



Thomas R. Winters

Many vocational education, technology education, and now technology and engineering education leaders have made their mark on our profession. Their legacy is something that members of the profession enjoy and have a responsibility to continue and build upon.

This is the twentieth in a series of articles entitled "The Legacy Project." The Legacy Project focuses on the lives and actions of leaders who have forged our profession into what it is today. Members of the profession owe a debt of gratitude to these leaders. One simple way to demonstrate that gratitude is to recognize these leaders and some of their accomplishments. The focus in this issue will be on Dr. Thomas Winters.

by
Johnny J Moye,
DTE and
Thomas R.
Winters

Dr. Thomas R. Winters

Deputy Secretary for Administration, Commonwealth of Pennsylvania-Department of Education (2001-2005)

Place of Birth: Lancaster, Pennsylvania

Married to: Karen Beacher Winters (45 years)

Degrees:

- B.S., Millersville State College/Industrial Arts Education (1966)
- M.S., Millersville State College/Industrial Arts Education (1971)
- Ph.D., University of Maryland/Industrial Education (1978)

Occupational History:

July 29, 2006 to June 2013 – Education Consultant

Federal programs monitor for the Pennsylvania Department of Education Division of Federal Programs. Provided Strategic Reports to two School Districts on legal issues and comprehensive planning related to Area Career and Technical Education.

January 20, 2003 to July 29, 2005 – Deputy Secretary for Administration, Pennsylvania Department of Education

The position scope included chief operating and fiscal officer for the Department. The individual in this position was the key member of the Secretary's cabinet for coordinating and directing activities that make the agency more effective and client/customer-focused. The deputy had oversight of the bureaus of Budget and Fiscal Administration, Human Resources, and Management Services. This oversight was defined by the Department's \$11 billion state and federal budget and a workforce of 784 salaried staff that included the State Library and Scranton School for the Deaf. The deputy was responsible for agency administrative policies and emergency preparedness.

January 4, 2003 to January 20, 2003 – Acting Secretary of Education, Pennsylvania Department of Education

I served as the Acting Agency Head, Cabinet Secretary, for the final transition days of Governor Schweiker's term. I executed all policy and administrative duties of Department operation and was the responsible lead person for all documents and communications required to transition the Department for Governor Rendell's administration.

May 2001 to January 4, 2003 – Deputy Secretary for Administration, Pennsylvania Department of Education

The position scope included chief operating and fiscal officer for the Department. The individual in the position was the key member of the Secretary's cabinet for coordinating and directing activities that make the agency more effective and client/customer focused. The deputy had oversight of the bu-

reaus of Budget and Fiscal Administration, Human Resources, Information Systems, and Management Services. This oversight was defined by the Department's \$9.7 billion state and federal budget and a workforce of nearly 850 salaried staff that included the State Library, Thaddeus Stevens College of Technology, and Scranton School for the Deaf.

July 1999 to May 2001 – Assistant Director/Acting Director, Bureau of Vocational-Technical Education, Pennsylvania Department of Education

The position encompassed all policy-level and administrative responsibility for vocational-technical education, including Technology Education.

November 1989 to July 1999 – Division Manager for Vocational Program Operations/Advisory and Approval Services, Pennsylvania Department of Education, Bureau of Vocational and Adult Education

Senior level management encompassed: Operation of three regional field offices in Ligonier, Mifflinburg, and Allentown; the Jobs Training Partnership Act State Education Grant and associated state youth initiatives; programs and services for special populations including disadvantaged and handicapped, teen parents, single parent and displaced homemakers, and sex equity; and economic development including adult/postsecondary vocational programs and Customized Job Training. More than \$65 million of State and Federal funds were managed.

July 1986 to November 1989 – Section Supervisor Research, Evaluation, and Data Management, Pennsylvania Department of Education Bureau of Vocational and Adult Education

The position encompassed the leadership and supervision necessary to carry out vocational education services for research, data management, and evaluation in accordance with agency policies and state and federal laws, regulations, and guidelines. Responsibilities were statewide and included

all local education agencies and postsecondary eligible recipients of state and federal funds that operated approved vocational programs.

March 1981 to July 1986 – Curriculum Specialist and Industrial Arts Program Supervisor, Pennsylvania Department of Education, Bureau of Vocational and Adult Education

In the position of curriculum specialist, statewide leadership and technical assistance were provided for Principles of Technology, Michigan Occupational Data Analysis System, Perkins Act, Technical Committees, competency-based vocational education, and general curriculum assistance. As an industrial arts program supervisor, statewide curriculum leadership and technical assistance were provided to local education agencies and teacher-education institutions.

September 1975 to March 1981 – Industrial Arts Department Chairman and Instructor of Drafting, Eastern Lancaster County School District

As chairman, I supervised seven teachers in all areas of industrial arts from Grade 7 through Grade 12. Duties included: participation in hiring, supervision, purchasing, staff development, curriculum development, and special administrative assignments. Teaching duties included: Architectural Drafting,

Mechanical Drawing, Drafting Seminar, and Visual Communications/Drafting (9).

September 1969 to March 1981 – Cooperating Teacher, Millersville State College

Supervisor for more than 20 student teachers in industrial arts.

January 1976 to May 1976 – Instructor of Wood Technology, University of Maryland

September 1975 to September 1976 – Professional leave for graduate study at the University of Maryland on an Education Professions Development Act (EPDA) fellowship awarded by the United States Department of Education.

September 1973 to August 1975 – Industrial Arts Chairman and Instructor of Drafting at Eastern Lancaster County School District.

September 1968 to August 1973 – Instructor of Woodworking and Architectural Drawing at Eastern Lancaster County School District.

January 1966 to September 1968 – Instructor of Metalworking at Lebanon School District.

You attended Millersville University (PA) and the University of Maryland for your formal education in the field of industrial arts/technology education. What did you gain from each institution that helped you with your career?

General:

I encountered greatness, both student colleagues and college professors. This greatness included experience of learning from and gaining professional associations with the great leaders of the profession during that period. Both Millersville and Maryland's college preparatory programs were nationally recognized. Millersville for its undergraduate program and University of Maryland for its graduate program.

Millersville State College:

Millersville was known for its job skills in laboratory subjects and teaching strategies necessary to succeed in the classroom. The college was involved in leadership associations and provided the skills necessary to strategically promote secondary industrial arts education.

The undergraduate program in the 60s, when I was there, consisted of unit shop programs and practicum for teaching project skills to students. The final projects and developing student craft skills were the outcomes of learning.

University of Maryland:

Maryland provided the leadership development, professional positioning, networking, and a philosophy of the learning needed to cultivate the next generation of leaders for the profession. Maryland was focused on the student as the outcome of learning. The program objective was to develop the methods and processes for educating the total child founded in a knowledge of human growth and development. Projects were the process vehicle, not the outcome, and were focused on industry and research and development.

Most important was the mentoring influence of Dr. Donald Maley. The assembly of graduate students and faculty facilitated a transformation in vision and leadership potential.

You had the joy of working with outstanding fellow educators when you were active in the Pennsylvania Technology Education Association. What were the initiatives that you were advocating as you moved the profession forward in your state?

I very much enjoyed working with fellow educators at PTEA. Here are a few things that we accomplished.

- A unification of secondary and higher education within a common purpose.



- The formation and advancement of the American Industrial Arts Student Association/Technology Student Association.
- Partnership and defined common direction between institutions of higher education in Pennsylvania and Industrial Arts/Technology Education programs.
- A common curriculum direction for all programs.

No one in the industrial arts/technology education teaching profession rose to the level of Chief State School Officer for Education for leading education as you did. You also became Acting Cabinet Secretary of Education for the Commonwealth of Pennsylvania. What did you learn through these administrative experiences that would help your subject area colleagues as they attempt to advance their field?

Several things that could help colleagues advance is that they need a network of committed individuals to strategically impact state law and regulation as well as a strong foundational position that is championed by members of the profession, community leaders, and public officials. They also need to have their voices heard at the local and highest possible decision level. Our colleagues also need to acknowledge the role of politics in all actions and be astute at strategic positioning without sacrificing the principles they wish to promote. It is essential to have leader advocates promoted to the highest decision-making levels in government. Most of all, they need to possess an unwavering belief in what you advocate.

What are a few of the most memorable initiatives, meetings, or thrusts that you experienced during your career? Why were they important to you and the profession?

- Formation of the American Industrial Arts Student Association/Technology Student Association to address the education of the total child, encouraging student leaders.
- Safety as a necessary requirement for student welfare and classroom management.
- State Regulations that identified industrial arts/technology education as a basic subject for all students.
- Integration with and identity alongside vocational education.

Being the State Supervisor for Technology Education was a unique leadership role in which you excelled. What vision and outcomes did you strive for to move the profession forward at the state level? What major initiatives did you undertake to help teachers?

My position was that we needed to define a state regulation/requirement of planned courses in industrial arts for all students and all grade levels. Here are some of our major initiatives:

- A safety manual to guide the teacher in maintaining student welfare, classroom management, and protection from liability.

- One of the most memorable things I remember is the forum that I moderated at California State College, Pennsylvania with Dr. Donald Maley, Dr. Donald Lux, and Dr. Paul DeVore. At the time these were three of the most reputed leaders of the profession, with published curriculum/program directions for the profession. This was the only time in my professional career that I was on a stage with three icons in the profession.

- The foundation and growth of the American Industrial Arts Student Association (AIASA)/Technology Student Association (TSA). As a charter local school advisor I realized how the extension of the classroom would be of benefit to students. In my leadership positions with the Industrial Arts Association of Pennsylvania and Pennsylvania Department of Education, I chose this initiative as my legacy for Pennsylvania and the profession. It continues to increase in prominence and grow in student numbers and activities today. I served on the National Board for four years and was Chair and President of the Corporation for two of the years (1984-86). The 1980s were the formative years needed to establish

the student organization. One of the important accomplishments of this period was gaining recognition in Washington, DC and in other states as a Vocational Student Organization.

- When the Pennsylvania Technology Student Association established the Dr. Thomas R. Winters Outstanding Service Award in 1992. As the organization's founder, I am humbled that PTSA uses my name to recognize state leadership. With more than 25 already given, this annual award continues to be presented to individual(s) who have made outstanding contributions to the Pennsylvania Technology Student Association.
- When I received the Pennsylvania Technology Education Association President's Special Appreciation Award in 2005, the year I retired from state service. Having been more than 15 years after my last formal position with Technology Education, the state association choose to recognize me one more time for my career of service.
- "Critical Issues in Science and Technology" – Chicago, Illinois (January 1983) I was one of twenty Industrial Education leader/guests of the Technical Foundation of America to attend the 50-year celebration of the Museum of Science and Industry. All panel presentations at the seminar showcased at least one Nobel Laureate from the United States. Princess Christina of Sweden and all United States Nobel Laureates were guests of honor at the banquet. The hall was decorated with 50,000 carnations from Europe.

- I also enjoyed the decision making that occurred at meeting tables with Governors of Pennsylvania. I sat at tables in groups of 8-20 individuals with governors at the head where discussion centered on key state decisions and policy directions.

Thank you Dr. Winters for sharing some of the highlights of your service to our profession.

The Legacy Project has now interviewed 20 very influential leaders. It is beneficial for current (and future) leaders to read about the issues that existed and how they were addressed "back in the day." In a few months the next interview will appear in this journal. If you have a suggestion of a leader to recognize, contact the author with that person's name and contact information.



Johnny J Moye, DTE recently retired from his position as a Supervisor of Career and Technical Education at Chesapeake Public Schools, Chesapeake, VA. He can be reached at johnnymoye@gmail.com.



Thomas R. Winters, Ph.D. Dr. Winters began his teaching career as a metalworking, woodworking, and drafting instructor and then became the Lancaster, PA Industrial Arts Department Chair. He became the Curriculum Specialist and Industrial Arts Program Supervisor and, ultimately, Deputy Secretary for Administration at the Pennsylvania Department of Education.