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Integration of SOL's into the Marketing Curriculum in the City of Portsmouth

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INTEGRATION OF SOL'S INTO THE MARKETING CURRICULUM
IN THE CITY OF PORTSMOUTH

A RESEARCH PROJECT
PRESENTED TO THE FACULTY OF
DEPARTMENT OF OCCUPATIONAL AND TECHNICAL STUDIES
OLD DOMINION UNIVERSITY

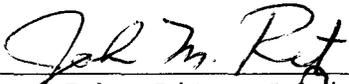
IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE

BY
FELICIA JERNIGAN SCALES
NOVEMBER, 2001

APPROVAL PAGE

This project was prepared by Felicia Jernigan Scales under the direction of Dr. John Ritz in OTED 636, Problems in Occupational and Technical Studies. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science degree.

APPROVED BY:



Dr. John Ritz, Advisor
Graduate Program Director

Date 11-6-01

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CHAPTER I

INTRODUCTION

The Standards of Learning represent a major development in public education in the State of Virginia. The standards were adopted in the summer of 1995 by the Board of Education to emphasize the importance of instruction in four core areas: English, mathematics, science, and history/social sciences. Currently completion of the SOL's is not a graduation requirement, but it is becoming a necessary part of graduation.

Marketing is not required to use any form of measurement to test student knowledge of the subject. Marketing uses competencies to measure student achievement. All teachers are expected to teach and reinforce the SOL's. Marketing is unique because it encompasses each of the core areas into its curriculum. Examples of this would be:

communication section involves English, textiles covers science, history of fashion involves social studies/history, and marketing math involves mathematics. Given the necessary information to integrate Standards of Learning into the Marketing curriculum, marketing teachers can reinforce those standards. Marketing allows for greater flexibility and creativity. This research will show how marketing teachers use this creativity to enhance the learning environment for both the marketing curriculum and the Standards of Learning.

Statement of the Problem

The problem of this study was to determine how marketing teachers in the City of Portsmouth integrate SOL's into their marketing curriculum.

Research Goals

To answer this problem, the following goals were developed:

1. To determine if SOL's are used in the current Marketing curriculum.

2. To determine the impact SOL's have on Marketing Teachers' instructional practices.
3. To highlight teaching methods and strategies utilized to implement the SOL's by marketing teachers in the Portsmouth Public School System.

Background and Significance

Marketing Education was designed to expand the opportunities of students in high school. Realizing that all students were not college bound, it was necessary to have a viable alternative for students. This gave students the opportunity to directly enter the workforce with the necessary skills developed while enrolled in the marketing program.

Marketing teachers teach students life skills along with many other things. Teachers are vastly aware of the importance of the SOL's and are willing to do whatever is necessary to help their students achieve success.

Limitations

The limitations of the study included the following:

1. The study included marketing teachers in the City of Portsmouth.
2. The study was done after the first and second semester SOL tests were given.
3. The study was done during the 2000-2001 school year.
4. The study was limited to the academic SOL's of Mathematics, English, Science, and History.

Assumptions

The researcher made the following assumptions as this study related to marketing teachers and SOL'S:

1. All of the persons participating in the study were Marketing Education teachers.
2. Each of the teacher/coordinators is required by their school division to teach and implement SOL's into their daily lesson plans.
3. The Marketing curriculum has a direct correlation to the information used in the SOL's.

Procedures

The subjects of this study were Marketing Education teachers. A questionnaire was developed in order to answer the research goals.

Definition of Terms

The following definitions were provided to assist the reader:

SOL-standards of learning.

ME-Marketing Education-program designed to prepare students for entering the field of marketing. Students work at a retail job related to the classroom instruction they receive.

Verified credits-students must receive a score of 400 on their SOL test. The nine classes they must successfully pass are: Algebra I, II, Geometry, English 11, Biology, Chemistry, U.S. History, Virginia History, and U.S. Government.

Overview of Chapter

In Chapter I of this study, the problem, research goals, and limitations were identified. The problem was to determine how Marketing teachers in the City of Portsmouth integrate SOL's into their daily instruction. The research goals will determine how ME teachers use their curriculum to enhance student performance on SOL's. In the following chapters, a review of literary sources will be completed in order to support the research problem. Chapter III will explain the methods and procedures used to conduct sampling techniques. Chapter IV will provide statistical data to support the problem. A summary of the study will be complete in Chapter V. Conclusion and recommendations will be made based upon data collected during the research process.

CHAPTER II

REVIEW OF LITERATURE

This chapter is a review of selected literature related to the research topic. The researcher was unable to collect data that pertained specifically to the research topic. It was for this reason that the researcher focused on three main questions relating to the research topic. The information provided was obtained from journals, books, and articles. Listed are the questions to be answered in the Review of Literature.

1. Why is it important to have national standards of student performance?
2. Why is it necessary to integrate academics and vocational education?
3. What role does the marketing education teacher's effectiveness play in the overall success of students?

The Standards of Learning were adopted by the Virginia State Board of Education in 1995. The purpose of the SOL is

to institute a minimum standard of student performance across the state. As of 2001, all graduating seniors of each of the state's high schools will be required to earn a minimum of nine verified units of credit to meet graduation requirements (SOL for Virginia Public Schools Secondary Courses, June 1995).

Why Is It Important To Have National Standard for Student Performance?

In researching the topic, one major question needed to be answered. Why do standards exist? The view is that public schools are not producing the caliber of students needed to successfully navigate the technologically advanced society that we currently live in. The creation of national standards and tests was introduced by President George Bush. Bush, along with members of the business community, governors and educators, met to determine how to improve student performance. Listed are the eight goals that were outlined by the 1989 conference attended by the previous groups (Jennings, p. 13). The following goals (1,2,3,5,6,7) were created by the first Education Summit held in

Charlottesville, Virginia, in September 1989 (Jennings, p. 14). Goals 4 and 8 were later added by Congress on July 1, 1994.

*Goal 1: **Ready to learn.*** By the year 2000, all American children will start school ready to learn.

*Goal 2: **School Completion.*** By the year 2000, high school graduation rates will increase to at least 90%.

*Goal 3: **Student Achievement and Citizenship.*** By the year 2000, students in grades 4,8,12 should have demonstrated a competency of the core areas to become productive citizens and with skills necessary for gainful employment.

*Goal 4: **Teacher Education and Professional Development.*** By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students in the next century.

*Goal 5: **Mathematics and Science.*** By the year 2000, United States students will be first in the world in mathematics and science achievement.

Goal 6: **Literacy and Lifelong Learning.** By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Goal 7: **Safe, Disciplined, and Alcohol and Drug-free Schools.** By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Goal 8: **Parental Participation.** By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

The initiative that was proposed by the Bush administration was a good one. The Clinton administration continued what was started by the previous administration. In the wake of the recent violent attacks in schools, teacher shortages, and lack of parental involvement, our schools have a long way to go to reach these goals. With the

problems we have, it will take more than just several goals to achieve the necessary level of success needed to improve our schools.

Why Is It Necessary To Integrate Academics and Vocational Education?

It is necessary to integrate academics and vocational education because it is imperative to improve the workforce, as we now know it. First we must identify the learning objectives for both academic and vocational subject areas. Once this is done, a connection can be drawn to connect the two. Many of the objectives support vocational and academic education overlap. This is where vocational education can reinforce the objectives of academic education. Each vocational course has its curriculum aligned with core courses. This helps vocational teachers identify areas that need to be highly stressed. The push for high SOL scores has increased the accountability for everyone. It is for this reason that all vocational teachers must continue to reinforce, supplement, and maintain academic integrity in the classroom.

David Thornburg has said that we have gone past even the Information Age, that we are in fact in the Communication Age, and that new "technologies will merge and become transportable, empowering students to take more proactive roles in the acquisition of knowledge" (Betts, 1994, p.11). Once students have identified the correlation between the importance of an education and obtaining a job to their liking, they will take charge of their own lives. Relevance matters to kids. If we can help them identify how they can apply the algebra that they are taking now to a real-life situation, it will make the difference in how they see things.

What Role Does the Marketing Education Teachers' Effectiveness Play in the Overall Success of Students?

The role of the marketing teacher is that of a facilitator. Marketing teachers draw from real life experiences. These experiences are illustrations used to help students identify with a given situation. A large

number of marketing teachers have prior experience in other fields (Ruff, 1991, pp.12-16). It is through this experience that allows them the unique opportunity to share relevant information with their students.

Those things that we remember are often examples that were used during some type of instruction or conversation. A student has many components. One of those components is the need to be motivated. Creating an interest in students is what teachers do best. Using real life experiences gives the student that opportunity to ask themselves, what do I want out of life. Giving them the tools needed to make these decisions is how they get involved in their education. There is no one perfect teacher. The perfect teacher looks for people with expertise in fields other than their own to teach the students.

Marketing teachers use partnerships with business and industry to bring reality to the classroom. Community leaders are involved in the classroom. Marketing teachers have ties with the needed components in the community to use as a resource to enhance the learning of their students.

This gives the kids a truer picture of what society and the world offers them in the future.

Summary

After a review of the literature, the researcher has determined the purpose for the implementation of student standards on a national level. It is necessary for the success of our country to continue to encourage our young people to meet the challenges set before them. In order to compete and maintain our world class status, we need world class human resources.

It is important to integrate academic and vocational education to prepare students for the next generation of technology. Showing students the relevance of the core subjects while integrating them into all vocational areas will help them receive a better understanding of the challenge set before them.

Marketing teachers do integrate SOL's into their curriculum. The way that it is done is through the use of real life examples. Marketing teachers bring a world of

experience to the classroom. With that experience they expose students to information that they might not otherwise learn. Standards of learning are directly linked with the Marketing curriculum. Each competency is directly correlated with that of the SOL's. Marketing teachers help students achieve success through the integration of real life experiences, standards of learning, marketing curriculum, and a desire to achieve success.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this chapter is to identify the methods and procedures used to obtain the data necessary for this study. Other items included in this chapter will be the participants in the study, the instrument design, method of data collection, statistical analysis, and concluding with a summary.

POPULATION

The population targeted for study were marketing education teachers in the Portsmouth Public School System. There are seven marketing teachers in the school system that participated in the study. The teachers were from Churchland, Norcom, and Wilson High Schools.

INSTRUMENT DESIGN

The instrument used for data collection was written and designed by the researcher. This instrument contained material on the Standards of Learning and their usage in the marketing curriculum. The survey included questions

pertaining to the SOL's and marketing education teacher's willingness to support SOL core course competencies with the marketing education course competencies. A copy of the instrument is located in the Appendix A.

DATA COLLECTION

Surveys were delivered on May 28, 2001. They were collected over a period of two weeks, ending on June 8, 2001. These dates coincided with the end of the school year. The surveys were delivered to each participant with a cover letter seeking teacher participation. A copy of the cover letter is located in Appendix B.

STATISTICAL ANALYSIS

The completed questionnaires were collected, sorted, compiled, and tabulated by the researchers. The number and frequency of responses for incorporating academic and marketing course competencies were properly recorded. The statistical mean was calculated for Likert type questions.

Tables were designed to display the total number of responses.

SUMMARY

Chapter III described how data were collected from the six marketing teachers in the Portsmouth Public School System. The design of the instrument used and the method used to distribute the survey to the population were discussed. The methods and procedures used to collect, sort, and tabulate the data received were also discussed. The analysis of the data will be presented in Chapter IV.

CHAPTER IV

FINDINGS

The problem of this study was to determine how marketing teachers in the Portsmouth Public School System integrate SOL's into their marketing curriculum. In order to obtain the data, a survey was sent to the seven marketing teachers in the city of Portsmouth. Of the seven surveys sent, seven were returned and the data obtained were computed, analyzed, and displayed. This was a 100% response rate.

A Likert Scale was used as the basis for the calculation of the mean. Strongly Agree (SA) was assigned a value of 5, Agree (A) a value of 4, Uncertain (UNC) a value of 3, Disagree (D) a value of 2, and Strongly Disagree (SD) a value of 1. The following is an analysis of the survey questions.

Question 1: Do you actively integrate Standards of Learning into your curriculum?

Table 1 provides an analysis of the responses to this question. Two (28%) of those that responded strongly agreed. Five (71%) of those that responded agreed. The mean calculated was 4.3 and it indicates that the target population does integrate SOL's into their curriculum.

Table 1. Question 1 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
2	28	5	71	0	0	0	0	0	0	4.3

Question 2: Do you feel you are forced to implement Standards of Learning into your curriculum?

Table 2 provides an analysis of the responses to this question. Three (28%) of those that responded strongly agreed. Four (57%) of those that responded agreed. The mean calculated was 4.4 and it indicated that the target population agreed that they are encouraged to implement Standards of Learning into their curriculum.

Table 2. Question 2 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
3	28	4	57	0	0	0	0	0	0	4.4

Question 3: Do you find that it is easy to integrate Standards of Learning into your marketing curriculum?

Table 3 provides an analysis of the responses to this question. Three (42%) of those that responded strongly agreed. Three (42%) of those that responded agreed. One (14%) respondent was undecided. The mean calculated was 4.3 and it indicated that the target population agrees that it is easy to implement Standards of Learning into their curriculum.

Table 3. Question 3 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
3	42	3	42	1	14	0	0	0	0	4.3

Question 4: Do you feel that your creativity has been stifled because of the implementation of Standards of Learning into your curriculum?

Table 4 provides an analysis of the responses to this question. Two (28%) of those that responded were undecided. Four (57%) of those that responded disagreed. One

(14%) of those that responded strongly disagreed. The mean calculated was 2.1 and it indicates that the target population disagreed that their creativity has been stifled due to the implementation of Standards of Learning.

Table 4. Question 4 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
0	0	0	0	2	28	4	57	1	14	2.1

Question 5: I believe Standards of Learning are overly stressed in our system.

Table 5 provides an analysis of the responses to this question. Two (28.6%) of those that responded strongly agreed. Two (28.6%) of those that responded agreed. Two (28.6%) of those that responded were undecided and one (14.3%) of those that responded disagreed. The mean calculated was 3.7 and it indicated that the target population agreed that the Standards of Learning are overly stressed.

Table 5. Question 5 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
2	28.6	2	28.6	2	28.6	1	14.3	0	0	3.7

Question 6: I feel our system provides us with materials needed to successfully integrate Standards of Learning into our marketing curriculum?

Table 6 provides an analysis of the responses to this question. One (14.3%) of those that responded strongly agreed. Two (28.6%) of those that responded agreed. Two (28.6%) of those that responded were undecided and two (28.6%) of those responding strongly disagreed. The mean calculated was 3 and it indicated that the target population was undecided about having the necessary materials needed to implement Standards of Learning into the marketing curriculum.

Table 6. Question 6 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
1	14.3	2	28.6	2	28.6	0	0	2	28.6	3

Question 7: I feel my curriculum helps to reinforce information taught in core classes of the SOL.

Table 7 provides an analysis of the responses to this question. Four (57%) of those that responded strongly agreed. Two (28.6%) of those responding agreed and one (14.3%) of the respondents was undecided. The mean calculated was 4.4 and it indicated that the target population agreed that their curriculum helps to reinforce information taught in core classes of Standards of Learning.

Table 7. Question 7 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
4	57	2	28.6	1	14.3	0	0	0	0	4.4

Question 8: I believe the Standards of Learning will assist students majoring in vocational education.

Table 8 provides an analysis of the responses to this question. One (14.3%) of those that responded strongly

agreed. Four (14.3%) of those that responded agreed. One (14.3%) of the respondents was undecided and one (14.3%) of the respondents strongly disagreed. The mean calculated was 3.57 and it indicates that the target population was uncertain that Standards of Learning will assist students majoring in vocational educational.

Table 8. Question 8 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
1	14.3	4	57	1	14.3	0	0	1	14.3	3.57

Question 9: All things considered, I believe Virginia's Standards of Learning will help our children in the future.

Table 9 provides an analysis of the responses to this question. Four (57%) of those that responded strongly agreed. Two (28.6%) of those that responded were undecided. One (14.3%) of the respondents strongly disagreed. The mean calculated was 3.85 and it indicated that the target population agreed that all things considered, Virginia's Standards of Learning will help our children in the future.

Table 9. Question 9 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
4	57	0	0	2	28.6	0	0	1	14.3	3.85

Question 10: I believe Standards of Learning should be applied to all subject areas, not just core subjects.

Table 10 provides an analysis of the responses to this question. One (14.3%) of those that responded agreed. Three (42%) of those that responded were undecided. One (14.3%) respondent disagreed and two (28.6%) of those that responded strongly disagreed. The mean calculated was 2.6 and it indicated that the target population was undecided about Standards of Learning being applied to all subject areas and not just core subjects.

Table 10. Question 10 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
1	14.3	0	0	3	42	1	14.3	2	28.6	2.6

Question 11: Are you allowed to implement a variety of teaching methods to teach your students to enhance the implementation of SOL's.

Table 11 provides an analysis of the responses to this question. Seven (100%) of those that responded agreed. The mean calculated was 4 and it indicated that the target population agreed that they were allowed to implement a variety of methods to teach their students to enhance the implementation of Standards of Learning.

Table 11. Question 11 Statistical Analysis

SA	%	A	%	UNC	%	DA	%	SDA	%	-
0	0	7	100	0	0	0	0	0	0	4

Question 12: What strategies do you use to increase creativity of marketing material that involves SOL related material?

Teachers cited several examples of strategies that they used to increase creativity and to spark the learning environment of the students.

Listed below are some of the examples.

1. Group-work
2. Research papers
3. Group activities
4. Fieldtrips
5. Fashion shows
6. Hands-on activities-making jewelry

Question 13: Cite an example of a lesson taught that integrated SOL's?

Respondents provided examples of lessons that they taught which integrated the SOL's. Listed below are some of the examples.

1. International marketing-research a country, use of maps, books, other sources of information.
2. Research economic resources
3. Stock market game
4. Resumes on people in history
5. Merchandise math
6. History and origin of textiles

Summary

In Chapter IV, the researcher presented and explained the data obtained from the surveys. Tables were used which displayed the responses in percentages and the statistical mean. Detailed analysis of the data collected from the responses by the members of the Portsmouth Public Schools marketing departments were provided. In Chapter V, the researcher will provide an overall summary of this study, conclusions, and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the information provided in the previous four chapters. The conclusions along with the recommendations provided in this chapter are based on information collected and analyzed in this chapter.

SUMMARY

The Virginia Standards of Learning has had a great impact on the marketing departments as well as all other disciplines. In order for vocational students to obtain the skills needed to successfully complete the SOL's, vocational educators will have to be prepared to teach marketing in a different way.

Marketing coordinators in the city of Portsmouth are ready for the challenge. Many of the areas covered in marketing already overlap with the core subjects. The coordinators must enhance what they already know and bring more of the 21st Century into our presentation. Higher order thinking is needed to reinforce that which the students are currently learning.

CONCLUSIONS

The findings from this study were analyzed and compared to the goals established for this study:

1. To determine if SOL's are used in the current marketing curriculum. Question 1 was designed to determine if SOL's were being used in the marketing curriculum. After reviewing the responses, it was determined that 100% of the marketing coordinators agree that Virginia SOL's are integrated into their curriculum. Question 2 was designed to determine if coordinators felt they were forced to implement SOL's. After reviewing the responses, the coordinators agreed that they were strongly encouraged to implement SOL's into their curriculum.

2. To determine the impact SOL's have on Marketing Teacher's instructional practices. Question 4 was designed to determine if individual creativity had been stifled because of the implementation of SOL's into the marketing curriculum. Over half (57%) of the respondents disagreed. They have the freedom and flexibility to implement new and current ideas and methods into their curriculum.

3. To highlight teaching methods and strategies utilized to implement the SOL's by marketing teachers in the Portsmouth Public School System. Marketing teachers use a variety of teaching methods to enhance SOL's. One teacher uses maps when introducing the fashion markets of the world. Students are asked to locate various countries around the world. Once identified, they are required to do some additional research on the country. Another example of SOL integration is the use of the science lab when introducing fabrics. Students are identifying the differences in natural verses synthetic fibers. Students are able to identify cause and effect relationships.

RECOMMENDATIONS

Based upon the findings and conclusions of this study, the researcher recommends the following:

1. All marketing teachers should continue to integrate SOL's into their curriculum. They should establish a working relationship with core teachers to discover areas of weakness which could be addressed in marketing.

2. The addition of more resource materials is needed. There is also a need to identify new sources of information rather than relying on those who already work in the system. New ideas and new ways for thinking out of the box are needed. Someone with a fresh new viewpoint should be added to the marketing team. This also can be achieved through workshops or in-services.

3. Marketing teachers should communicate with fellow coordinators at conferences to learn of new and innovative ways to bridge the gap between SOL's and marketing. When teacher's get together to discuss ideas, they ultimately discover new teaching methods to implement in their classrooms. Their peers can tell them what they have learned from trying new ways of doing things.

4. Offer Standards of Learning workshops after the school scores have returned to see which areas need improvement. All teachers should be given the opportunity to tell other disciplines what is needed to improve scores in certain areas. This gives everyone the opportunity to concentrate on a specified area. A review should be done to check the

progress. This will help marketing teachers as well as other areas.

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BIBLIOGRAPHY

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APPENDENICES

APPENDIX A: Marketing Teachers in the City of

Portsmouth

APPENDIX B: Participant Request Letter

APPENDIX C: Questionnaire

APPENDIX D: Thank you letter

APPENDIX A

Marketing Teachers in the City of Portsmouth

APPENDIX A

Marketing Teachers in the City of Portsmouth

Shaun Burris	Wilson High School
Robert Copeland	Churchland High School
Craig Hill	Norcom High School
Diane Infantino	Wilson High School
Ann King	Wilson High School
Debbie Myers	Churchland High School
Diane Snellinger	Churchland High School

APPENDIX B

Participant Request Letter



Portsmouth Public Schools

Office of the Principal

I. C. Norcom High School

1801 London Boulevard • Portsmouth, Virginia 23704-4324

(757) 393-5442 • FAX (757) 393-5451

APPENDIX B

PARTICIPANT REQUEST LETTER

May 29, 2001

Dear Shawn:

I am conducting research on how marketing teachers implement standards of learning into their curriculum. Attached you will find a copy of a survey which you can answer to help gather information to support my research. I am currently working on my master's degree in Occupational and Technical Education. The survey is part of a research paper required for the completion of the master's program. It will be used to support my topic of how marketing teachers integrate SOL's into their curriculum. I appreciate your cooperation and participation in making my research study a success. All answers provided in the survey will remain confidential.

Please read the survey, and respond to the statements and return it to me in the pony by June 15, 2001. Thanks again for your help and support.

Sincerely,

Felicia J. Scales
Marketing Coordinator

APPENDIX C

Questionnaire

APPENDIX C

QUESTIONNAIRE

A Study To Determine How Marketing Teachers in the City of Portsmouth Integrate SOL's Into Their Marketing Curriculum

The purpose of this study is to determine if marketing teachers use SOL's in their current curriculum. The impact that SOL's have on the instructional practices will also be identified. The study will identify methods used by teachers to support the SOL's while allowing them the freedom and flexibility to be creative in the implementation of their subject matter.

Directions: Read each statement and provide responses that represent your opinion of the Virginia Standards of Learning supported through the Marketing Education Program in the Portsmouth Public School System. Once you have completed the survey, please send it to me via our pony system. No names will be published in this research project. Any comments or recommendations that you have are welcomed. Please feel free to include them at the end of the survey.

Survey Questions

1. *Do you actively integrate Standards of Learning into your curriculum?*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

2. *Do you feel you are forced to implement Standards of Learning into your curriculum?*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

3. *Do you find that it is easy to integrate Standards of Learning into your marketing curriculum?*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

4. *Do you feel that your creativity has been stifled because of the implementation of Standards of Learning into your curriculum?*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

5. *I believe Standards of Learning are overly stressed in our system.*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

6. *I feel our system provides us with materials needed to successfully integrate Standards of Learning into the marketing curriculum.*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

7. *I feel my curriculum helps to reinforce information taught in core classes of the Standards of Learning.*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

8. *I believe the Standards of Learning will assist students majoring in vocational education.*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

9. *All things considered, I believe Virginia's Standards of Learning will help our children in the future.*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

10. *I believe Standards of Learning should be applied to all subject areas, not just core subjects.*

Strongly Agree__ Agree__ Uncertain__ Disagree__ Strongly Disagree__

11. *Are you allowed to implement a variety of methods to teach your students to enhance the implementation of SOL's?*

12. *What strategies do you use to increase creativity of marketing material that involves SOL related material?*

13. *Cite an example of a lesson taught that integrated SOL's?*

APPENDIX D

Thank You Letter



Portsmouth Public Schools

Office of the Principal

I. C. Norcom High School

1801 London Boulevard • Portsmouth, Virginia 23704-4324

(757) 393-5442 • FAX (757) 393-5451

APPENDIX D

THANK YOU LETTER

June 1, 2001

Dear Shaun:

Thank you once again for completing the survey. I greatly appreciate your support in this endeavor. Enclosed you will find something you can use on your trips home after a hard day at school (smile). I hope you have a great summer if I don't see you before the end of the year. Enjoy the doughnuts.

Sincerely,

Felicia J. Scales