GAP ANALYSIS OF SCHOOL-TO-WORK PROFESSIONAL DEVELOPMENT IN OHIO

Prepared for

State University Education Deans
School-to-Work Systems Integration Coalition

University of Cincinnati
October 15, 1997

TABLE OF CONTENTS

	INTRODUCTION	
PART I	SCHOOL-TO-WORK UNDERSTANDING	PAGE 1
PART II	SCHOOL-TO-WORK CLASSROOM GOALS	PAGE 17
PART III	SCHOOL-TO-WORK PROFESSIONAL DEVELOPMENT TOPICS	PAGE 67
PART IV	SCHOOL-TO-WORK PROFESSIONAL DEVELOPMENT ACTIVITIES	PAGE 88
PART V	EFFECTIVE WAYS TO GET EDUCATORS INVOLVED IN SCHOOL-TO-WORK	PAGE 104
APPENDIX I	SURVEYS	PAGE 113
APPENDIX II	METHODOLOGY	PAGE 132
APPENDIX III	DEMOGRAPHICS	PAGE 137
APPENDIX IV	WORK TEAM MEMBERS	PAGE 140

EXECUTIVE SUMMARY

GAP ANALYSIS OF SCHOOL-TO-WORK PROFESSIONAL DEVELOPMENT IN OHIO

INTRODUCTION

Gap Analysis of School-to-Work Professional Development in Ohio is the end product of a comprehensive state review of School-to-Work professional development needs and strengths in the state of Ohio. The purpose of this work is to provide professional development providers with information that will allow them to more effectively train Ohio educators to successfully integrate School-to-Work into their schools and classrooms.

This analysis is based on detailed information that was gathered from Ohio educators and professional development providers on School-to-Work professional development. Our survey was designed to answer a number of different questions that will allow us to define the gaps in professional development.

1. Do Ohio educators and professional development providers have an accurate understanding of STW? In what areas do misunderstandings about STW need to be addressed? To what extent are Ohio educators and professional development providers involved in STW?

2. Do educators and professional development providers believe that STW classroom goals are important? Are educators prepared to implement these goals in the classroom? Are professional development providers prepared to offer training on how to implement these goals?

3. In what STW professional development topics are educators currently receiving instruction? In what topics would they like to receive more instruction? In what STW professional development topics are professional development providers currently offering training? In what topics are they prepared to offer training?

4. In what types of professional development activities are educators currently involved? In what types of activities would they like to be more involved? What types of professional development activities are professional development providers currently offering? What types of activities are professional development providers prepared to offer?

5. What are the barriers educators face in participating in STW professional development? Do professional development providers have an accurate understanding of these barriers? What are the most effective ways to get educators involved in STW?

For additional information contact the Economics Center for Education & Research, email Econeduc@uc.edu.
Please reference report: 1997-EN-1010Statewide Report