
Number of adult education courses completed _____
Other training (specify) _____
5. What are your trade qualifications? _____
6. How many years have you worked at the trade you are now teaching? _____
7. Other kinds of work experience? _____

Section B

- a. Listed below are some possible results of the pre-vocational program. Check those which you feel are applicable.
- _____ 1. Improved the interest of the slower students
 - _____ 2. Gave the students some idea of what is involved in some trades
 - _____ 3. Helped the students become familiar with handling the tools and instruments involved in some trades
 - _____ 4. The pre-vocational courses can lead to a useful and interesting hobby

- _____ 5. Helps the student mature since he is an adult setting
- _____ 6. Helps the student decide what career he wants to pursue
- _____ 7. Helps the student decide what career he does not want to pursue
- _____ 8. Helps prevent students from dropping out of school.

- b. List any other results of the pre-vocational program below.

Section C

1. List below the basic skills used in industry and/or the world of work that you teach in your course.

2. What types of activities do you have the students engage in in order to teach the basic skills listed in number 1.

3. What percentage of your course do you devote to the following:

- a. Informing students about the types of jobs and careers in the areas associated with your course.

- _____ 1. 10-15%
- _____ 2. 5-10%
- _____ 3. 1-5%
- _____ 4. Not applicable to my course

- b. Informing students about the skills and training required for jobs and careers in the areas associated with your course.

1. 10-15%
 2. 5-10%
 3. 1-5%
 4. Not applicable to my course

- c. Informing students about the special abilities required for jobs and careers in the areas associated with your course.

1. 10-15%
 2. 5-10%
 3. 1-5%
 4. Not applicable to my course

- d. Informing students about future trends in the careers and jobs associated with your course.

1. 10-15%
 2. 5-10%
 3. 1-5%
 4. Not applicable to my course

4. In my course students would use English

1. Very often
 2. Often
 3. Not very often
 4. Rarely or never

5. In my course students would use Science

1. Very often
 2. Often
 3. Not very often
 4. Rarely or never

6. In my course students would use Mathematics

1. Very often
 2. Often
 3. Not very often
 4. Rarely or never

7. How many students were enrolled in your course in September? _____

8. How many students are enrolled in your course now? _____
9. If some students dropped out, how many fall in the following categories?
- _____ 1. Dropped your course but still remained on the pre-vocational program
 - _____ 2. Dropped the pre-vocational program but remained in high school
 - _____ 3. Dropped out of both schools
10. How would you rate the absenteeism in your course?
- _____ 1. Very high, average 10 students per class
 - _____ 2. High, average 8 students per class
 - _____ 3. Medium, average 5 students per class
 - _____ 4. Low, average 3 students per class
 - _____ 5. Very low, average less than three students per class

Section D

Listed below are some possible problems you may have encountered this year as a result of the pre-vocational pilot project. Please check, discuss, and offer solutions on those which apply to you.

- _____ 1. Difficult to keep check on attendance

- _____ 2. Difficult to motivate students in this age group

- _____ 3. Students found the course work difficult

- _____ 4. The students were too young and immature to tackle the required work

- _____ 5. Difficult to keep class discipline

- _____ 6. Have problems obtaining the required textbooks

- _____ 7. Other problems. (specify)

Section E

1. Do you think that there should be more pre-vocational courses offered for boys?
 _____ 1. Yes
 _____ 2. No
2. Do you think that there should be more pre-vocational courses offered for girls?
 _____ 1. Yes
 _____ 2. No
3. If you answered YES to either 1 or 2 please list the pre-vocational courses you would like to see offered
 a. _____ b. _____
 c. _____ d. _____
 e. _____ f. _____
4. On what basis do you think students should be assigned to the pre-vocational courses? Please rank the alternatives listed below in order of importance. In other words, the one you think is most important rank number one and so on.
 _____ a. Interest
 _____ b. Scholastic ability

- c. Sex
 d. Aptitude
 e. Students own preference
 f. Other (specify) _____

5. After the student has had the alternatives explained to him and has been informed on what is contained in the various courses, should he be permitted to choose his courses based only on his preference?

1. Yes
 2. No

6. Do you think that students were adequately prepared to make their course selections last year?

1. Yes
 2. No

7. If you answered NO to number 6, please give some suggestions as to how this could be improved.

Section F

Listed below are the four main objectives of the pre-vocational pilot project. Please state any other objectives you think should be included. When you have done this, please rate the objectives in order of importance. In other words, if there is one objective that you consider to be very important, rate it number one, and so on.

1. To provide for students experience with basic skills used in industry.
 2. To give pupils occupational information and insight into their own abilities so that they will be able to make a wise choice on their future careers.
 3. To give greater relevance to the academic content of the curriculum.

- ___ 4. To improve the retention rate in the high schools.
- ___ 5. _____

- ___ 6. _____

- ___ 7. _____

- ___ 8. _____

Section G

1. Students who have very little interest in academic work can be motivated to remain in school by giving them courses containing practical work.
- ___ 1. I agree strongly
 ___ 2. I agree
 ___ 3. No opinion
 ___ 4. I disagree
 ___ 5. I disagree strongly
2. List below any gripes you have with the pre-vocational project and offer suggestions on how they could be remedied.
3. What changes would you like to see in the pre-vocational project?
4. Please write below any other comments, criticism, and suggestions you feel should be made concerning the pre-vocational project.

APPENDIX H

District Teachers Questionnaire

APPENDIX H

DISTRICT TEACHERS QUESTIONNAIRE

Section A

1. List the course or courses you teach in grade IX

Academic courses _____, _____.

General courses _____, _____.

2. How long have you taught this course? _____
-
3. How long have you taught in this school? _____

Section B

- a. Listed below are some possible results of the pre-vocational program. Check those which you feel are applicable.

- ____ 1. Improved the interest of slower students
 ____ 2. Students seemed to find the course work more difficult to complete than last year's grade IX's
 ____ 3. Made the academic subjects more relevant, especially to the slower student
 ____ 4. } Helps the student decide what career he wants to pursue
 ____ 5. } The pre-vocational courses can lead to some interesting and useful hobby
 ____ 6. The pre-vocational courses should be restricted to general students
 ____ 7. The pre-vocational program has prevented the slower student from dropping out of school
 ____ 8. Helps the student decide what career he doesn't want to pursue
 ____ 9. Helps the student mature since he is in an adult setting
 ____ 10. Grade IX students are more relaxed this year than in previous years
 ____ 11. Helps the student recognize his abilities

- b. List below any other results of the pre-vocational program which were not listed in a.

Section C

1. Do you think that there should be more pre-vocational courses offered for boys?

1. Yes
 2. No

2. Do you think that there should be more pre-vocational courses offered for girls?

1. Yes
 2. No

3. If you answered YES to either 1 or 2, please list the pre-vocational courses you would like to see offered in addition to the existing ones.

a. _____ b. _____
 c. _____ d. _____
 e. _____ e. _____

4. Check the statement which you feel applies to this years grade IX academic students as compared with previous years.

1. Have shown more interest in my course
 2. Have shown about the same interest in my course
 3. Have shown less interest in my course

5. Check the statement which you feel applies to this years grade IX general students as compared with previous years.

1. Have shown more interest in my course

2. Have shown about the same interest in my course
 3. Have shown less interest in my course
6. If you checked 1 in either 4 or 5, why do you think this is so? Please check what you consider to be the most important reason.
1. This years grade IX's have more scholastic ability than previous classes
 2. I made the academic content of my course more interesting
 3. It is a result of the pre-vocational program
 4. Some other factor (specify) _____
7. If you checked 3 in either 4 or 5, why do you think this is so? Please check what you consider to be the most important reason.
1. This years grade IX's had less scholastic ability than previous years
 2. The academic content was not as interesting this year.
 3. It is a result of the pre-vocational program
 4. Some other factor (specify) _____
8. Have you modified your course to fit in with the pre-vocational program?
1. Yes
 2. No
9. If you answered YES to number 8, please explain how.
- _____
- _____
- _____
- _____
10. During this year has the number of students dropping out in grade IX
1. Increased, when compared to last year
 2. Remained about the same as last year
 3. Decreased, when compared with last year

11. If you checked 3 in number 10, why do you think this is so? Please rank the following in what you consider to be the order of importance. Rate the most important reason as number one and so on.

- _____ 1. Academic courses are made more interesting
 _____ 2. New reading programs in Elementary and Junior High schools are having a positive effect
 _____ 3. The opportunity classes are having a positive effect
 _____ 4. The pre-vocational courses are having a positive effect
 _____ 5. Other reason (specify) _____

Section D

12. Listed below are some possible problems you may have encountered this year as a result of the pre-vocational pilot project. Please check, discuss, and offer solutions on those which apply to you.

- _____ 1. Not enough time to complete the academic work in your course

 _____ 2. Has caused extra work for you

 _____ 3. Causes problems in keeping attendance records

 _____ 4. Has made the students more difficult to motivate in your class

 _____ 5. Other problems

2. On what basis do you think students should be assigned their pre-vocational courses? Please rank the alternatives listed below in what you consider to be the order of importance. In other words, the one you think is most important rank number one and so on.

1. Interest
 2. Scholastic ability
 3. Sex of student
 4. Students own preference
 5. Aptitude
 6. Other (specify) _____

3. After the student has had the alternatives explained to him and has been informed on what is contained in the various courses, should he be permitted to choose his courses based only on his preference?

1. Yes
 2. No

4. Do you think that the students were adequately prepared to make their course selections last year?

1. Yes
 2. No

5. If you answered NO to number 4, please give some suggestions as to how this could be improved.

6. List the ways the pre-vocational project has assisted you this year.

Section E

1. Listed below are the four main objectives of the pre-vocational pilot project. Please state any other objectives you think should be included. When you have done this, please rate the objectives in order of importance. In other words, if there is one objective that you consider to be very important, rate it number one, and so on.

- _____ 1. To provide for students experience with basic skills used in industry
- _____ 2. To give pupils occupational information and insight into their own abilities so that they will be able to make a wise choice on their future careers.
- _____ 3. To give greater relevance to the academic content of the curriculum.
- _____ 4. To improve the retention rate in the high schools.
- _____ 5. _____
- _____ 6. _____
- _____ 7. _____

2. Students who have very little interest in academic work can be motivated to remain in school by giving them courses containing practical work.

- _____ 1. I agree strongly
- _____ 2. I agree
- _____ 3. No opinion
- _____ 4. I disagree
- _____ 5. I disagree strongly

3. List below any gripes you have with the pre-vocational project and offer suggestions on how they could be remedied.

4. What changes would you like to see in the pre-vocational project?

APPENDIX I

Administrators Questionnaire

APPENDIX I

ADMINISTRATORS QUESTIONNAIRE

Section A

Please check your job classification.

1. Board superintendent
 2. High school principal
 3. Trades school principal
 4. High school vice-principal
 5. Trades school vice-principal
 6. School counsellor
 7. Board supervisor

Section B

1. List below what you feel were the positive results of the pre-vocational pilot project this year.

2. Do you think that there should be more pre-vocational courses offered for boys?

1. Yes
 2. No

3. Do you think that there should be more pre-vocational courses offered for girls?

1. Yes
 2. No

4. If you answered YES to either 2 or 3, please list the other pre-vocational courses you would like to see offered.

- a. _____ b. _____ c. _____
 d. _____ e. _____ f. _____

5. During this year has the number of students dropping out in grade IX
- _____ 1. Increased, when compared with last year
 _____ 2. Remained about the same as last year
 _____ 3. Decreased, when compared with last year
6. If you checked 3 in number 5, why do you think this is so? Please rank the reasons listed below in order of importance. In other words, rate the most important reason as number 1, and so on.
- _____ 1. Academic courses are made more varied and interesting
 _____ 2. New reading programs in Elementary and Junior High schools are having a positive effect
 _____ 3. The opportunity classes are having a positive effect
 _____ 4. The pre-vocational courses are having a positive effect
 _____ 5. Other (specify) _____

Section C

1. Listed below are some possible problems you may have encountered this year as a result of the pre-vocational pilot project. Please check, discuss, and offer solutions on those which apply to you.
- _____ 1. Obtaining suitable teaching staff

- _____ 2. Contracting busses

- _____ 3. Scheduling busses.

- _____ 4. Obtaining textbooks

- _____ 5. Accounting for attendance

- _____ 6. Classroom discipline problems

- _____ 7. Lunchroom discipline problems

- _____ 8. Corridor discipline problems

- _____ 9. Student motivation

- _____ 10. Accounting procedures

- _____ 11. Inadequate office help

- _____ 12. Other problems

2. On what basis do you think students should be assigned their pre-vocational courses? Please rank the alternatives listed below in order of importance. In other words, the one which you consider to be most important rate number one and so on.

- _____ 1. Interest
 _____ 2. Scholastic ability

3. Sex of student
 4. Aptitude
 5. Student's preference
 6. Other (specify) _____

3. After the student has had the alternatives explained to him and has been informed on what is contained in the various courses, should he be permitted to choose his courses based only on his preference?

1. Yes
 2. No

4. List the ways the pre-vocational project has helped in the administration of your school or schools.
- _____
- _____
- _____

5. Do you think that the students were adequately prepared to make their course selections last year?

1. Yes
 2. No

6. If you answered NO to number 5, please give some suggestions as to how this could be improved.
- _____
- _____
- _____

Section D

Listed below are the four main objectives of the pre-vocational pilot project. Please state any other objectives you think should be included. When you have done this, please rate the objectives in order of importance. In other words, if there is one objective that you consider to be very important, rate it number 1, and so on.

1. To provide for students experience with basic skills used in industry.
 2. To give pupils occupational information and insight into their own abilities so that they will be able to make a wise choice on their future careers.

- _____ 3. To give a greater relevance to the academic content of the curriculum.
- _____ 4. To improve the retention rate in high schools.
- _____ 5. _____
- _____ 6. _____
- _____ 7. _____
- _____ 8. _____

Section E

1. Students who have very little interest in academic work can be motivated to remain in school and learn by giving them courses containing practical work.

- _____ 1. I agree strongly
- _____ 2. I agree
- _____ 3. No opinion
- _____ 4. I disagree
- _____ 5. I disagree strongly

2. List below any changes you would like to see in the pre-vocational pilot project.

3. Please write below any other comments, criticisms, and suggestions you feel should be made concerning the pre-vocational project.

