DEVELOPMENT AND APPLICATION OF A VOCATIONAL-

TECHNICAL PROFESSIONAL PERSONNEL

INFORMATION SYSTEM

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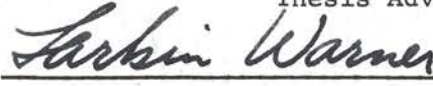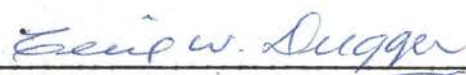July, 1972

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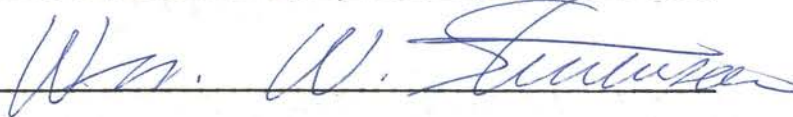Thesis Approved:

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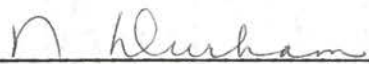
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CHAPTER I

THE PROBLEM

Introduction

The Education Professions Development Act (1) demonstrates that both the Congress and the President have given educational manpower and training needs a high priority. The Act recognizes that the training and retraining of teachers is central to any new curriculum or innovation in school organization and that without the active involvement of teachers, new programs will stand little chance of success. Additionally, it pays heed to the idea that the responsibility of the training of teachers lies not only with the teacher training institution but also with the local school and the community it serves—a concept that also implies the active participation of the state.

Vocational and technical education in Oklahoma is now serving 65,045 secondary students; 4,747 post-secondary students; and 35,226 adults. There are approximately 1,799 vocational teachers, including 191 local vocational administrators, presently receiving supervision and financial aid from the State Board of Vocational and Technical Education (2).

The growth of the area vocational-technical schools in Oklahoma emphasizes the need for training and retraining of vocational educators. Twenty-five percent of Oklahoma's high schools and 75 percent of Oklahoma's students are now in school districts served by area vocational-

technical schools. One study projects the need for a total of 26 area school districts served by 34 schools if every person in the state is to have access to an area school (3).

Qualified personnel to fill administrative and teaching positions in the area vocational-technical schools, local high schools, junior colleges, teacher training institutions, and the State Department of Vocational and Technical Education have not been and are not now available. Vocational teachers have always been in short supply, and they in turn become the primary supply from which vocational teacher trainers and administrators are drawn.

As programs and need for teachers have developed, teacher education programs have developed to supply the demand. Oklahoma is fortunate to have several teacher colleges; and in most instances, they have done outstanding work in the production of classroom teachers for vocational and technical education. In some cases, however, there has been a time lag of serveral years between the need for teachers of emerging occupations and the development of a teacher education program. In some areas of teacher education, the supply of new teachers far exceed the demand, while in others the supply falls short. The Demand for and Supply of Vocational and Technical Teachers in Oklahoma: 1972-1976 indicates a surplus of 47 business and office teachers and a demand for 188 additional health education teachers (4).

In addition to the supply of teachers trained for certain divisions, there are other needs in the training of personnel. Much work needs to be done in the area of in-service training of teachers, many of whom are teaching with little formal education beyond high school. Other vocational-technical teachers need help in removing deficiencies in

their technical knowledge. Still others have lost contact with the
working world as their occupational experience becomes outdated. Voca-
tional administrators, industrial coordinators, vocational counselors
and curriculum specialists, teachers of special programs, and some other
critical shortage teaching areas are presently being ignored in our
personnel training program. Newly designed programs, shifting of admin-
istrative and operational procedures and new directions of emphasis
within our teacher training institutions must be achieved if we are to
meet the new and expanding needs of vocational and technical education.

Records accumulate in the filing cabinets of the State Department
of Vocational and Technical Education with the expectation that they
will aid in planning alternatives to the problems mentioned above.
However, in order for these records to become useful information and aid
in the planning process, they must be easily retrieved and manipulated
to produce meaningful reports. "A requisite for effective management is
the availability of complete, accurate, and up-to-date information and
data. Decisions are only as good as the information upon which the
decisions are based (5)."

"An index to all personnel in a company is of extreme importance to
an overall information center (5)." Not only should personnel data
supply information on education, experience, turnover, and other person-
nel data, but "it should enable a company to find the best person for a
given job and to find the best person to answer a given technical ques-
tion (5)."

Statement of the Problem

The problem with which this study is concerned is the lack of a
sufficient data base relating to Oklahoma vocational-technical personnel

from which the information necessary for statewide planning may be extracted.

The development of a sufficient data base relating to Oklahoma vocational-technical personnel that would make available the information necessary for planning professional personnel development activities includes not only the gathering of information but also a systematic process by which the data is gathered and periodically updated. Such a data base would probably include information concerning personal charac-teristics, education, work experience, teaching experience, certification and mobility. (7), in a study of in-service education, concluded that planners of in-service education should be cognizant of the personal experiences of the teachers and the effect of these experi-ences on the in-service program.

Purpose of the Study

The purpose of this study is to develop and test a systematic pro-cess of establishing and maintaining a vocational and technical professional personnel information system and to show how the information might be presented to aid administrative planning.

Need for the Study

The need for the study is generated by the necessity of coordinating pre-service and in-service vocational-technical teacher education on a statewide basis in an effort to better meet the needs of present and future teachers. A systematic approach to the collection, retention, and evaluation of professional personnel information is necessary ground-work for the establishment of a master plan. George Ferns, Professor at

Michigan State University, declared that a comprehensive inventory of personnel is not only highly desirable, but in fact necessary, for sound planning. He further stated that personnel counts are insufficient in themselves, since knowledge of professional qualities or characteristics is at least as important (6).

In addition, the generation of reports required by the U. S. Office of Education, as well as data necessary for completion of the Oklahoma State Plan for Vocational and Technical Education could be greatly facilitated by such an information system.

Examples of Use of the Data

Many areas of interest could be investigated if a teacher information file is available, whether the file is on computer magnetic tape or in the file cabinets of the division supervisors. The purpose of the study, however, is the development of a system that can make current, reliable information available for planning purposes. Consequently, the following representative relationships will be examined:

1. The relationships between mobility and (a) degree, (b) age, and (c) type of institution.

2. The age distributions within the division and within the type of institution.

3. The relationships between teaching experience, occupational experience, and type of institution.

Definition of Terms

Data Bank--The accumulation of data items making up individual records within an information file and available for future processing.

Data Base--Same as data bank.

Division--The administrative unit within the State Department of Vocational and Technical Education that is responsible for educational areas; i.e., Health Occupations, Technical Education, Home Economics Education, etc.

Division Supervisors--State department administrators who have the responsibility for supervising the subject matter areas; such as the State Supervisors for Trade and Industrial Education, for Business and Office Education, for Agricultural Education, etc.

Debug--To detect, locate, and remove all malfunction from a computer routine.

Keypunch--The process of using a keypunch machine to transcribe information into a machine readable card.

Magnetic Tape--An information storage ribbon capable of storing large amounts of machine readable information.

Occupational Experience--Experience in a job that is related to the subject matter being taught by the teacher.

Punch Card--A stiff paper card capable of storing 80 characters of information in the form of holes in the card.

State Conference--An annual conference held each August for Oklahoma vocational and technical education teachers.

CHAPTER II

SURVEY OF THE LITERATURE

Studies of Teacher Characteristics

The collection of data related to teacher characteristics falls
into three categories: (1) the description or profile of the teachers,
(2) the use of background characteristics for evaluation, and (3) the
identification of problems in areas such as mobility and pre-service and
in-service education.

Teacher Description

The objectives of a national survey by the National Center for
Educational Statistics entitled Vocational Education: Characteristics
of Teachers and Students 1969 (8) were to gather information on back-
grounds and teaching loads of vocational education teachers, to gather
information on the personal characteristics and future plans of voca-
tional education students, and to develop a technique for surveying
teachers and students that could later be applied in greater depth at
state and local levels. The procedure involved mailing a questionnaire
to 2,574 teachers. Fifty-eight percent of the teachers on the original
mailing list responded.

Fern (6) expended "much time and effort" assembling "a comprehensive
inventory of personnel in Michigan," but the best that could be done
under the circumstances was to locate existing data, attempt to cover

certain works with original research, and to integrate the findings for presentation." He recommended that "a centralized, computerized vocational-technical personnel data bank should be established, covering all types of in-service personnel."

Several descriptive inventories of the California trade and technical teachers have been conducted: two by Melvin Barlow and Gail Moore (9, 10) covering the period 1945-1950 and a third by David Allen (11) covering the period 1955-1962.

Phair (12), in a study of new faculty of California community colleges, collected information on teaching experience, educational level, subject areas, and institutions attended.

Barlow and Reinhart (13) conducted a descriptive study of the vo-tech teacher in California entitled Profiles of Trade and Technical Teachers which is probably the most significant study in this area at the present time. Its primary use was to supply basic information necessary for policy-making and decision-making, as well as the enhance-ment of the status of trade and technical teachers. They proceeded on the comprehensive profile study as follows.

An up-to-date list of full-time trade and technical teachers in California was not in existence. The population of the study was limited to trade and technical teachers with full-time credentials who were not primarily in supervision or administration.

In order to identify the population, a basic description question-naire was sent out and eventually resulted in the selection of 2,238 teachers.

Fourteen group interviews were conducted throughout the state. Three hundred ten teachers from these counties were selected randomly

to attend the interviews. One hundred eighty-five teachers attended the sessions. The interviews attempted to identify teacher perceptions and suggestions through the use of self-perception questionnaires.

The group sessions were followed up by a prescription-description questionnaire. A random sample of 510 teachers was drawn from the population. One-half the teachers were sent a prescription questionnaire (how things should be done), and one half were sent a description questionnaire (how things are done). Interpretation of the data was based on an 80 percent return.

The results in terms of tables, graphs, and charts attempted to answer the following questions:

1. What do teachers teach?

2. How old are trade and technical teachers?

3. What is the sex and marital status of teachers?

4. Where do teachers teach?

5. How many credentials do teachers hold clear?

6. What do teachers with full-time credentials do?

7. How much formal education do teachers have?

8. Do new teachers have more education?

9. Do teachers work for degrees while teaching?

10. Do teachers plan more education?

11. How much work experience do teachers have?

12. How much teaching experience do teachers have?

13. What is unique about trade and technical teacher careers?

14. Are there any institutional differences?

15. How much do public school teachers earn?

16. What is appreciated most in pre-service training?

17. What do teachers suggest for in-service training?

18. How do teachers perceive a good school environment?

19. Do teachers join organizations?

20. What organizations do teachers join?

21. What characterizes their organizational affiliations?

22. What is the county distribution of teachers?

Barlow and Reinhart (14) published a comprehensive study of trade and technical leaders in California utilizing the same general type of personal characteristics but with an emphasis on their leadership responsibilities.

A study of Minnesota day school trade and industrial teachers in area vocational schools was made by Ernest (15). Questionnaires returned by 203 certified trade and industrial instructors provided descriptive information for the Minnesota State Department of Education and teacher training programs. The results included information relating to age, sex, pre-service and in-service education, industrial experience, certification, professional organizations, and salary.

Elouise Johnson (16) conducted a descriptive survey of teachers of private trade and technical schools associated with the national association of trade and technical schools. With a 40 percent questionnaire return, Elouise Johnson determined the typical teacher was male, 36 to 55 years old, was directly recruited from industry, had eight years work experience, was active in curriculum and test development, and used a variety of visual aids. He had two classes of 30 students each. Two-thirds taught full-time, 32 hours a week, and spent seven hours of personal time in preparation. High school was completed by 99 percent, while 62 percent had one or more years of college. One-fourth were

taking trade or teaching methods courses. Thirty teachers reported more than 20 years teaching experience; 123, more than 10 years; 78, one year. Pre-service teacher training was usually obtained through supervised teaching.

A study similar to Barlow and Reinhart's (13) was conducted in Wisconsin by Gibbs (17). Basic differences included the testing of several hypotheses by Gibbs such as "Mobility will vary according to curriculum area and the year the teacher entered the system." Gibbs's data was gathered entirely by a questionnaire mailed out over the signiature of the state director.

An attempt to identify the specific characteristics typical of vocational agriculture teachers in the state of North Carolina (18) revealed, among other things, the fact that most of the teachers were educated within the state and were involved in continuous programs of education.

Teacher Characteristics Related to Evaluation

In a study of technical teachers of post high school programs, Storm (19) identified a national population of 304 teachers and sought to evaluate the differences between high- and low-success teachers on the basis of background characteristics. Kurth and Gianini (20), on the other hand, tried to determine the professional competency of teachers of technical education in Florida based on similar characteristics.

Personal characteristics and situational perceptions of junior college instructors as related to innovativeness was studied by Wygal (21). With the exception of age, all personal and background character-istics studied appeared to have little value in the prediction of innovativeness.

Allen and Meyers (22) evaluated a new method of certification two years after it was put into effect by examining the industrial arts and trade and technical teachers according to subject area, work experience, teaching experience, and level of education attainment.

Hemp (23) and Brantner (7) examined the effectiveness of in-service education by studying past participation and teacher opinion.

Teacher Characteristics Related to Problem Areas

Teacher background experiences concerning education, industrial experience, teacher load, and attitudes were related to problem areas by Holman (24) and Turner (25). Problem areas identified were (1) inadequate preparation time, (2) teaching experience, (3) educational preparation, (4) in-service training, and (5) materials and facilities.

The problem of teacher certification was examined in detail by the Massachusetts Advisory Council on Education (26). The value of available and current information on teachers for certifying purposes was felt to be necessary.

Orlich and Craven (27) approached the problem of teacher mobility through the development of an information system for teacher turnover in public schools. Tom Edgar (28) studied the problem of teacher mobility by collecting data on personal characteristics evidenced by turnover teachers such as sex, age, marital status, number of dependents, degree held, and teaching certificate held.

Keefe (29) developed a computer information system for the complete 750-man staff of the Pennsbury, Pennsylvania, school system. He reports that the data bank has uncovered a range of previously unknown skills. In addition to providing the usual payroll and other financial reports,

the data is used in developing cost figures for the budget. It is particularly useful in filling openings on the staff and allows administrators to know the progress of teachers as they continue their education.

Information Systems

It is impossible to specify all the information needs prior to system implementation according to Lewis (30). In fact, he states that one of the most important capabilities required in a formal information system is that of satisfying unexpected demands in a reasonable time and at a reasonable cost. Further, an information system should have established data standards that would allow an interrelation between data files.

An information system is a tool for monitoring a constantly changing environment. The fact that the information verifies that the variables are within tolerance does not nullify the value of the system. Andrew and Moir (31) report that knowledge which signals the need or lack of need for a decision is one form of information; whereas, knowledge of details relating to a problem area that suggests available alternatives is another form of information.

Dyke (5), a nationally recognized authority on information handling and management, says an index to all personnel in a company is of extreme importance to an overall information center. Not only should an index to personnel data supply data on recruitment, training, turnover studies, salary and fringe benefit statistics, and other personnel data, but it should enable a company to find the best person for a given job and to find the best person to answer a given technical question.

The listing below was identified by Krauss (32) as key needs that

management information systems will bring about.

1. Render faster decisions
    a. Detect and authenticate opportunity
    b. Identify and isolate problems
    c. Define and analyze situations
    d. Evaluate and appraise alternative courses of action

2. Accomplish more in available time
    a. Think more deeply about the situation
    b. Ponder other variables
    c. Gauge and contemplate ramifications
    d. Investigate more alternatives

3. Make more thorough analysis
    a. Review more meaningful information
    b. Obtain a better collection of relevant viewpoints
    c. Use advanced management techniques; that is, methods of industrial operations research
    d. Simulate more conditions
    e. Ask and examine more questions, particularly the "what if" type

Summary

The total description of the vocational-technical teacher and the use of the information for planning purposes, evaluation, and the identification of problem areas has been greatly neglected by most states.

Probably more studies have been made of the California teachers than the teachers of any other state. In addition, the Barlow-Reinhart (13) study is, no doubt, the most outstanding research in this area.

By far the most popular method of collecting data on teacher characteristics is by mailed questionnaire. The type of teacher characteristics commonly studied are mobility, certification, personal characteristics (age, sex, marital status, etc.), pre-service education, in-service education, teaching duties, and occupational experience.

Two very important needs become obvious from the search of the literature. The first is the need for studies similar to Barlow's (13) and Gibbs's (17) for all states. Not only would information be available

for decision makers at the teacher institutions and state offices, but comparisons could be made between the states, allowing comparative analysis. The second is a need for an information system which would allow the data to be collected systematically each year and would be available in a multitude of combinations for planning purposes.

CHAPTER III

METHODOLOGY AND DESIGN

Introduction

Practically all studies of teacher personnel involve the accumula-
tion of data by use of a questionnaire sent out to the individual
teachers. The data collected has the obvious disadvantages of being
incomplete; i.e., some questionnaires not returned and inaccurate,
questions misunderstood, omitted, or incorrectly answered. Teachers are
constantly being bombarded by questionnaires from state departments,
teacher institutions, and graduate students doing research. Invariably
they ask for their name, age, address, sex, marital status, position,
salary, and so on, ad infinitum. It is no wonder that teachers become
disgruntled, answering the same questions over and over with very little
feedback concerning the results and findings. This study does not pro-
pose to eliminate the questionnaire, but it does propose to limit it to
requests for information of a new or changing nature.

Design Rationale

A large body of information has already been collected on each
teacher within the state. However, the information is not available at
any one place or in any standardized form. For instance, the Finance
Department has payroll and reimbursement information, the teacher retire-
ment office has age and social security number, the Teacher Certification

Department has information on teacher certification, and the division
supervisors have a variety of personal and educational information. A
study of the information available indicates the lack of feasibility of
attempting to compile a personnel records system based on available data
due to the lack of standardization between files, the absence of some
necessary information, and the varying degrees of currency existing
between individual personnel records.

Tables I through VII contain the results of the initial study of
existing records contained in files belonging to the Oklahoma State
Department of Education and the Finance Division of the State Department
of Vocational and Technical Education. The information presented in the
tables is valuable and several conclusions could be based upon the
information as presented. However, the obvious limitations of not
including post secondary instructors and broad descriptive categories
such as other High School Vocational and Area Vocational School Teachers
severely limits the value in statewide planning for professional
personnel development.

Design

A professional personnel information system should include informa-
tion on all teachers and administrators who are employed in public
secondary and post secondary occupational education within the state.
This study, however, is limited to the development of a perpetual
teacher information inventory. As a result, only teachers who are full
time, reimbursed, business and office teachers are included in testing
the system and determining planning applications.

The system is divided into four distinct phases. Phase one is the

establishment of a single personnel file for all Oklahoma vocational and technical business and office teachers presently employed. Information was collected for the majority of the personnel at the Annual Vocational-Technical August Conference. Those teachers not present will be contacted by mail, by phone, and by personal contact until the file is complete. The information gathered is shown in Appendix A, Professional Personnel Information Survey.

Phase II is the addition of new personnel records and the deletion of records of personnel leaving the system. New personnel will complete an application for employment form (see Appendix B) that is standardized for all divisions and follows the same basic format as the Information Survey form referred to previously. Upon employment, the division supervisor will forward a copy of the application form to the person responsible for maintenance of the system. The necessary information will be extracted from the application form and entered in the information file.

When a teacher terminates employment, a termination of employment card (see Appendix C) will be completed by the division supervisor which will result in the employee record being transferred to an inactive personnel file. Phase III involves file purification, updating, and accumulation of new information. Once each year portions of each personnel record will be printed out and mailed to the employee for verification and updating. Changes made by the employee will be added to the personnel files. At this time, or at the Annual August Conference, additional information may be collected and added to the data bank of information.

The final phase is the generation of information in the form of lists and tables that could be used for administrative planning.

TABLE I

DISTRIBUTION OF RACE AND SEX OF OKLAHOMA PUBLIC SCHOOL
VOCATIONAL AND TECHNICAL TEACHERS SPRING, 1971

Group	Agriculture		Home Economics		Other H.S. Vocational		Area Voc. Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White Male	379	98	3	1	281	68	64	80
White Female			347	96	97	24	15	19
Black Male	6	2			19	5		
Black Female			11	3	14	3	1	1
Total	385	100	361	100	411	100	80	100

Total Population--1,237 teachers and administrators

Source: Oklahoma State Department of Education.

TABLE II

DISTRIBUTION OF SALARY OF OKLAHOMA PUBLIC SCHOOL
VOCATIONAL AND TECHNICAL PERSONNEL   SPRING, 1971

Salary	Agriculture		Home Economics		Other H.S. Vocational		Area Voc. Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than 6,500			2	1	5	1		
6,500 - 6,999			3	1	5	1		
7,000 - 7,499	1	0	111	31	51	15		
7,500 - 7,999	5	1	62	17	70	17	10	13
8,000 - 8,499	98	25	88	24	81	21	13	16
8,500 - 8,999	57	15	58	16	67	16	10	13
9,000 - 9,499	99	26	25	7	49	12	17	21
9,500 - 9,999	87	23	9	2	32	8	10	13
10,000 - 10,499	28	7	3	1	19	5	3	4
10,500 - 10,999	9	2			7	2	7	9
11,000 - 11,499	1	0			10	2	10	13
11,500 - 11,999					2	0		
12,000 - 12,499								
12,500 or Greater					3	1		
Total	385	100	361	100	411	100	80	100

Source: Oklahoma State Department of Vocational and Technical Education.

TABLE III

DISTRIBUTION OF COLLEGE ATTENDED BY OKLAHOMA PUBLIC SCHOOL
VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL   SPRING, 1971

College	Agriculture		Home Economics		Other H.S. Vocational		Area Voc. Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
OU			53	15	33	8	3	4
OSU	371	96	179	50	155	38	38	47
CSU	1	0	5	1	26	6	7	9
ECSC	1	0	3	1	25	6	4	5
NWSC			1	0	13	3		
NESC	1	0	8	1	26	6	4	5
SESC	2	1	9	2	17	4	3	4
SWSC	3	1	6	2	12	3	2	3
Panhandle					2	0		
OCLA			57	16	2	0	2	3
Langston	1	0	3	1	6	1	1	1
Bene. Hts.								
Bethany			1	0				
OBU								
OCU					6	1	1	1
Phillips	1	0	1	0	3	1	3	4
Tulsa					1	0	2	3
OCC								
Oral Roberts								
Out of State	4	1	35	10	84	20	10	13
Total	385	100	361	100	411	100	80	100

Source: Oklahoma State Department of Education.

TABLE IV

DISTRIBUTION OF DEGREES HELD BY OKLAHOMA PUBLIC SCHOOL VOCATIONAL
AND TECHNICAL PERSONNEL SPRING, 1971

Degree	Agriculture		Home Economics		Other H.S. Vocational		Area Voc. Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
70 Hrs. & Under					125	30	7	9
Over 70 Hrs. & Under a Bachelor's					18	4	4	5
Bachelor Degree	273	71	272	75	137	33	30	38
Master's Degree	112	29	89	25	131	32	38	48
Doctorate							1	1
Total	385	100	361	100	411	100	80	100

Source: Oklahoma State Department of Education.

TABLE V

YEARS TEACHING EXPERIENCE IN THE SCHOOL DISTRICT OF OKLAHOMA PUBLIC SCHOOL
VOCATIONAL AND TECHNICAL PERSONNEL   SPRING, 1971

Years Experience	Agriculture		Home Economics		Other H.S. Vocational		Area Voc. Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0 - .99	57	15	72	20	98	24	11	14
1 - 1.99	46	12	54	15	39	9	5	6
2 - 2.99	42	11	31	9	44	11	6	8
3 - 3.99	23	6	26	7	61	15	22	27
4 - 4.99	25	6	20	6	20	5	10	13
5 - 5.99	25	6	18	5	22	5	7	9
6 - 6.99	16	4	17	5	9	2	2	3
7 - 7.99	14	4	9	2	6	1	3	4
8 - 8.99	5	1	20	6	10	2	1	1
9 - 9.99	9	2	10	3	10	2		
10 - 14.99	45	12	27	7	36	9	4	5
15 - 19.99	28	7	30	8	19	5	7	9
20 - 24.99	36	9	15	4	19	5	1	1
25 - 29.99	11	3	8	2	11	3	1	1
30 - 34.99	2	1	3	1	3	1		
35 - 39.99	2	1	1	0	4	1		
Total	385	100	361	100	411	100	80	100

Source: Oklahoma State Department of Education

TABLE VI

TOTAL YEARS OF TEACHING EXPERIENCE OF OKLAHOMA PUBLIC SCHOOL
VOCATIONAL AND TECHNICAL PERSONNEL   SPRING, 1971

Years Experience	Agriculture		Home Economics		Other H.S. Vocational		Area Voc. Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0 - .99	19	5	39	11	70	17	8	10
1 - 1.99	28	7	44	12	31	8	6	8
2 - 2.99	23	6	19	5	44	11	3	4
3 - 3.99	21	5	23	6	53	13	17	21
4 - 4.99	22	6	20	6	9	2	3	4
5 - 5.99	20	5	14	4	15	4	5	6
6 - 6.99	14	4	11	3	10	2	2	3
7 - 7.99	9	2	11	3	7	2	3	4
8 - 8.99	9	2	9	2	18	4	2	3
9 - 9.99	14	4	9	2	7	2	2	3
10 - 14.99	45	12	44	12	40	10	7	9
15 - 19.99	26	7	38	11	34	8	7	9
20 - 24.99	80	21	35	10	31	8	10	13
25 - 29.99	38	10	23	6	18	4	1	1
30 - 34.99	11	3	15	4	14	3	4	5
35 - 39.99	6	2	7	2	10	2		
Total	385	100	361	100	411	100	80	100

Source: Oklahoma State Department of Education.

TABLE VII

YEARS TEACHING EXPERIENCE OUT OF STATE OF OKLAHOMA PUBLIC SCHOOL
VOCATIONAL AND TECHNICAL PERSONNEL SPRING, 1971

Years Experience	Agriculture		Home Economics		Other H.S. Vocational		Area Voc. Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0 - .99	312	81	288	80	362	88	64	80
1 - 1.99	23	6	25	7	16	4	5	6
2 - 2.99	15	4	20	6	10	2	5	6
3 - 3.99	12	3	6	2	6	1	3	4
4 - 4.99	9	2	8	2				
5 - 5.99	5	1	5	1	7	2		
6 - 6.99	3	1	3	1	3	1		
7 - 7.99	1	0	1	0	1	0	2	3
8 - 8.99	1	0						
9 - 9.99	1	0						
10 - 14.99	3	1	4	1	6	1		
15 - 19.99			1	0				
20 - 24.99								
25 - 29.99								
30 - 34.99								
35 - 39.99								
Total	385	100	361	100	411	100	80	100

Source: Oklahoma State Department of Education.

The result is a centralized information system from which data would be available for research and planning. In addition, updated and accurate personnel records will be available to division supervisors and local administrators as a source of information for administrative decisions. Figure 1 indicates a flow diagram of a model for the information system.

Procedure

Phase I: Establishment of the Data Base

In order to determine the basic data desired by the State Department educational services, a study was made of the application for employment forms being used by the divisions. A rough synthesis of the application for employment forms was constructed. Suggestions and criticism of the new form was encouraged in individual conferences with the division supervisors. The final draft of a standardized Application for Employment Form (Appendix B) was accepted by the State Department supervisors and the Assistant State Director. A Professional Personnel Information Survey Form (Appendix A) was developed to correspond with the application form and was used to collect data on teachers presently employed.

Information was collected on approximately 93 percent of the business and office teachers in Oklahoma at the 1971 August Conference. The forms were manually coded using the Occupational Training Information System (33) school code and the U. S. Office of Education occupational objective code that most nearly described the teaching position.

The information contained on the Professional Personnel Information Survey Form was then transcribed onto computer punch card and subsequently transferred to magnetic computer tape.
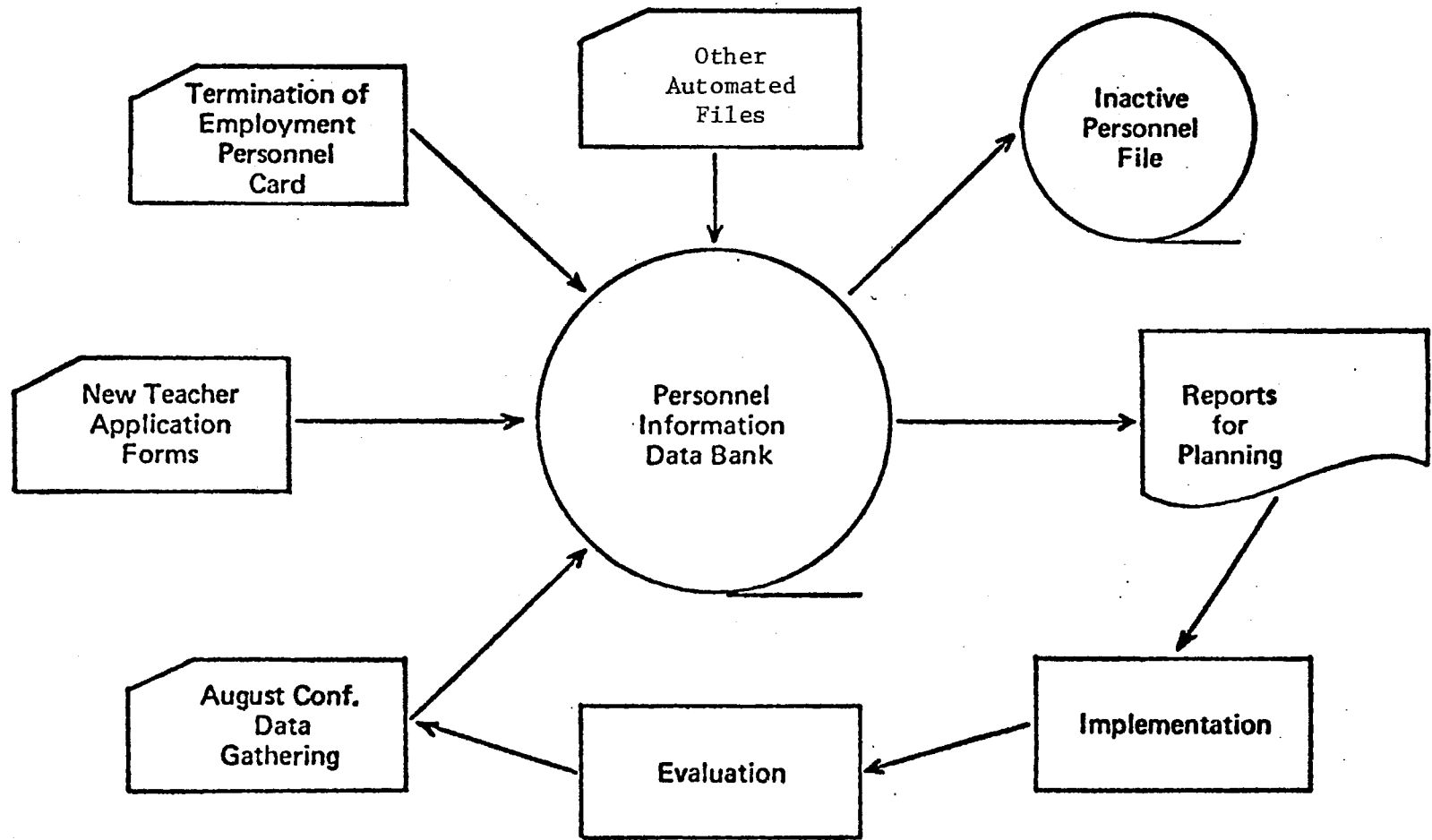
Figure 1: A Model for a Vocational-Technical Professional Personnel Information System

Phase II: Changes to the Personnel Data Base

Once the basic data base of information was established, it became necessary to provide a means of keeping it current. Teachers are hired and fired. They quit and transfer to new positions within the state. Therefore, there are three basic changes that need to be considered.

The first change is the addition of a new teacher. When a new teacher is employed, the division supervisor will forward a copy of the Application for Employment Form (Appendix B) to the person responsible for system maintenance. He will see that the information is keypunched on computer punch card and added to the magnetic tape teacher information file.

When teachers terminate their employment as a vocational-technical teacher or transfer to a new position and/or school, a Transfer or Termination of Employment Form (Appendix C) will be completed by the division supervisor and forwarded to the person responsible for keypunching and processing. The punched card is checked by computer to determine if it is a transfer card or a termination card. If it is a transfer card, the new position or school will be entered on the magnetic tape file. If it is a termination card, the record is deleted from the teacher personnel tape file and the record is transferred to an inactive file.

The input for Phase II, then, is a Termination or Transfer Card or a two-card record for a new teacher. The output for Phase II is an updated record for the transferring teacher, the addition of a record for the new teacher, and the transfer of record to an inactive file for the terminating teacher.

Phase III: File Purification, Updating and Accumulation of New Informa-
tion

A list of the business and office teachers was printed by the com-
puter from the data file. The list was arranged alphabetically by name
and by school to aid the division in the identification of teachers not.
on the list. A copy of the list is contained in Appendix D. Other
information, such as degree, college hours, and years of occupational
experience, was also included as a service to the supervisor. Those
seven teachers in the business and office division whose records were
not a part of the file were contacted and Professional Personnel Inform-
ation Survey Forms were completed on them. The records were keypunched
and added to the data file in the same manner that new teacher records
would be added to the file.

Normal operating procedures would include such a listing to be
forwarded to division supervisors at least semi-annually. A basic
update of the personnel file would be made at that time by asking for
transfer, termination, or application forms for each teacher falling
into these categories.

A portion of the personnel records of the business and office
teacher was printed by computer, folded, and inserted in a window
envelope along with a form letter written by the State Supervisor for
Business and Office Education. (See Appendix E.) The printed record
that was mailed to the teacher contained much information subject to
change; i.e., degree, college hours, home phone, etc. The teacher was
asked to return the record to the division after correcting changed or
inaccurate data and certifying the unchanged data as being correct. An
83 percent return was received on the first mailing. A 97 percent

return was finally achieved as a result of subsequent contacts. The changed information was keypunched and the personnel file was updated.

A verification and updating mailing would probably be made annually and at different times for the different divisions. By spreading the operation over several months, returns would accumulate and be processed periodically, reducing the possibility of a work overload at the data center. At the time of mailing, questionnaires could be included that would allow the collection of information for research, planning of in-service education, or provide an addition to the basic data base.

Phase IV: Reports Available for Planning

No attempt was made to generate all of the various ways of putting the information in the personnel file together to form charts. Several tables were generated, however, in an effort to demonstrate how the information might be presented.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The primary purpose of the study was to develop and test a systematic process of maintaining a current vocational-technical teacher information system and to show how the data might be manipulated and tables generated to aid administrative planning. The development and testing of the system was explained in Chapter III. In order to show application, the following objectives were specified:

1. To examine the relationships between mobility and (a) degree, (b) age, and (c) type of institution.

2. To examine the age distribution within the division and within the type of institution.

3. To examine the relationships between teaching experience, occupational experience, and type of institution.

Computer programs were written and used to generate the tables included in this chapter. In this particular instance, the information could probably have been manually tabulated in less time since it took several weeks to write, test, and debug the programs. However, future reports of the same type for each of the other divisions can now be generated periodically in a matter of minutes.

Findings of the Study

Mobility

Mobility is described by Webster as the capability of moving or being moved. In examining the mobility of teachers, Edgar (27) studied the characteristics of teachers who had recently changed positions, whereas Orlich and Craven (26) developed an information system for keeping records of teachers and their position change patterns.

The information gathered for this study requested the teacher to report past mobility data, such as the number of schools in which they have taught and/or administered vocational courses, the total number of years of teaching experience, and the number of years of vocational teaching experience. This information allows the immediate compilation and analysis of teacher mobility. The system also provides for accumulation of mobility and turnover data as it occurs, which in the future should be invaluable in determining teacher demand information.

The fact that teachers have made "x" number of moves has little meaning without relating it to the number of years of experience. Consequently, a mobility factor was calculated for each teacher.

$$\text{Mobility} = \frac{\text{Number of years of vocational education experience}}{\text{Number of schools}}$$

Where, the number of years of vocational education experience is the sum of the years of vocational teaching experience and the years of vocational administration experience. The number of schools is equal to the sum of the number of schools in which they taught vocational education and administered vocational education courses.

Mobility vs. Degrees

Table VIII indicates a relationship between mobility and degrees. Sixty percent of the high mobility teachers (1 to 2 years/move) have bachelor degrees, whereas 82 percent and 76 percent of the lower mobility teachers (those having 3 to 4 and 5 to 6 years per move, respectively) have master's degrees. It might be assumed that the mobility difference is primarily a difference in the number of years of experience. Combining information from Tables VIII, IX, and X indicates that 88 percent of the teachers with bachelor degrees have 1 to 5 years experience and 70 percent of those with master's degrees have from 6 to 10 years experience, thus adding weight to the previously mentioned assumption.

TABLE VIII

BUSINESS AND OFFICE TEACHER MOBILITY
AS IT RELATES TO DEGREES

| | Mobility (Yrs/Move) | | | | | | | | | |
| | 1 to 2 | | 3 to 4 | | 5 to 6 | | 7 to 8 | | 9 and Up | |
Degree	No.	%	No.	%	No.	%	No.	%	No.	%
None	0	0	0	0	3	7	0	0	0	0
Bachelor	23	60	6	17	5	15	1	100	0	0
Master	15	39	25	82	27	76	0	0	1	100
Specialist	0	0	0	0	0	0	0	0	0	0
Doctor	0	0	0	0	0	0	0	0	0	0
Total	38	100	31	100	35	100	1	100	1	100

TABLE IX

BUSINESS AND OFFICE TEACHER MOBILITY AS IT RELATES TO
DEGREES (1 TO 5 YEARS EXPERIENCE)

| | Mobility (Yrs/Move) | | | | | | | |
| | 1 to 2 | | 3 to 4 | | 5 to 6 | | Total | |
Degree	No.	%	No.	%	No.	%	No.	%
None	0	0	0	0	1	8	1	1
Bachelor	22	59	5	20	4	25	31	39
Master	15	40	22	80	11	66	48	60
Specialist	0	0	0	0	0	0	0	0
Doctor	0	0	0	0	0	0	0	0
Total	37	100	27	100	16	100	80	100

TABLE X

BUSINESS AND OFFICE TEACHER MOBILITY AS IT RELATES TO
DEGREES (6 TO 10 YEARS EXPERIENCE)

| | Mobility (Yrs/Move) | | | | | | | | | |
| | 1 to 2 | | 3 to 4 | | 5 to 6 | | 7 to 8 | | Total | |
Degree	No.	%	No.	%	No.	%	No.	%	No.	%
None	0	0	0	0	1	7	0	0	1	4
Bachelor	1	100	0	0	1	7	1	100	3	13
Master	0	0	4	100	15	85	0	0	19	79
Specialist	0	0	0	0	0	0	0	0	0	0
Doctor	0	0	0	0	0	0	0	0	0	0
Total	1	100	4	100	17	100	1	100	23	100

Table IX relates mobility to degrees for those teachers having from one to five years experience. The table indicates that 59 percent of the bachelor degree teachers are in the one to two years per move category. Eighty percent and 66 percent of teachers in the three to four and five to six years per move categories, respectively, are composed of masters degree teachers. The conclusion that bachelor degree teachers are more mobile is verified by calculating the percent of bachelors degree teachers in the one to two year per move bracket (70 percent). Forty-six percent of the masters degree teachers are in the three to four year per move category.

Table X shows 85 percent of the low mobility, six to ten year per move teachers, have master's degrees. Further calculations indicate 63 percent of all business and office teacher with six to ten years experience have master's degrees and a five to six year per move mobility factor.

Mobility vs. Age

One would normally suspect that younger people are more mobile than older people. It is believed that this is borne out by Tables XI, XII, and XIII. Table XI does show, however, that 76 percent of the teachers that have changed positions every one to two years of their vocational teaching experience are 36 years of age and older.

It is interesting to note in Table XII something that bears out the assumption that younger people are more mobile. That is that 92 percent of the people in the five to six year mobility category are 36 years of age or older. These people would necessarily have five years experience and have not changed positions. Likewise, further manipulation of the

TABLE XI

BUSINESS AND OFFICE TEACHER MOBILITY
AS IT RELATES TO AGE

Age	Mobility (Yrs/Move)									
	1 to 2		3 to 4		5 to 6		7 to 8		9 and Up	
	No.	%	No.	%	No.	%	No.	%	No.	%
20 - 25	1	3	0	0	0	0	0	0	0	0
26 - 30	8	21	1	4	0	0	0	0	0	0
31 - 35	0	0	4	13	2	7	0	0	0	0
36 - 40	9	25	8	26	7	19	0	0	0	0
41 - 45	6	17	7	21	8	23	0	0	0	0
46 - 50	3	7	7	21	9	26	0	0	0	0
51 - 55	8	21	4	13	5	15	0	0	1	100
56 - 60	1	3	0	0	1	3	1	100	0	0
61 - 65	0	0	0	0	0	0	0	0	0	0
Total	36	100	31	100	33	100	1	100	1	100

TABLE XII

BUSINESS AND OFFICE TEACHER MOBILITY AS IT RELATES
TO AGE (1 TO 5 YEARS EXPERIENCE)

| | Mobility (Yrs/Move) | | | | | |
| | 1 to 2 | | 3 to 4 | | 5 to 6 | |
Age	No.	%	No.	%	No.	%
20 - 25	1	3	0	0	0	0
26 - 30	8	22	1	5	0	0
31 - 35	0	0	4	15	1	8
36 - 40	9	25	5	20	3	16
41 - 45	6	18	7	25	3	16
46 - 50	1	3	5	20	4	25
51 - 55	8	22	4	15	4	25
56 - 60	1	3	0	0	1	8
61 - 65	0	0	0	0	0	0
66 - Up	0	0	0	0	0	0
Total	34	100	26	100	16	100

TABLE XIII

BUSINESS AND OFFICE TEACHER MOBILITY AS IT RELATES
TO AGE (6 TO 10 YEARS EXPERIENCE)

| Age | Mobility (Yrs/Move) | | | | | | | |
| | 1 to 2 | | 3 to 4 | | 5 to 6 | | 7 to 8 | |
	No.	%	No.	%	No.	%	No.	%
20 – 25	0	0	0	0	0	0	0	0
26 – 30	0	0	0	0	0	0	0	0
31 – 35	0	0	0	0	1	7	0	0
36 – 40	0	0	2	50	4	21	0	0
41 – 45	0	0	1	25	5	28	0	0
46 – 50	1	100	1	25	5	28	0	0
51 – 55	0	0	0	0	1	7	0	0
56 – 60	0	0	0	0	0	0	1	100
61 – 65	0	0	0	0	1	7	0	0
66 – Up	0	0	0	0	0	0	0	0
Total	1	100	4	100	17	100	1	100

data in Table XIII indicates 68 percent of all the teachers with six to
ten years experience average five to six years at each position and are
36 years of age and older.

Mobility vs. Institution

Tables XIV, XV, and XVI relate mobility to the type of institution.
As shown in Table XIV, area vocational school personnel make up the
highest percentage of the high mobility (one to two years per move)
group and high school personnel compose 68 percent of the less mobile
(five to six years per move group). Further calculations of the data
presented in Tables XV and XVI show: (1) 42 percent of high school
teachers with one to five years experience have changed schools every
three to four years, (2) 65 percent of the area vocational school teach-
ers with one to five years experience have changed schools every one to
two years, and (3) 62 percent of all teachers with six to ten years
experience have a mobility factor of five to six years per move and are
high school teachers.

Age Distribution Within Division and by Type of Institution

Table XVII indicates an even distribution of ages throughout the
business and office teachers. Approximately 50 percent of the teachers
are age 40 and below in the total division in the high school and in
the area vocational school. The high school teachers have 60 percent
in the age range 36 to 50 with the percentages trailing off at higher
and lower ages. The area vocational schools, however, show a higher
percentage of teachers 30 and below and above 50 years of age than the
high school teachers.

TABLE XIV

BUSINESS AND OFFICE TEACHER MOBILITY
AS IT RELATES TO INSTITUTION

	Mobility (Yrs/Move)									
	1 to 2		3 to 4		5 to 6		7 to 8		9 and Up	
Institution	No.	%	No.	%	No.	%	No.	%	No.	%
High School	16	43	19	61	23	68	1	100	1	100
Area School	17	46	7	22	7	20	0	0	0	0
Junior College	4	11	5	17	4	12	0	0	0	0
Total	37	100	31	100	34	100	1	100	1	100

TABLE XV

BUSINESS AND OFFICE TEACHER MOBILITY AS IT RELATES TO
INSTITUTION(1 TO 5 YEARS EXPERIENCE)

	Mobility (Yrs/Move)							
	1 to 2		3 to 4		5 to 6		Total	
Institution	No.	%	No.	%	No.	%	No.	%
High School	16	43	18	65	8	55	42	53
Area School	17	46	5	20	4	27	26	33
Junior College	4	11	4	15	3	18	11	14
Total	37	100	27	100	15	100	79	100

TABLE XVI

BUSINESS AND OFFICE TEACHER MOBILITY AS IT RELATES TO
INSTITUTION (6 TO 10 YEARS EXPERIENCE)

| | Mobility (Yrs/Move) | | | | | | | | | |
| | 1 to 2 | | 3 to 4 | | 5 to 6 | | 7 to 8 | | 9 and Up | |
Institution	No.	%	No.	%	No.	%	No.	%	No.	%
High School	0	0	1	33	15	79	1	100	1	100
Area School	0	0	1	33	3	14	0	0	0	0
Junior College	0	0	1	33	1	7	0	0	0	0
Total	0	0	3	100	19	100	1	100	1	100

TABLE XVII

TEACHERS IN AGE CATEGORIES
BY TYPE OF INSTITUTION

Age	High School		Area Vo-Tech School		Junior College		Total	
	No.	%	No.	%	No.	%	No.	%
21 - 25	2	4	3	9	2	11	7	7
26 - 30	4	7	6	19	1	6	11	10
31 - 35	8	15	2	6	4	22	14	13
36 - 40	11	20	4	13	5	28	20	19
41 - 45	11	20	5	19	1	6	17	16
46 - 50	11	20	2	6	4	22	17	16
51 - 55	5	9	8	25	2	6	14	13
56 - 60	2	4	2	6	0	0	4	4
61 - 65	1	2	0	0	0	0	1	1
66 - Up	0	0	0	0	0	0	0	0
Total	55	100	32	100	18	100	105	100
Mean Age	41.6		40.8		40.9		41.2	

Experience

Vocational and technical teachers must, of necessity, have two areas of competency. The first is occupational and the second teaching or professional. There are many factors involved in evaluating these experiences and certainly the depth, level, and variety of the experiences are as important as the time factor. Most of these characteristics are very difficult to measure and, as a result, years are often equated with quality. The limitations are recognized, but it is also realized that most, if not all, vocational certification requires a minimum number of years of occupations experience. Also, most school systems base salary scales on number of years of teaching experience. Consequently, Tables XVIII and XIX equate experience with number of years.

Table XVIII indicates 67 percent of high school business and office teachers have four years of teaching experience or more. Sixty-eight percent of the area vocational school teachers, on the other hand, have three years teaching experience or less.

Thirty-eight percent of the teachers have two years or less of occupational experience as shown in Table XIX. Thirty-one percent of high school teachers and 48 percent of the area vocational school teachers fall in this category.

TABLE XVIII

YEARS OF VOCATIONAL TEACHING EXPERIENCE BY
TYPE OF INSTITUTION

Years	High School		Area Vo-Tech School		Junior College		Total	
	No.	%	No.	%	No.	%	No.	%
1	5	9	11	35	3	18	19	18
2	5	9	3	9	1	9	9	9
3	8	13	7	22	4	27	19	18
4	11	18	3	9	1	9	14	13
5	11	18	4	13	3	18	18	17
6 - 10	17	29	4	13	3	18	25	24
11 - 15	1	2	0	0	0	0	1	1
Total	58	100	32	100	15	100	105	100
Mean No. of Years	5.0		3.2		4.0		4.3	

TABLE XIX

BUSINESS AND OFFICE TEACHERS' YEARS OF
OCCUPATIONAL EXPERIENCE BY INSTITUTION

Years	High School		Area Vo-Tech School		Junior College		Total	
	No.	%	No.	%	No.	%	No.	%
0	5	9	4	12	3	18	12	11
1	6	11	3	9	2	12	11	10
2	7	13	9	27	2	12	18	17
3	6	11	6	18	4	24	16	15
4	5	9	1	3	1	6	7	6
5	10	18	4	12	0	0	14	13
6 - 10	12	21	1	3	1	6	14	13
11 - 15	3	5	1	3	3	18	7	6
16 - 20	1	2	2	6	1	6	5	5
21 - 25	1	2	1	3	0	0	3	3
26 - 30	0	0	1	3	0	0	1	1
Total	56	100	33	100	17	100	106	100
Mean No. of Years	5.1		5.2		5.1		5.1	

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The problem attacked by this study was the lack of a sufficient
data base of vocational-technical personnel information necessary for
planning purposes. The purpose of the study was to develop a data base,
provide a systematic means of updating the information, and test the
system. A secondary objective was to show how the data might be
presented as an aid to planning situations.

An initial study of available information was done in order to
determine the feasibility of collecting information from currently
available sources. While some valuable information was available, pro-
blems involving its collection, currency, and reliability made further
study necessary.

The information study did reveal that the primary source of teacher
information was the application for employment forms. Therefore, the
application for employment form was revised and standardized for all
vocational-technical education divisions. An information survey form
was designed to collect information on employed teachers that in the
future would be collected on the application form.

The teachers of business and office education were selected as a
test group. These teachers completed the information survey form at the
1971 State Conference held in August. The information was coded and

put on computer tape. A listing of teachers in the file was made avail-
able to the division supervisor in order to assure that all teacher
personnel were included. In May of 1972, a computerized printout of
basic data was mailed to the teachers with instructions asking them to
verify the data and make appropriate changes. These changes were
incorporated in the original data file.

Provision was made to add new teachers to the file and to maintain
a record of transferring and terminating teachers.

Findings and Conclusions

Specific findings regarding the investigation of representative
administrative planning data are limited to the teachers of business and
office education and are as follows:

1. Teachers holding master's degrees move less than teachers with
   bachelor's degrees.

2. Younger teachers move more than older teachers.

3. Area vocational school teachers move more than high school
   teachers.

4. The teachers are fairly evenly distributed through the ages
   26 to 55 and this age group comprises 88 percent of the business
   and office teachers.

5. A higher percentage of area vocational school teachers are
   younger than 30 and older than 50 years of age than are high
   school teachers.

6. High school teachers have more teaching experience and occupa-
   tional experience than area vocational school teachers.

Conclusions

The primary conclusion drawn from this study is that an information system involving all vocational-technical personnel can be implemented on a statewide basis utilizing a small investment for personnel and equipment. Such a system would be invaluable as an information source for planning and administrative decision-making.

A few of the possible uses of such a system are as follows:

1. In-service teacher training could be greatly enhanced by identifying those teachers who are lacking in occupational experience, certification requirements, and recent professional coursework.

2. Information for reports, such as those required for the State Plan, could be made available. These reports require such information as the number of teachers in each division, subdivided by secondary, post-secondary, and adult teachers, as well as their in-service education participation.

3. Provide a means of following up teachers who have dropped out of the state system through utilization of the inactive teacher file, which contains the date of termination and a permanent home address. A computerized letter similar to the one mailed to present teachers could be mailed periodically to teachers on the inactive file, thereby updating the information contained in the file.

4. The inactive file could be a source of experienced teachers when a vacancy opened as well as a source of teachers for evening adult program.

5. A longitudinal study of mobility and teacher characteristics
   may provide valuable information in hiring better and more
   stable teachers. A present, five-year study, evaluating
   vocational programs, coordinated with a study of characteristics
   of the teachers of those programs, may provide some guidance in
   the continued quest for educational excellence.

The greatest advantage of the information system developed in this
study is not necessarily the actual data presently in the file. The
fact that the file is on magnetic tape and the record length expandable
allows additional information to be added and to be available in a
variety of cross-references with other information. The additional
information can be easily collected and added to the record when the
teacher record is sent out for verification. At the same time, questions
relating to pre-service education, in-service education, or other areas
of interest may be solicited for research or planning purposes even
though the information is not to be included in the teacher record.

<div align="center">Recommendations</div>

It is recommended:

1. That the information system developed in this study be expanded
   to include the teachers of each occupational division.
2. That the system be explained to local administrators, teacher
   educators, and members of the state staff in order to make
   them aware of the information that could be made available to
   them for planning purposes.
3. That a member of the Oklahoma State Department of Vocational
   and Technical Education be assigned the responsibility and

authority for maintenance and further development of the system.

Further Study

It is recommended that the system be expanded to include vocational administrators, adult teachers, vocational education personnel, and staff of the Oklahoma State Department of Vocational and Technical Education. The person responsible for the system should continue to work with the vocational and technical education administrators in order to determine what data items should be added to the personnel records. Also, the feasibility of establishing similar automated record systems for all graduates of vocational and technical teacher education programs in Oklahoma should be examined.

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APPENDIX A

PROFESSIONAL PERSONNEL INFORMATION SURVEY FORM

EXPLANATION SHEET FOR THE
PROFESSIONAL PERSONNEL INFORMATION SURVEY

POSITION - Be Specific. EXAMPLE: Teacher; Agricultural Mechanics.

PLACE OF EMPLOYMENT - Completely identify the school. EXAMPLE: Star-
     Spencer High School, Oklahoma City.

ITEMS 7 and 9 refer to subjects or areas that you (or your spouse) are
     approved to teach as shown on your teacher's certificate.

ITEMS 12 and 13 are mutually exclusive (a year is counted as either
     teaching or administering). Count a year administrative if one-
     half or more of the time was spent in administration.

ITEM 15 refers to occupational experience that is either directly or
     indirectly related to the subjects you teach.

PROFESSIONAL PERSONNEL INFORMATION SURVEY

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Please Print Clearly

Social Security Number_____
(1-8)

Position_____
(10-18)

Place of Employment_____
(19-24)

1. Name_____ Date of Birth_____ Sex_____
(25-38)   Last   First Initial   Middle Initial   (39-44)   Mon-Day-Yr   (45)   M-F

2. Present Address--St. No._____ City_____ State_____ Zip_____

3. Permanent Address--St. No._____ City_____ State_____ Zip_____
(46-59)   (60-65)   (66-67)   (68-72)

4. Home Phone_____ U.S. Citizen: Yes_____ No_____
(73-79)   (10)

5. Military Service: Branch_____ Date: From_____ To_____
(11-Y-N)

6. Marital Status: Single_____Married_____Divorced_____Separated_____Widow_____
(12)

7. Does your spouse have a teacher's certificate? Yes _____ No _____ In what field?_____
(13)   (14-16)

8. What certificate do you hold? Temporary_____Provisional_____Standard_____Life_____None_____
(17)

9. Areas of approval_____
(18-23)

10. Total number of schools in which you have taught vo-tech courses_____
    administered vo-tech courses_____   (24-25)
                              (26-27)

11. Total number of years experience as an educator_____
                              (28-29)

12. Number of years of vo-tech teaching experience_____
                              (30-31)

13. Number of years of vo-tech administrative experience_____
                              (32-33)

14. Number of years taught outside Oklahoma_____
                              (34-35)

15. How many years of related occupational experience do you have?_____
                              (36-37)

16. Universities, Colleges, Technical Institutes, Technical Colleges, Military Schools Attended

Yrs. Attended From To	Name and Address of Institution	Major	Degrees Recd.	Date
(38-39) (48-49)	(40-41)	(42-46)	(47)	

Total number of college hours completed_____
                              (50-52)

Number of hours above bachelor's degree_____
                              (53-55)

APPENDIX B

APPLICATION FOR EMPLOYMENT FORM

Your Photograph Here (Optional)

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Application for Employment
Please Print Clearly

For Position of _____

Date of Application _____

Soc. Sec. Number _____
(1-9)

1. Name _____ Date of Birth _____ Sex _____
   (28-38)   Last   First Initial   Middle Initial   (39-44)   Mon-Day-Yr   (45)   M-F

2. Present Address--St. No. _____ City _____ State _____ Zip _____

3. Permanent Address--St. No. _____ City _____ State _____ Zip _____
   (46-59)   (60-65)   (66-67)   (68-72)

4. Home Phone _____ U.S. Citizen: Yes _____ No _____
   (73-79)   (10)

5. Military Service: Branch _____ Date: From _____ To _____
   (11-Y-N)

6. Marital Status: Single _____ Married _____ Divorced _____ Separated _____ Widow _____
   (12)

7. Does your spouse have a teacher's certificate? Yes _____ No _____ In what field? _____
   (13)   (14-16)

8. What certificate do you hold? Temporary _____ Provisional _____ Standard _____ Life _____ None _____
   (17)

9. Areas of approval _____
   (18-23)

10. Total number of schools in which you have taught vo-tech courses _____.
    administered vo-tech courses _____ . (24-25)
    (26-27)

11. Total number of years experience as an educator _____
    (28-29)

12. Number of years of vo-tech teaching experience _____
    (30-31)

13. Number of years of vo-tech administrative experience _____
    (32-33)

14. Number of years taught outside Oklahoma _____
    (34-35)

15. How many years of related occupational experience do you have? _____
    (36-37)

16. Date available for employment _____

17. EDUCATION

    High School Attended _____ Year Graduated _____

    Special Accomplishments or Recognition _____

    _____

NOTE: This application must be accompanied by a transcript of all college work.

FOR USE BY STATE STAFF
(Applicant, please do not write on this page.)

APPLICATION SUBMITTED BY

_____
Representative of Local School Board

TO BE EMPLOYED BY

School_____ (19-24)
School Address_____Zip_____
Date Duties Begin_____, 19_____
Salary_____Reimbursement_____
Position_____ (10-18)
Contract Dates: From_____ To _____

APPLICATION REVIEWED

Date_____, 19_____

Applicant Approved_____ Rejected_____
Condition of Approval_____

Reasons for Disapproval_____

Signature_____
State Supervisor

Notified_____
         Name of Applicant
Date_____, 19_____
Remarks_____
_____
_____

PERSONNEL RECORD
REVIEWED AND UPDATED

Date	Initials

IN-SERVICE TEACHER TRAINING RECORD

Date	College or University	Subject	Number of Hours

RECENT OCCUPATIONAL EXPERIENCE

Date From	To	Name and Address of Employer	Type of Work	Full- or Part-Time

THIS SPACE AVAILABLE FOR INDIVIDUAL DIVISION INFORMATION

Universities, Colleges, Technical Institutes, Technical Colleges, Military Schools Attended

Yrs. Attended From	To	Name and Address of Institution	Major	Degrees Recd.	Date
(38-39)	(48-49)	(40-41)	(42-46)	(47)	

Total number of college hours completed_____
(50-52)

Number of hours above bachelor's degree_____
(53-55)

18. TEACHING EXPERIENCE (Begin with most recent experience and work back.)

From	To	Name and Address of School	Subjects Taught

19. OCCUPATIONAL EXPERIENCE (Begin with most recent experience and work back.)

From	To	Name and Address of Employer	Type of Experience

20. Description of work experience and special training not previously listed:

_____

_____

_____

21. Give the name and complete mailing address of three persons (not related) qualified to speak concerning your occupational experience:

Name	Address	Occupation

APPENDIX C

TRANSFER OR TERMINATION OF EMPLOYMENT FORM

TRANSFER OR TERMINATION OF EMPLOYMENT

1. Division _____

2. Social Security Number _____
<div align="center">(1-9)</div>

3. Name _____
<div align="center">(Last Name   Initials)   (10-24)</div>

4. Termination or Transfer Data _____
<div align="center">(Month   Day   Year)   (25-30)</div>

5. Terminate ☐   Transfer ☐
           (31-T)   (31-X)

   If Transfer

6.   New Position _____ Code _____
                      (32-46)   (47-52)

7.   New School _____ Code _____
                     (53-67)   (68-76)

8. Reason for Termination _____

_____

_____

_____

_____

APPENDIX D

BUSINESS AND OFFICE TEACHERS (COMPUTER LISTING)

DIV	SS#	NAME	SCHOOL	POSITION	PHONE	DEGREE	COLLEGE HRS	YRS OCCUP EXP
14	446367820	GREEN F A		FILE, OFF MACH	37 29413	MASTER	18b	05
14	447383223	RAY S T		FILE, OFF MACH	00 00000	MASTER		05
14	440308654	WILSON B W	ATOKA HS	FILE, OFF MACH	88 93180	MASTER	174	15
14	441425845	JONES C J	BRO ARROW HS	FILE, OFF MACH	25 19145	BACHLR	144	04
14	441449729	LEWIS B I	BRO ARROW HS	FILE, OFF MACH	25 18307	BACHLR	158	C3
14	443367441	LOVE N J	BVILLE COL HS	FILE, OFF MACH	33 34557	MASTER	177	05
14	444500500	TEEPLES D A	BVILLE COL HS	ACCT & COMPUT	33 62459	BACHLR	127	00
14	448140979	COALE J L	BVILLE SOONER	FILE, OFF MACH	33 32231	MASTER	175	03
14	446221687	FIELDS I M	CAN VAL AS-ELRN	FILE, OFF MACH	22 46238	MASTER	200	02
14	446426021	MORGAN V D	CENTRAL OK-AS	BUS DP SYS	22 54806	BACHLR	165	02
14	447486152	STILES N J	CENTRAL OK-AS	FILE, OFF MACH	22 55404	BACHLR	133	02
14	447486152	STILES N J	CENTRAL OK-AS	FILE, OFF MACH	22 50174	BACHLR	133	02
14	448408754	VANATTA B F	CENTRAL OK-AS	INFO COMM OCCUP	22 47285	BACHLR	127	03
14	444345442	STIMSON S A	CLARMORE HS	FILE, OFF MACH	34 12876	BACHLR	128	07
14	431561006	ALLEN R L	COLCORD HS	FILE, OFF MACH	32 64365	MASTER	169	05
14	505643688	SANNER R I	COMANCHE HS	FILE, OFF MACH	43 92422	BACHLR	13b	00

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DIV	SS#	NAME	SCHOOL	POSITION	PHONE	DEGREE	COLLEGE HRS	YRS OCCUP EXP
14	444260516	DOUGLAS H O	DUNCAN AREA SH	FILE, OFF MACH	25 53554	BACHLR	154	04
14	446036885	SMITH V L	DUNCAN AREA SH	BUS DP SYS	25 52074	MASTER	246	02
14	524180406	TURPEN M W	DUNCAN AREA SH	FILE, OFF MACH	25 52047	MASTER	180	03
14	446343631	WEDER S A	DURANT HS	FILE, OFF MACH	92 42571	MASTER	180	05
14	445220158	WALKER M I	EASTERN OSC	ACCT & COMPUT	46 53387	MASTER	280	03
14	305123510	BARTON W	EL RENO HS	FILE, OFF MACH	15 20715	MASTER	211	04
14	447141620	WOGMON M L	ELK CITY HS	FILE, OFF MACH	22 51416	MASTER	183	01
14	443320258	BARNES B M	G COOPER AS	FILE, OFF MACH	27 51326	MASTER	124	05
14	447162634	GOWDER W L	G COOPER AS	BUS DP SYS	27 50344	BACHLR	140	02
14	447122877	KELTNER P L	G COOPER AS	FILE, OFF MACH	27 50898	BACHLR	131	01
14	559386638	HARP C A	GREAT PLAINS AS	BUS DP SYS	24 82740	BACHLR	136	00
14	445365948	GRIMMETT R A	GROVE HS	FILE, OFF MACH	78 62068	BACHLR	152	01
14	442206997	SMITH F F	GUTHRIE HS	FILE, OFF MACH	28 23413	BACHLR	144	10
14	447200183	COOK I L	HOLDENVILLE HS	FILE, OFF MACH	37 92446		170	
14	441404356	WOMACK C M	IDABEL HS	FILE, OFF MACH	28 65967	BACHLR	136	02
14	721019189	LOWREY E P	INDIAN CAP AS	FILE, OFF MACH	48 65545	MASTER	167	03

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DIV	SS#	NAME	SCHOOL	POSITION	PHONE	DEGREE	COLLEGE HRS	YRS OCCUP EXP
14	445140857	CARLTON C M	KANSAS	FILE, OFF MACH	86 82466	MASTER	200	01
14	446303261	CLUCK C J	KIAMICHI AS-HU	FILE, OFF MACH	32 65367	MASTER	180	05
14	447052667	PEAD A L	KIAMICHI AS-MC	FILE, OFF MACH	42 60953	BACHLR	136	20
14	441485728	DEHART M	KIAMICHI AS-PO	FILE, OFF MACH	00 00000	BACHLR	144	02
14	446428000	KELLER M R	KINGFISHER HS	FILE, OFF MACH	37 53657	MASTER	176	05
14	445287030	GREEAR J C	LAWTON HS	FILE, OFF MACH	35 34633	MASTER		14
14	443409136	MINTON F M	LINDSAY HS	FILE, OFF MACH	75 62929	MASTER	178	01
14	000000000	BURCH L M	MIAMI HS	FILE, OFF MACH	25 74547	MASTER	180	01
14	446307142	HOOS E L	MIAMI HS	FILE, OFF MACH	54 29229	MASTER	178	04
14	443443982	HARRIS C F	MID-AMERICA AS	FILE, OFF MACH	75 92695	BACHLR	168	05
14	448467477	MCGOWEN J S	MID-AMERICA AS	BUS DP SYS	46 94391	MASTER	208	02
14	448180056	HARRISON D P	MIDWEST CITY HS	FILE, OFF MACH	73 23272	MASTER	211	17
14	443605431	ROBERTS A J	MIDWEST CITY HS	FILE, OFF MACH	69 74378	MASTER	160	17
14	447344605	TIREY M A	MOORE HS	FILE, OFF MACH	94 39003	MASTER	157	06
14	445077982	MCPHEETERS J G	MWC DEL CITY HS	FILE, OFF MACH	52 56934	MASTER	173	24
14	444144358	MOON A M	MWC DEL CITY HS	FILE, OFF MACH	73 25852	MASTER	176	02

DIV	SS#	NAME	SCHOOL	POSITION	PHONE	DEGREE	COLLEGE HRS	YRS OCCUP EXP
14	444422457	HICKS M A	NORMAN HS	FILE, OFF MACH	32 96203	MASTER	195	02
14	336441694	MCKINNEY M J	NORMAN HS	FILE, OFF MACH	32 98847	MASTER	157	08
14	442322429	CHOPP C M	NORTH OKLA COL	ACCT & COMPUT	62 82296	MASTER	180	06
14	441426106	WILLIAMS M C	OK CAPITAL HILL	FILE, OFF MACH	27 38668	MASTER	173	03
14	441161886	LEE F R	OKC ADULT INST	FILE, OFF MACH	94 23040	BACHLR	127	15
14	450483072	RIGGS L J	OKC CLASSEN HS	FILE, OFF MACH	59 31381	MASTER	124	02
14	430323055	CONDREN A W	OKC GRANT HS	FILE, OFF MACH	68 56545	MASTER	164	06
14	442348796	FULLER A C	OKC GRANT HS	FILE, OFF MACH	68 59449	BACHLR	150	02
14	303280883	HILL L A	OKC MARSHALL HS	FILE, OFF MACH	84 25395	MASTER	188	05
14	443242951	TUCKER D M	OKC NORTHEAST	FILE, OFF MACH	42 73615	MASTER	204	
14	443264545	KERN S A	OKC NW CLASSEN	FILE, OFF MACH	84 33663	MASTER	156	05
14	442387618	LUNDY H D	OKC SOUTHEAST	FILE, OFF MACH	26 45808	MASTER	172	05
14	443402268	BUTLER P R	OKLA ST TECH	MED SECRETARY	75 60214	BACHLR	125	03
14	448307808	COYLE R J	OKLA ST TECH	BUS DP SYS	00 00000	BACHLR	150	04
14	525582190	DAVIS C B	OKLA ST TECH	ACCT & COMPUT	75 63922	MASTER	163	15
14	246286562	LECKIE R G	OKLA ST TECH		75 60600		114	20

DIV	SS#	NAME	SCHOOL	POSITION	PHONE	DEGREE	COLLEGE HRS	YRS OCCUP EXP
14	342140466	ANDERSON G R	OSCARROSE JR CL	ACCT & COMPUT	73 72990	MASTER	189	02
14	464680532	BEDNAR A L	OSCARROSE JR CL	ACCT & COMPUT	32 97922	MASTER		01
14	444225929	GOSS W J	OSCARROSE JR CL	ACCT & COMPUT	63 40747	MASTER	170	12
14	203381602	LOFTIS G L	OSCARROSE JR CL	ACCT & COMPUT	52 50024	MASTER	171	01
14	443301706	MARSHALL C S	OSCARROSE JR CL	ACCT & COMPUT	73 78513	MASTER		03
14	442304277	RUPP J A	OSCARROSE JR CL	ACCT & COMPUT	73 28880	MASTER	238	03
14	447402843	SMITH C S	OSCARROSE JR CL	ACCT & COMPUT	67 24371	MASTER	164	02
14	443426564	BUNCH S K	OT AUTRY AS	FILE, OFF MACH	23 46214	BACHLR	129	06
14	441032084	LYNCH C W	OT AUTRY AS	BUS DP SYS	23 70799	BACHLR	182	27
14	512424552	SANDERS L F	OT AUTRY AS	SEC., STENO	23 71698	BACHLR		
14	446185206	SEMKE M L	OT AUTRY AS	FILE, OFF MACH	23 70934	BACHLR	150	
14	440245900	HARRIS N F	PRYOR HS	FILE, OFF MACH	82 50786	MASTER	158	04
14	448384635	TALLEY N L	PUTNAM C WEST	FILE, OFF MACH	69 35016	BACHLR	136	10
14	443288978	PHERIGO B S	PUTNAM CITY HS	FILE, OFF MACH	72 12300	MASTER	130	10
14	448106052	WALKER A M	SAND SPG PAGE	FILE, OFF MACH	24 54881	BACHLR	154	25
14	444263997	CRUSON W B	SOUTH OKLA AS	FILE, OFF MACH	22 39639	MASTER	164	01

DIV	SS#	NAME	SCHOOL	POSITION	PHONE	DEGREE	COLLEGE HRS	YRS OCCUP EXP
14	442462204	LANGLEY L K	STILWELL HS	FILE, OFF MACH	77 42680	BACHLR	138	01
14	444468686	DUTTON J K	TECUMSEH GIRL	BUS DP SYS	59 82743	BACHLR	138	
14	440241994	BRANT M B	TRI-COUNTY AS	FILE, OFF MACH	27 33408	BACHLR	146	03
14	429624347	PORTER S L	TRI-COUNTY AS	BUS DP SYS	53 42684	MASTER	188	02
14	453462844	THOMPSON J G	TRI-COUNTY AS	FILE, OFF MACH	33 30010	BACHLR	124	
14	440541414	BLACK B J	TULSA AUTS	FILE, OFF MACH	93 92893	MASTER	158	01
14	000000000	HOLLAND D E	TULSA AUTS	FILE, OFF MACH	62 76131	MASTER		03
14	441206110	LUCAS M T	TULSA AUTS	INFO COMM OCCUP	58 24890	MASTER		24
14	430620046	MARKS V D	TULSA AUTS	FILE, OFF MACH	66 35308	MASTER	228	03
14	441169446	OHARA L A	TULSA AUTS	BUS DP SYS	83 83272	BACHLR	157	12
14	445126560	BELL F L	TULSA CENTRAL	FILE, OFF MACH	99 76556	MASTER	195	07
14	445184056	MCGOWAN E E	TULSA HALE HS	FILE, OFF MACH	74 20045	MASTER	187	05
14	441209620	LACOUR R A	TULSA JR COLL	ACCT & COMPUT	58 43216	MASTER		
14	444360319	MARTIN T D	TULSA JR COLL	FILE, OFF MACH	99 38362	BACHLR		
14	464580823	SENDEJO C J	TULSA JR COLL	ACCT & COMPUT	66 30564	BACHLR	164	
14	443220263	JAMES J P	TULSA MCCLAIN	FILE, OFF MACH	74 77022	BACHLR	141	06

DIV	SS#	NAME	SCHOOL	POSITION	PHONE	DEGREE	COLLEGE HRS YRS OCCUP EXP
14	447300210	ARCHER B C	TULSA ROGERS	FILE, OFF MACH	93 66104	MASTER	212	06
14	432648472	FRY B C	TULSA ROGERS	FILE, OFF MACH	74 30723	MASTER	180	03
14	442324859	PATTERSON V A	TULSA WASHINGT	FILE, OFF MACH	42 53848	MASTER	172	12
14	447202801	WHETSTINE G B	TULSA WEBSTER	FILE, OFF MACH	74 26062	MASTER	191	04
14	447268834	ALLEN P A	VELMA-ALMA HS	FILE, OFF MACH	44 43485	BACHLR	146	03
14	456462312	BROWN L D	W OKLA AVTS	FILE, OFF MACH	77 22295	BACHLR	050	18
14	446364817	MALOY L A	W OKLA AVTS	FILE, OFF MACH	32 33238	BACHLR	133	05
14	430804794	OLNEY R J	WAGONER HS	FILE, OFF MACH	48 52748	BACHLR	135	02
14	442227963	LEGAKO M A	WATONGA HS	FILE, OFF MACH	62 35751	MASTER	214	03
14	442263097	HALL J M	WESTVILLE HS	FILE, OFF MACH	77 42867	BACHLR	145	10

NO. OF TEACHERS   106

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APPENDIX E

COMPUTER UPDATE FORM AND ACCOMPANYING LETTER

V∆TECH

MEMORANDUM

DATE | May 17, 1972

TO | Business & Office Education Teachers

FROM | Victor Van Hook

SUBJECT | Updating of Data Sheet

Enclosed is the pertinent data which we show on your records. Will you please check each item to determine if it is correct. Any items which are incorrect should be corrected with an ink notation alongside the incorrect information. If the information is correct, write "O.K." on the form.

After correcting or "O.K."ing, please return this information sheet immediately in the enclosed self-addressed, stamped envelope. This material is needed for a special study which must be completed very soon.

VVH:dap

Enclosures

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

PERSONNEL DATA VERIFICATION

CHOPP C M
409 ELM
PERRY   OK   73077

SOCIAL SECURITY NO.   442 32 2429

POSITION   ACCT & COMPUT

SCHOOL   NORTH OKLA COL

DATE OF BIRTH   07   23   34

HOME PHONE   62 82296

NO. OF SCHOOLS TAUGHT VO-TECH COURSES   01

NO. OF SCHOOLS ADMIN. VO-TECH COURSES

NO. OF YEARS EXPERIENCE AS AN EDUCATOR   08

NO. OF YEARS OF VO-TECH TEACHING EXPERIENCE   03

NO. OF YEARS OF VO-TECH ADMINISTRATIVE EXPERIENCE

NO. OF YEARS OF OCCUPATIONAL EXPERIENCE   06

HIGHEST DEGREE   MASTER

YEAR OF HIGHEST DEGREE   1964

YEAR OF LAST COLLEGE ATTENDANCE   1970

TOTAL NO. OF COLLEGE HOURS COMPLETED   180

NO. OF HOURS ABOVE BACHELOR DEGREE   054

APPENDIX F

EDUCATION & VOCATIONAL EDUCATION

DATA CENTERS

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Programmer: T. P. Spradley   Date: May 20, 1972

Program Code: TPSLTR

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
System Narrative

System Code: F5Ø1ØØ   Page 2 of 21

Programmer: T. P. Spradley   Date: 5/20/72

Program Code: TPSLTR

The Professional Personnel Information System includes a personnel
record for each full time, public, secondary and post-secondary occupational
education teacher. It provides for (1) the addition of new teachers to
the file, (2) information purification, updating, and accumulation of
new data, (3) maintenance of an inactive file for personnel leaving the
system, and (4) several types of planning reports.

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Program Narrative

System Code: F5Ø1ØØ   Page 3 of 21

Programmer: T. P. Spradley   Date: 5/20/72

Program Code: TPSLTR

A portion of existing teacher records have been printed and mailed
to the teachers for verification. The returned forms are keypunched
and the resulting card file is sorted by social security number.

The program, TPSLTR, sorts this personnel file "Tape-File" by
social security number. It then reads a card from the "Card-File"
which has previously been sorted by social security number. The card
file records are matched with records in the personnel file, the
records are updated, and a new personnel file is generated.

Each card is identified on a computer listing as either used to
update a record or as having a social security number that is not con-
tained in the personnel file.

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Flow Chart, General

System Code: F50100   Page 4 of 21

Programmer: T. P. Spradley   Date: 5/20/72

Program Code: TPSLTR
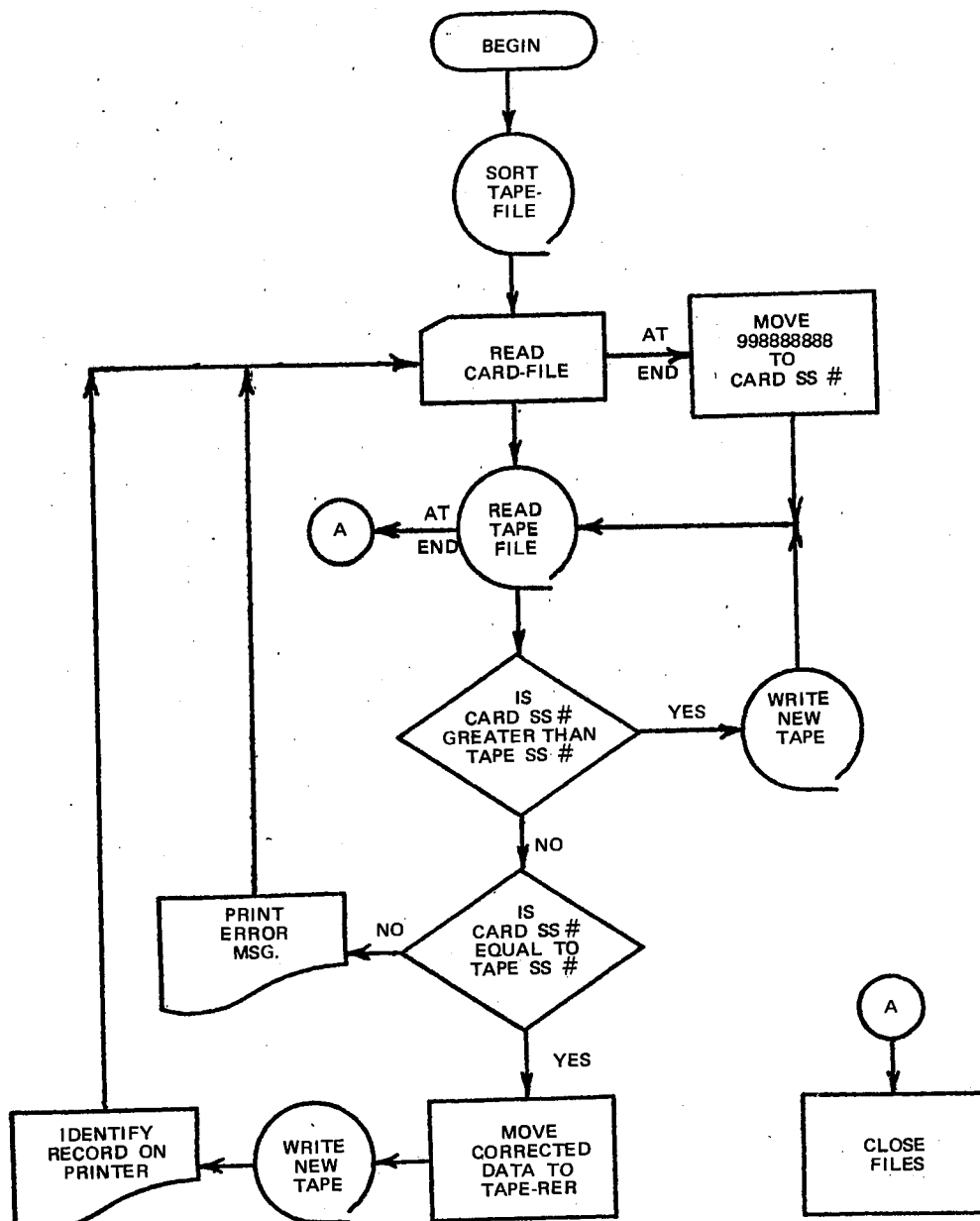
EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Program Job Control

System Code: F50100   Page 5 of 21

Programmer: T. P. Spradley   Date: 5/20/72

Program Code: TPSLTR

LIST BELOW, IN ORDER, ALL JCL CARDS NEEDED·FOR THIS PROGRAM.

```
// JOB TPSLTR

// Option Nosym, Inipt, Maint
// Exec Cobol, TPSLTR, Err=S1
// Option Param
// Exec Lnkedt
// Param Noclear, Deletc
// Phase TPSLTR,*
// Include TPSLTR
// End TPSLTR
// Option Param
// Exec Maint
// Deletr TPSLTR01
// Deletr TPSLTR
// End
// Option Dummer
// Assgn SYS007, SYS026
// Assgn SYS008, SYS026
// VDC Work2,, SYSWK2, SYS001
// VDC Work1,, SYSWK1, SYS000
// Exec TPSLTR
// End
```

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
File Characteristics

System Code:___F5Ø1ØØ_____   Page __6_ of _21_

Programmer:___T. P. Spradley___   Date:___5/20/72___

Program Code:_TPSLTR_____   FILE NAME:__Card-File_____

CHARACTERISTICS:

    Is this File labeled?_No___   Recording Mode:____F_____

    Records per Block:_____1___   Characters per Record:_80___

    Organization of File:_Seq by SS#   Alternate Device:___No_____

    SYS Number:___Sysipt_____   Data Record:_Card-Rec_____

KEY INFORMATION (For random access devices only):

    What is the Symbolic Key?_____NA_____

    What is the Record Key?_____NA_____

    What is the Actual Key?_____NA_____

       How is the Actual Key calculated?

JOB CONTROL:

    List below, in card image, all JCL cards needed for this file.

                              NA

EDUCATION & VOCATIONAL EDUCATION

DATA CENTERS

Card Format

System Code: F50100   Page 7 of 21

Programmer: T. P. Spradley   Date: 5/20/72

Program Code: TPSLTR

CARD NAME: Card-Rec

Card Name: Card-Rec <u></u>   Page <u>8</u> of <u>21</u>

Position From	Thru	SIZE	TYPE	CONTENTS	ASSOCIATED DATA NAME
1	14	14	X	Teacher Name	NAM
15	23	9	9	Old Social Security Number	SSN
24	32	9	9	New Social Security Number	NEW-SSN
24	32	9	X	Redefines New-SSN	NW-SSN
33	38	6	X	Birthdate	BRTH
39	45	7	X	Home Phone	FONE
46	47	2	X	No. of Schools Taught Vo-Tech Courses	NO-TAUT
48	49	2	X	No. of Schools Administered Vo-Tech Courses	NO-ADM
50	51	2	X	No. of Years Experience as an Educator	YR-EDU
52	53	2	X	No. of Years Vo-Tech Teacing Experience	YR-V-TAUT
54	55	2	X	No. of Years Vo-Tech Admin. Exp.	YR-V-ADM
56	57	2	X	No. of Years of Occupational Exp.	OCC-EX
58	58	1	X	Highest Degree	DEGRE
59	60	2	X	Year of Highest Degree	YR-DEG
61	62	2	X	Last Year in College	LYC
63	65	3	X	Total Number of College Hours	CO-HRS
66	68	3	X	Number of Graduate Hours	GRAD-HRS
69	80	12	X	Filler	

EDUCATION & VOCATIONAL EDUCATION

DATA CENTERS

File Characteristics

System Code:_F5Ø1ØØ_   Page _9_ of _21_

Programmer:__T. P. Spradley__   Date:___5/20/72___

Program Code:_TPSLTR__   File Name:___Tape-File___

CHARACTERISTICS:

    Is this File labeled?__No__   Recording Mode:__Fixed___

    Records per Block:____3__   Characters per Record:_160_

    Organization of File:_Sequential   Alternate Device:___No___

    SYS Number:___SYSØ2Ø_____   Data Record:__Tape-Rec_____

KEY INFORMATION (For random access devices only):

    What is the Symbolic Key?_____NA_____

    What is the Record Key?_____NA_____

    What is the Actual Key?_____NA_____

       How is the Actual Key calculated?

JOB CONTROL:

    List below, in card image, all JCL cards needed for this file.

               NA

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Storage Format

System Code:___F50100_____   Page _10_ of _21_

Programmer:___T. P. Spradley___   Date:___5/20/72_____

Program Code:___TPSLTR_____

* Record Name:___Tape-Rec_____

POSITION FROM	THRU	SIZE	TYPE	CONTENTS	DATA NAME
1	9	9	9	Social Security Number	SS
		9	X	Redefine SS	SO
10	11	2	X	Division Number	DIVIS
12	15	4	X	Position Code	FILLER
16	21	6	X	District No.	DISTRICT
22	24	3	9	Type of School	TYP-SCH
		3	X	Redefine Typ-Sch	TYP
25	38	14	X	Name	NAME
39	40	2	9	Birth Month	MON
		2	X	Redefines Mon	MONT
41	42	2	X	Birth Day	DAY
43.	44	2	9	Birth Year	YR
		2	X	Redefines Yr	YER
45	45	1	X	Sex	Sex
46	59	14	X	Address: Street	STREET
60	65	6	X	City	CITY
66	67	2	X	State	STATE
68	72	5	X	Zip	ZIP

● If defining Working Storage enter 'Working Storage' in space provided for Record Name.

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Storage Format

System Code: F50100   Page 11 of 21

Programmer: T. P. Spradley   Date: 5/20/72

Program Code: TPSLTR

* Record Name: Tape-Rec

POSITION FROM	THRU	SIZE	TYPE	CONTENTS	DATA NAME
73	79	7	X	Home Phone	PHONE
80	80	1	X	Blank	BLNK
81	81	1	X	Citizenship	CITIZEN
82	82	1	X	Military Experience	MILITARY
83	83	1	X	Marital Status	MARITAL
84	84	1	X	Spouse: Certification	CERT
85	87	3	X	Area	AREA
88	88	1	X	Certification	CERTIF
89	94	6	X	Certification Area	CERTIF-AREA
95	96	2	9	No. of Schls Taught Voc.	VOC-TEA
		2	X	Redefines Voc-Tea	VOT
97	98	2	9	No. of Schls Admin. Voc.	VOC-ADM
		2	X	Redefines Voc-Adm	VOA
99	100	2	X	Years Educational Exp.	ED-EXP
101	102	2	9	Yrs Voc. Teaching Exp.	YR-VOC-TEA
		2	X	Redefines Yr-Voc-Tea	YVT
103	104	2	9	Yrs. Voc. Admin. Exp.	YR-VOC-ADM
		2	X	Redefines Yr-Voc-Adm	YVA

* If defining Working Storage enter 'Working Storage' in space provided for Record Name.

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Storage Format

System Code: F5Ø1ØØ   Page 12 of 21

Programmer: T. P. Spradley   Date: 5/20/72

Program Code: TPSLTR

* Record Name: Tape-Rec

POSITION FROM	THRU	SIZE	TYPE	CONTENTS	DATA NAME
105	106	2	X	Yrs. of Out of State Exp.	YRS-O-ST
107	108	2	X	Yrs. of Occup. Exp.	YRS-OC-EX
		2	X	Redefines Yrs-Oc-Ex	YOE
109	110	2	X	Year of Last Degree	YR-LST-DEG
111	112	2	X	Insti. Granting Lst Deg	INSTI
113	117	5	X	Last Degree Major	MAJOR
118	118	1	X	Last Degree	DEGREE
119	120	2	X	Yr. of Lst College Atten.	YR-LST-COL
121	123	3	X	No. of College Hours	COL-HOURS
124	126	3	X	No. of Grad. Hours	NO-GRAD-HRS
127	129	3	X	Blank	FILLER
130	144	15	X	School Name	SCH-NAME
145	159	15	X	Position Name	POS-NAME
160	160	1	X	Blank	FILLER

* If defining Working Storage enter 'Working Storage' in space provided for Record Name.

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
File Characteristics

System Code:___F5Ø1ØØ___   Page _13_ of _21_

Programmer:___T. P. Spradley___   Date:___5-20-72___

Program Code:__TPSLTR___   File Name:_New-Tape-File___

CHARACTERISTICS:

    Is this File labeled?__No__   Recording Mode:___Fixed___

    Records per Block:___3___   Characters per Record:_160_

    Organization of File:_Sequential   Alternate Device:_No___

    SYS Number:___SYSØ24___   Data Record:_New-Tape-Rec___

KEY INFORMATION (For random access devices only):

    What is the Symbolic Key?_____NA_____

    What is the Record Key?_____NA_____

    What is the Actual Key?_____NA_____

       How is the Actual Key calculated?

JOB CONTROL:

    List below, in card image, all JCL cards needed for this file.

NA

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Storage Format

System Code: F5Ø1ØØ   Page 14 of 21

Programmer: T. P. Spradley   Date: 5/20/72

Program Code: TPSLTR

* Record Name: New-Tape-Rec

POSITION FROM	THRU	SIZE	TYPE	CONTENTS	DATA NAME
1	160	160	X	New-Tape-Rec	NEW-TAPE-REC

* If defining Working Storage enter 'Working Storage' in space provided for Record Name.

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
File Characteristics

System Code:____F5Ø1ØØ_____   Page _15_ of _21_

Programmer:____T. P. Spradley___   Date:__5/20/72_____

Program Code:___TPSLTR_____   File Name:__Print-File____

CHARACTERISTICS:

    Is this File labeled?__No___   Recording Mode:___Fixed_____

    Records per Block:_____1___   Characters per Record:_133__

    Organization of File:_____   Alternate Device:____No____

    SYS Number:___SYSLST_____   Data Record:__Print-Rec____

KEY INFORMATION (For random access devices only):

    What is the Symbolic Key?_____NA_____

    What is the Record Key?_____NA_____

    What is the Actual Key?_____NA_____

       How is the Actual Key calculated?

JOB CONTROL:

    List below, in card image, all JCL cards needed for this file.

NA

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Storage Format

System Code:_____F50100_____   Page _16_ of _21_

Programmer:_____T. P. Spradley_____   Date:___5/20/72_____

Program Code:_____TPSLTR_____

* Record Name:_____Print-Rec_____

POSITION FROM	POSITION THRU	SIZE	TYPE	CONTENTS	DATA NAME
1	10	10	X	Blank	FILLER
11	21	11	9	Social Security No.	SO-SEC
22	31	10	X	Blank	FILLER
32	41	10	X	Error Card Notation	BD-CD
42	56	15	X	Position Name	POSI
57	66	10	X	Blank	FILLER
67	81	15	X	School Name	SCHOOL
82	91	10	X	Blank	FILLER
92	97	6	X	Division Code	DIV
98	133	36	X	Blank	FILLER

* If defining Working Storage enter 'Working Storage' in space provided for Record Name.

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
File Characteristics

System Code:___F5Ø1ØØ_____   Page _17_ of _21_

Programmer:____T. P. Spradley___   Date:___5/20/72_____

Program Code:__TPSLTR_____   File Name:___SOR-1_____

CHARACTERISTICS:

    Is this File labeled?__No__   Recording Mode:___Fixed____

    Records per Block:_____NA___   Characters per Record:__1__

    Organization of File:__NA___   Alternate Device:__No_____

    SYS Number:_____Disk_____   Data Record:___SO-RT_____

KEY INFORMATION (For random access devices only):

    What is the Symbolic Key?_____NA_____

    What is the Record Key?_____NA_____

    What is the Actual Key?_____NA_____

       How is the Actual Key calculated?

JOB CONTROL:

    List below, in card image, all JCL cards needed for this file.

               NA

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Storage Format

System Code:___F5Ø1ØØ_____   Page __18 of _21_

Programmer:___T. P. Spradley____   Date:___5/20/72_____

Program Code:__TPSLTR_____

* Record Name:___SO-RT_____

| POSITION | | SIZE | TYPE | CONTENTS | DATA NAME |
FROM	THRU				
1	9	9	X	Soc. Sec. No. (Sort Key)	S-S
10	160	151	X	Blank	FILLER

* If defining Working Storage enter 'Working Storage' in space provided for Record Name.

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
Storage Format

System Code: F50100   Page 19 of 21

Programmer: T.P. Spradley   Date: 5/20/72

Program Code: TPSLTR

* Record Name: Working-Storage

POSITION FROM	THRU	SIZE	TYPE	CONTENTS	DATA NAME
77		9	9	Social Security No.	SOC-SEC
01		133	X	Heading for Print Rec	HED 1

* If defining Working Storage enter 'Working Storage' in space provided for Record Name.
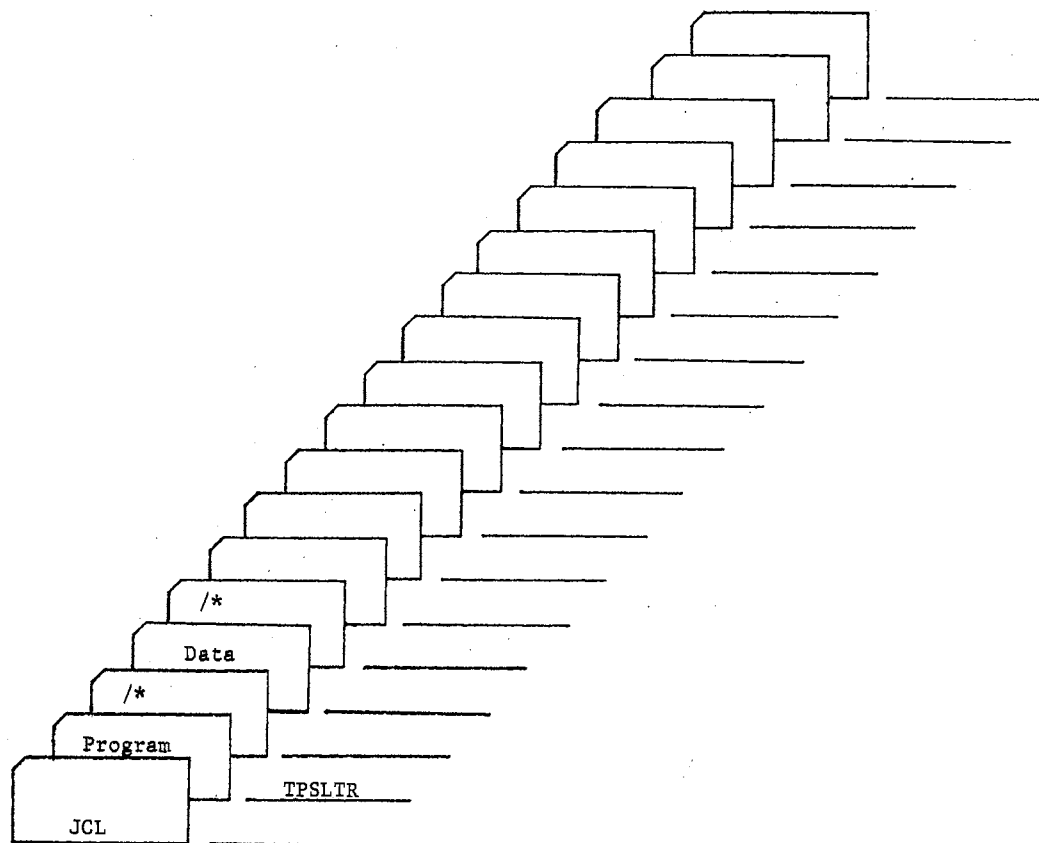
EDUCATION & VOCATIONAL EDUCATION

DATA CENTERS

Operations Information

System Code:_____F5Ø1ØØ_____   Page 20 of 21

Programmer:_____T. P. Spradley___   Date:_5/20/72_____

Program Code:____TPSLTR_____

Total Bytes Required:__1688_____

Estimated Run Time:____4 minutes__

SYS NUMBER	DEVICE	IN OR OUT	DESCRIPTION	FORM TYPE
020	TAPE	IN	OLD MASTER FILE	
024	TAPE	OUT	NEW MASTER FILE	
LST	PRINTER	OUT	LIST UPDATED RECORDS	STANDARD
LPT	READER	IN	RECORDS TO BE UPDATED	CARDS
			IN SOC. SEC. NO.	
			ORDER	

EDUCATION & VOCATIONAL EDUCATION
DATA CENTERS
<u>Deck Set-Up Instructions</u>

System Code:___F5Ø1ØØ_____   Page 21 of 21

Programmer:____T.P. Spradley____   Date:___5/20/72____

Program Code:___TPSLTR_____


```
                                        /*
                                  Data
                            /*
                      Program
                                  TPSLTR
              JCL
```

COMMENTS:

VITA

Terry P. Spradley

Candidate for the Degree of

Doctor of Education

Thesis: DEVELOPMENT AND APPLICATION OF A VOCATIONAL-TECHNICAL INFORMATION SYSTEM

Major Field: Higher Education

Biographical:

Personal Data: Born at Dallas, Texas, January 25, 1935, the son of Terry D. and Jacquetta P. Spradley.

Education: Graduated from Capitol Hill High School in 1953; received the Bachelor of Arts degree in Psychology from Oklahoma City University in August, 1961; received the Master of Science degree in Technical Education in July, 1968, OSU; completed requirements for the Doctor of Education degree in July, 1972, at Oklahoma State University.

Professional Experience: Teacher of Technical Electronics, Star-Spencer High School, Oklahoma City, Oklahoma, 1963-1965; Assistant Professor, Data Processing, Cameron State College, Lawton, Oklahoma, 1966-1972.

Professional Organizations: American Vocational Association, Oklahoma Vocational Association, Oklahoma Technical Society, Oklahoma Data Processing Instructors Association, Oklahoma Education Association, and Phi Delta Kappa.