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ABSTRACT

This report describes an information system designed to aid individuals within the Greated Cleveland Teacher Education Centers. Three components of the system are specified: information gathering or input, a data bank, and reports. Following an overview of the teacher education centers and information system, the primary design of the information system is outlined. Included in the outline are general systems flow, input forms, data bases, reports, and pre-implementation activities. Implications for use in other geographic and educational areas are included. (MJM)

PRELIMINARY DESIGN OF

A COMPUTERIZED INFORMATION SYSTEM

FOR

TEACHER EDUCATION CENTERS

IN

GREATER CLEVELAND

by
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Assistant Director for Teacher Education
Cleveland Commission on Higher Education

prepared as part of the

PROJECT TO STIMULATE INNOVATIONS IN TEACHER EDUCATION
(SITE PROJECT)

Funded by a Grant from the

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CLEVELAND COMMISSION ON HIGHER EDUCATION

Cleveland, Ohio 44114

July, 1972

TABLE OF CONTENTS

FOREWORD

This document is an attempt to put into writing the rationale for and description of a computerized information system for teacher education centers. It is hoped that this document will be of use not only to individuals in Cleveland who will be implementing the system, but also to other educators across the country who are struggling with some of the same problems as faced by the Greater Cleveland Teacher Education Centers Coordinating Committee.

This system design originated because of the insistence of the members of the Greater Cleveland Teacher Education Centers Coordinating Committee that a way be found to share expertise and experiences related to centers among all of those who are participating in the teacher education center movement in Greater Cleveland. Thanks are in order to the members of the Executive Committee of the Teacher Education Centers Coordinating Committee who are Dr. Patrick Cosiano, Mr. Jerry Graham, Mr. Larry Mervine, Miss Edna Stinson, and Dr. Sally Wertheim.

Particular thanks is due to Miss Aliene Curry of St. John College who assisted the staff in gathering data from the teacher education centers in the Greater Cleveland area.

Ed Fox, Director of the Cleveland Commission on Higher Education, and the individual primarily responsible for the rapid success of the teacher education center movement in Cleveland, was also extremely helpful in the design phases of the system. Thanks are also due to Clarence Hopkins of Computer Business Management, Inc., who was able to understand so quickly the complexities of the teacher education activities in Greater Cleveland and who was able to, in a relatively short period of time, systematize our own thinking about what such an information system should look like.

I. The Teacher Education Center Movement in Greater Cleveland

With the support of the Martha Holden Jennings Foundation the Cleveland Commission on Higher Education has undertaken a three year activity to Stimulate Innovations in Teacher Education Programs in the Greater Cleveland Schools, Colleges and Universities (SITE Project). The major innovation which the SITE Project selected to stimulate in the Greater Cleveland Metropolitan area is the Teacher Education Center.

Teacher education centers are joint ventures of one or more elementary and secondary schools together with one or more colleges, and are designed to improve the student teaching phase of teacher preparation. The term "center" is somewhat of a misnomer because in this context it refers to a set of innovative activities, rather than a place. Some centers are located in several buildings, and both students and staff have experiences in each building of a center.

The distinction between the conventional approach to student teaching and the center approach may be seen in the following table:

	Problems with the conventional approach	The "Center" approach as a way of resolving the problems
Assignment of Student Teachers	Scattered in many schools.	Clustered in buildings, chosen for particular experiences.
Supervision of Student Teachers	Individual students supervised daily by master teacher, infrequently by college faculty member (referred to as college supervisor). Minimal communication between college and school supervisors. No coordination of in-school activities.	Directly, by master teacher. Indirectly by college supervisor, through teacher. Frequently in-school program has part-time or full-time coordinator.
College Supervisor's Activity	"Circuit-rider" - visiting students in many locations.	Concentrated at center, available to student teachers and to all school personnel as an added resource.
Preparation of master-teacher for supervisory role	Varies--usually minimal.	Workshops and other efforts to incorporate master teacher into teacher training team.
Seminar on teaching	On campus, frequently not related to student teaching experience.	Usually at center, tied to experience in teaching.

Effect on School environment	No direct effort to help school program.	A direct effort made to improve the learning environment within the school.
Variety of Student Teaching Experiences	Usually one classroom with one master teacher. Little opportunity to visit other classes.	Often contact with two or more classes and teaching styles; sometimes assignments are to a teaching team or to a whole department.
Decision-making	College dominated and imposed.	School-college partnership.

As far as the SITE Project is concerned, the essential element which constitutes a center is a school-college partnership. The school-college partnership is manifested by the existence of a "center-team," consisting of representatives of both the school and college.

It is important to emphasize that "Center" strategy is aimed, not at increasing the number of teachers trained, but rather at improving the quality of those who are trained. College and school personnel agree that this is best done through intensive integration of instructional theory with school-based clinical teaching experience. The center concept embodies this bridging approach.

The number of Teacher Education Centers in Greater Cleveland has grown rapidly. Only 5 centers were being planned prior to the start of the SITE Project in mid 1970. By May of 1971, at the end of the first year of SITE, the number in operation grew to 17. During this current 1971-72 school year the number of centers has more than doubled to a total of 35, involving some 50 elementary and secondary schools.

These days innovative approaches in schools do not succeed without the enthusiastic support of the teachers. The rapid growth of centers would not have been possible without their support. Approximately 250 teachers are involved in centers. This is twice what it was one year ago.

The coordination of the teacher education centers movement in Greater Cleveland is achieved through a coordinating committee made up of one representative from each center. Those representatives then elect a 5 member executive committee to handle the ongoing activities of the Greater Cleveland Teacher Education Centers Coordinating Committee. The SITE Project through the Cleveland Commission on Higher Education provides a professional and secretarial staff to the Committee. The full Committee meets several times per year to set policy and monitor progress. The Executive Committee meets monthly with the staff.

It was the December 4th, 1971 meeting of the Greater Cleveland Teacher Education Centers Coordinating Committee, that prompted the development of the information system. The following quotation is from the minutes of that meeting:

> There was early agreement that there is substantial diversity in teacher education centers in terms of the unique situation of school districts and colleges which result in unique teacher education centers. Further, various centers and individuals are at different levels of their own development around teacher education centers. This discussion led to the identification of the need to fully share information regarding the status of teacher education centers, their identification, membership in the Teacher Education Centers Coordinating Committee, etc.
>
> This led to the related are of the sharing of resources. Many centers have individuals who have competence in the area of teacher education centers, whose expertise could be shared to advantage with other centers. In addition, local and national expertise and other kinds of resources could be shared on a cooperative basis. It was pointed out that some of this had been done in previous meetings and that there are many resources currently in existence in the county that we tend to overlook in our search for an outside expert.

A consultant was hired to begin to pull together the kinds of information needed. In depth interviews were conducted with college and school people involved in centers. The results of that study indicated the magnitude of the problem. It was clear that in the near future well over 1,000 individuals would be involved in teacher education center activities in Greater Cleveland. Keeping track of "who is doing what" would be a formidable job.

The interviews also strengthened belief in school/college partnerships as the way to achieve improvements in teacher education and as a way of achieving instructional improvement in the classrooms. However, the interviews also brought to light that individuals within the same school system or college frequently meant different things when they used the term "Teacher Education Center."

II. A Problem of Semantics

There is general agreement among most individuals involved in centers in the Cleveland area regarding the kinds of activities that should occur in teacher education centers. These kinds of activities are outlined on pages 1 and 2 of this document. The problem, however, occurs when it comes time to begin to count the number of centers in operation. Some individuals define a center as one school which is working with a college or university. Others define a center as a number of schools. The diverse views are illustrated in the following hypothetical example of Trafford Heights School System.

A HYPOTHETICAL CASE STUDY-
The Trafford Heights School District

Trafford Heights School District consists of 7 elementary schools, 2 junior highs, and 1 senior high school. The school district works with three colleges on a partnership basis. Outside observers feel that many good things are happening in the District. Colleges and school people alike are happy with the partnership arrangements that are developing. Everyone involved in those partnership arrangements uses the term "teacher education center" to describe his activities. The 3 colleges work with 6 schools on a partnership arrangement as indicated below.

College A	College B	College C
Elementary #1	Elementary #3	Jr. High #2 (English)
Elementary #2	Jr. High #1 (Social Studies & English)	Sr. High #1 (Social Studies)

The question is: How many teacher education centers does Trafford Heights have? Responses from various individuals who are involved are presented below:

Assistant Superintendent for Instruction: "We have one teacher education center in Trafford Heights. We are in full partnership with 3 colleges. I coordinate their efforts. We are truly a multi-institutional teacher education center."

Principal, Elementary #1: "We have 2 centers here in Trafford Heights. An elementary center and the secondary center. Once per month the cooperating teachers and their student teachers from all 3 elementary schools get together for a joint meeting to discuss common problems. The secondary people have similar joint sessions."

Principal, Elementary #2: "I haven't thought about it too much but I've been operating on the assumption that Elementary School #2 is a teacher education center. After all, Dr. Johnson of College A spends 2 days per week in this building and conducts weekly seminars for student teachers and faculty."

Dean, College A: "Our Trafford Heights Center is one of our first. We now use the same pattern in other centers throughout the state. We find that a center consisting of 2 medium size schools is ideal. We can then place 10-15 student teachers in each, and justify a full-time faculty member to work exclusively with those 2 schools. It also works out well for pre-student teaching experiences which we are doing much more of these days."

Dean, College B: "We are in the process of building a teacher education center in Trafford Heights. We see a center as consisting of a secondary school and its feeder elementary schools. Right now we are working with Junior High #1 and its larger feeder elementary school. We hope to add the other elementary feeder schools next year and then get into the senior high.

Dean, College C: "We have 2 centers in Trafford Heights - one in a junior high English Department and one in a senior high Social Studies Department. We did try some joint meetings of people from the 2 centers, but it did not work out very well because of the different subject areas and different grade levels. I also understand that there is some sort of communication problem between the faculty of the junior high and that of the senior high."

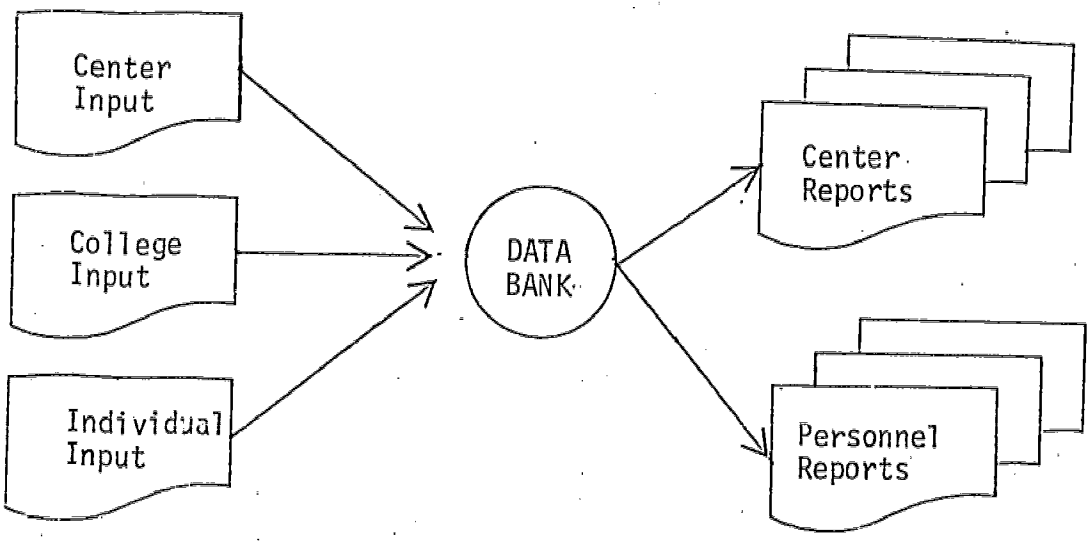
Thus, it is readily apparent that there are a variety of views regarding what specifically should be called a teacher education center. Regardless of whether we like the above diversity of views, such diversity represents reality.

The intent of the information system described herein is to accommodate itself to the realities of the teacher education center situation rather than try to force reality into a preconceived mold. With the implementation o the information system it is hoped that the nature of the partnership would be sufficiently illuminated so that those involved are in a position to make more rational decisions about their organizational structures and functional relationships.

III. General Description of the Information System

The purpose of the Teacher Education Centers information System is to meet the informational needs of those individuals within the centers, so that a maximum utilization of resources already available within the education community can be brought to bear on the further development of teacher education centers.

In general, the system consists of three components: (1) information gathering or input; (2) the data bank; and (3) the reports. The following diagram presents in simplified form the basic components of this information system.



Collection of Input Data. The data collection problems related to centers and the personnel involved in centers are rather difficult. It is necessary not only to obtain information about the center per se but also from the various colleges involved in the center. In addition, information needs to be gathered from individuals who are involved in centers from both the school and the college side, so that their interests and skills are used as much as possible.

The Data Bank. The Data Bank would be located at a computer facility in the Greater Cleveland area, perhaps at a college or university. It would be updated at least once per year to make sure that the data is accurate. The Data Bank serves as a source of information for the various reports generated by the information system.

Reports. Two broad categories of reports will be produced from this system.

Centers. Information will be gathered and reported for those elementary and secondary schools involved in the teacher education centers. This information on centers will be summarized in three different ways, (1) from the point of view of the schools, (2) from the point of view of the colleges and universities, and (3) from the perspective of an area-wide coordinating body. Thus the system accomodates the diverse views of centers, and turns a potentially diversive or weakening factor into a strength, through the sharing of a variety of approaches and experiences.

Personnel. Undisputedly the key resources and essential ingredients in the development of teacher education centers are the faculty and administrators from both schools and institutions of higher education. The sharing of personnel resources will be accomplished by three personnel reports, (1) a directory of personnel, in alphabetical order, similar to a faculty directory of a school or college, (2) a directory listing personnel by school or college which they are affiliated with, (3) a listing of personnel by areas of teacher education center expertise. In addition to the three reports, there will be mailing labels printed to facilitate communications among centers.

IV. Details of the Preliminary Design

1. General Systems Flow.

The following sections describes the basic system flow as presented in the schematic diagram on the pages that follow.

a. Input - (Page 1 of the schematic diagrams). There are 4 input forms used in the system. One from the teacher education center, one from the college or university, one from the personnel involved in the center activities, and one containing external data. These input forms are turnaround documents and are described in more detail on pages 15 through 18.

The input forms are to be keypunched directly from the turnaround document and entered onto a tape through a card-to-tape program. Another program is to sort the tape by type and create 4 tapes, one each corresponding to center information, college information, personnel information, and external data.

b. Creation and Updating of Master Tapes - (Page 1 of the schematic diagrams). The tapes containing changes (or in the case of the first run, the initial information to be entered into the system) are processed through four separate updating programs for each of four master files. Feeding into the update programs would be the input tape containing the changes referred to above, the old master tape plus an option card controlling the type of error messages and changed records to be printed. The result of the update program in each of the four cases would be to generate an updated master tape.

c. Reports on Centers, Colleges and the Area Summary - (Page 2 of the schematic diagrams). Connectors A, B, & D indicate the updated center, college and external-data tapes are brought into a program which will generate another tape for use in printing the college reports; and it will also print out the detailed reports on departments, schools, teacher education centers, school district summaries in area summaries. Additional details of the reports are contained in pages 24 through 27. The tape for college reports would be sorted in a program and the sorted tape entered into another program which would generate reports by colleges. The college reports are described in more detail on pages 28 and 29.

d. Personnel (Page 3 of the schematic diagrams). The Personnel Master Tape is taken into 4 different programs. First, to a print program which would generate mailing labels. This would include a parameter card which would indicate to the program which labels to print. The second would be a print program which would produce a name and address directory. The third would be a program to sort the tape by college and school and print the names within college and school sequence; and the fourth would sort the tape by area of expertise and print names within expertise categories. Sample formats for these reports can be found on pages 30 through 32.

IBM, INC.

SCHEMATIC DIAGRAM

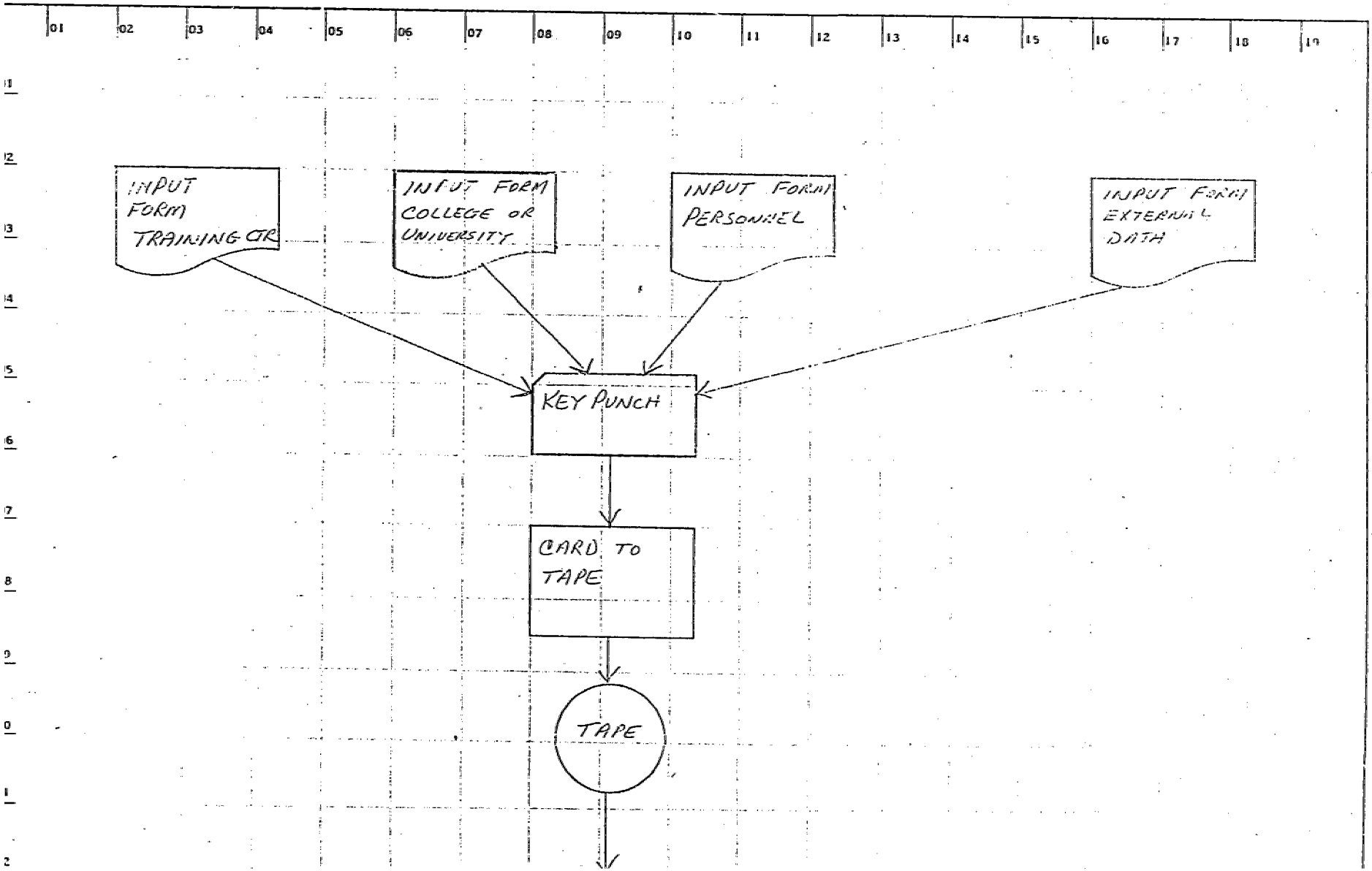
SYSTEM NO.	PROGRAM NO.

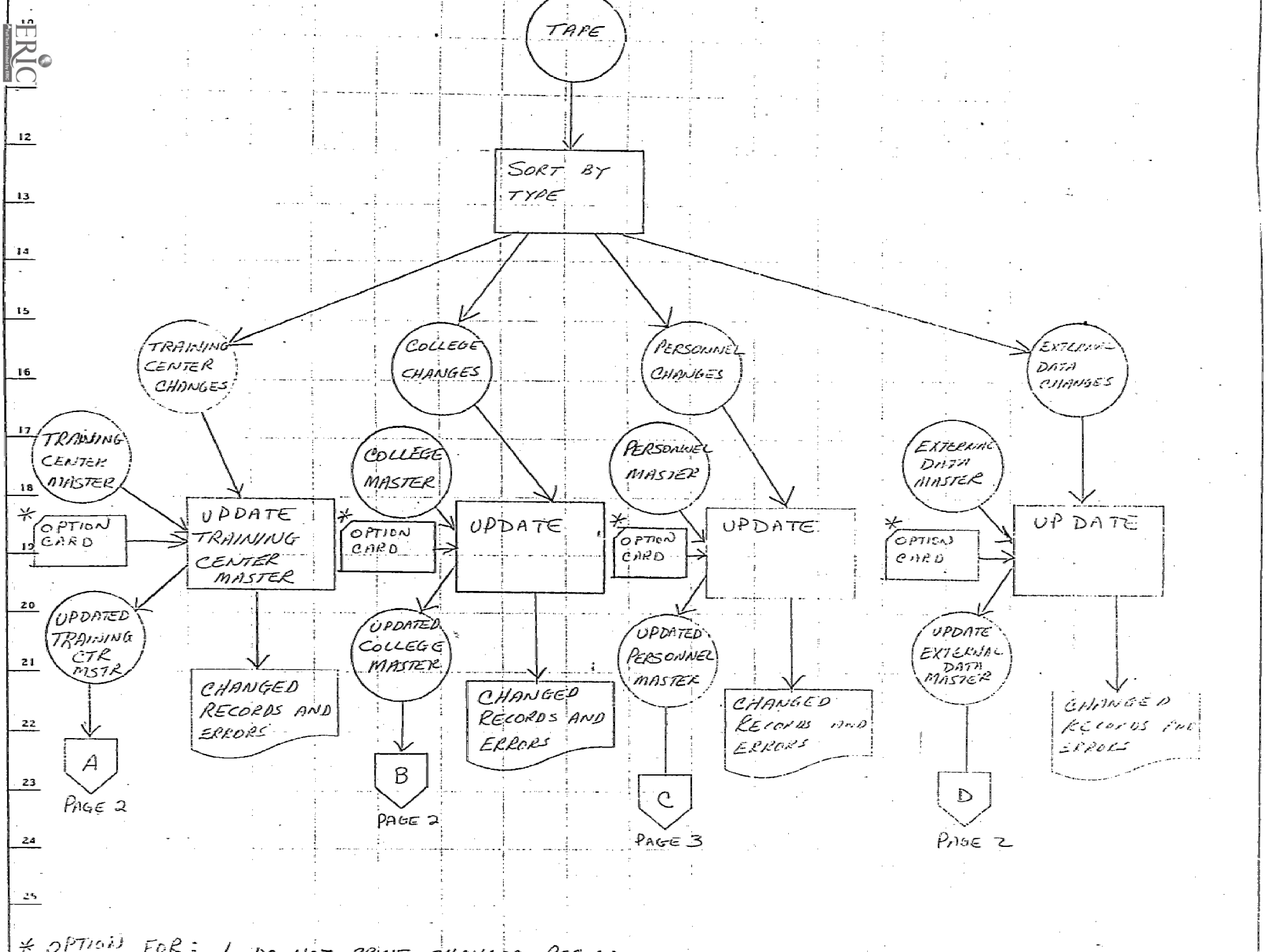
Fold To Here

Client Name _____ System Title TEACHER EDUCATION CENTER INFORMATION SYSTEM

Program Title _____ Date 7/10/72 Page 1 of 3

Prepared By C E HOPKINS Approved By _____





* OPTION FOR: 1. DO NOT PRINT CHANGED RECORDS
2. PRINT CHANGED RECORDS ONLY
3. PRINT ALL RECORDS ON FILE – TO BE USED TO UPDATE INFORMATION

CBM, INC.

SCHEMATIC DIAGRAM

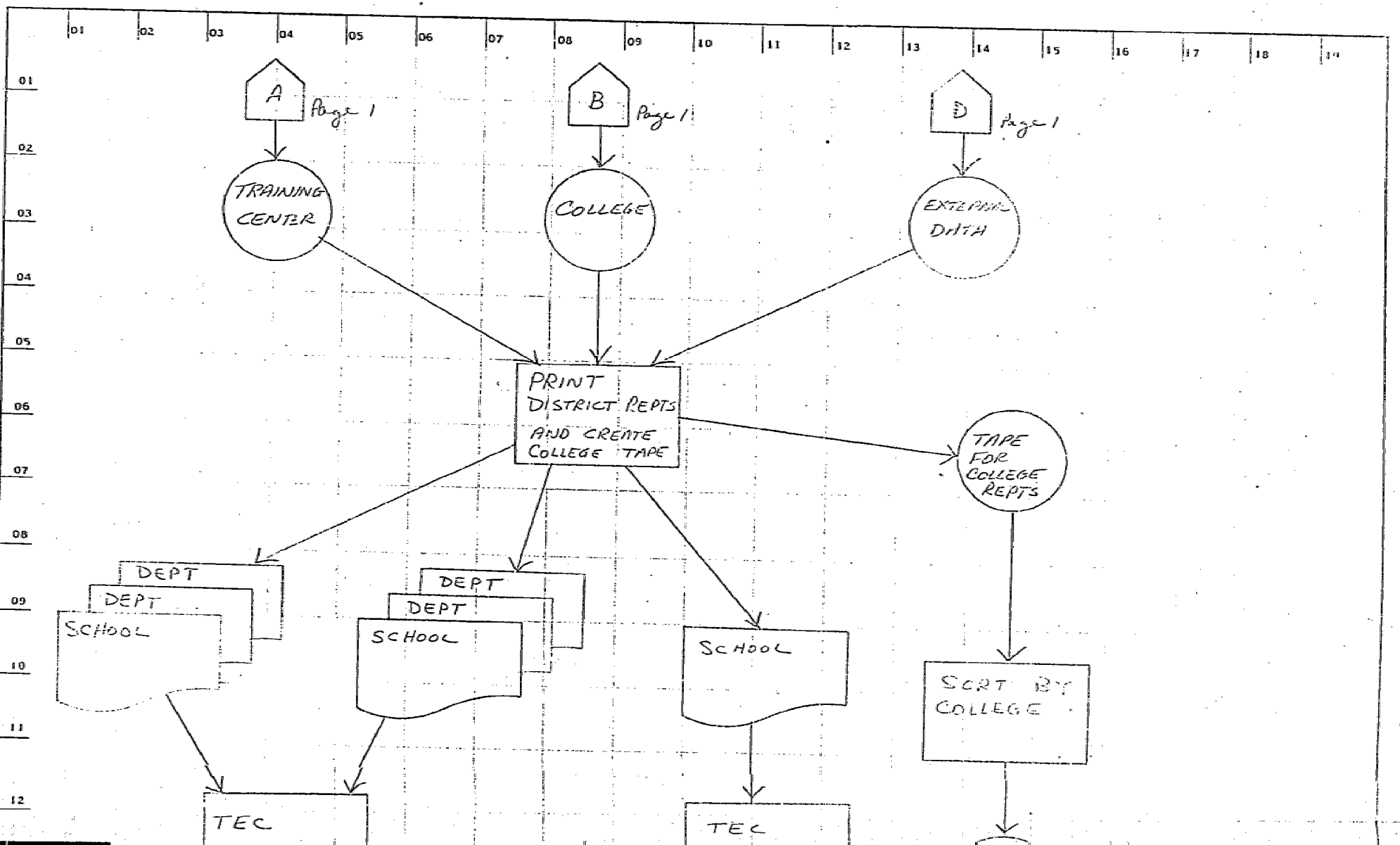
SYSTEM NO.	PROGRAM NO.

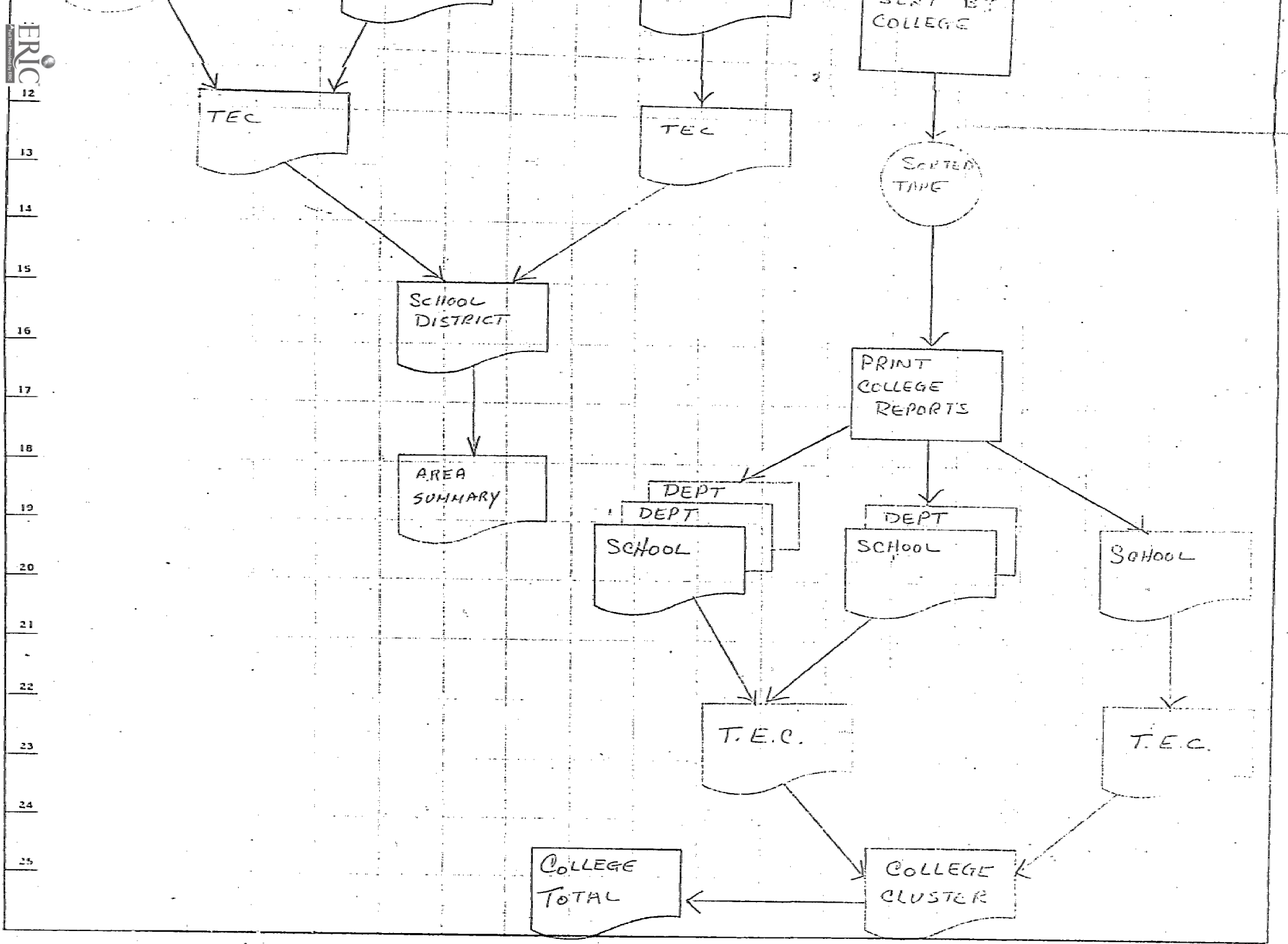
Fold To Here

Client Name _____ System Title _____

Program Title _____ Date 11/6/72 Page 2 of 3

Prepared By _____ Approved By _____





Form No. 18 (11-70)

IBM, INC.

SCHEMATIC DIAGRAM

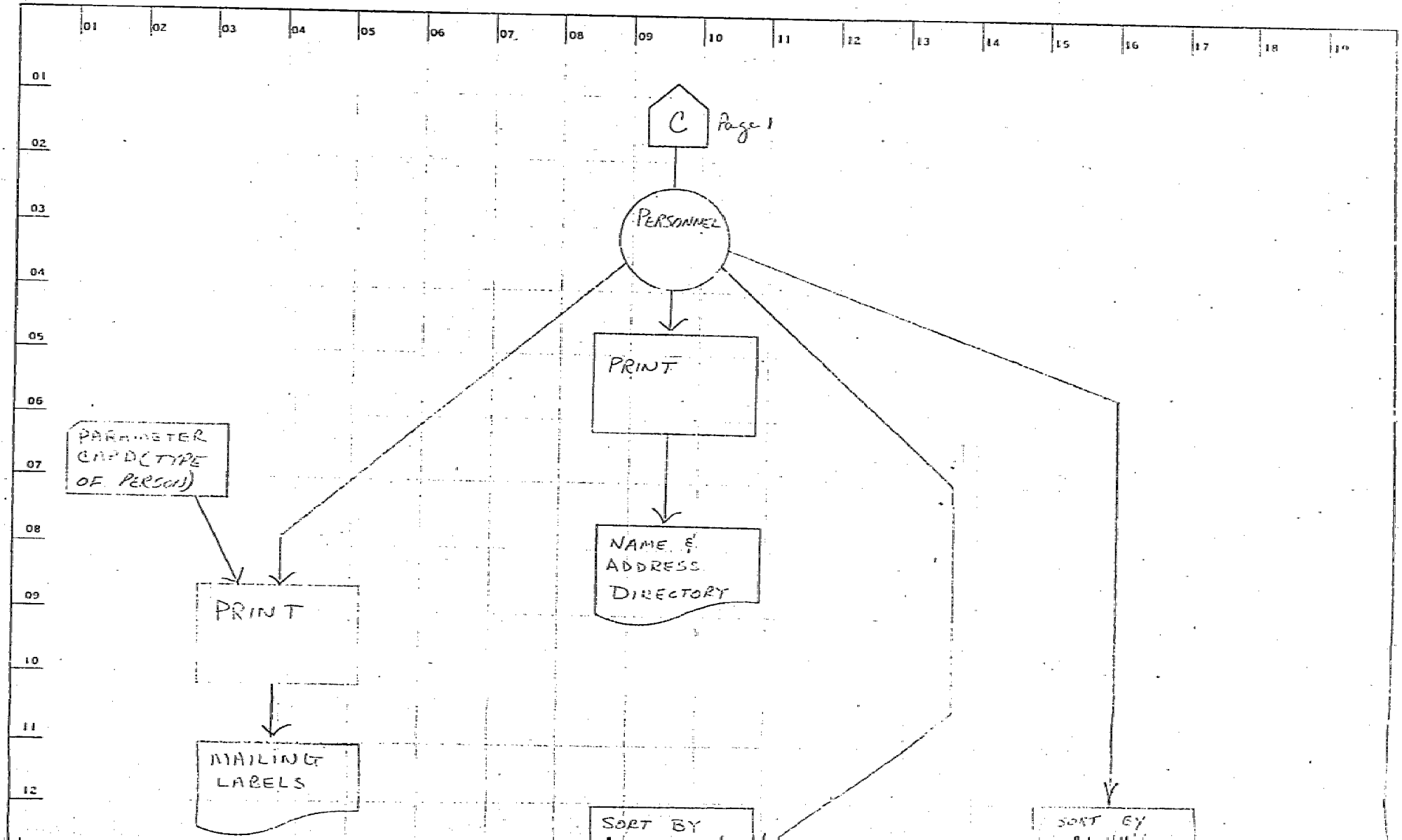
SYSTEM NO.	PROGRAM NO.

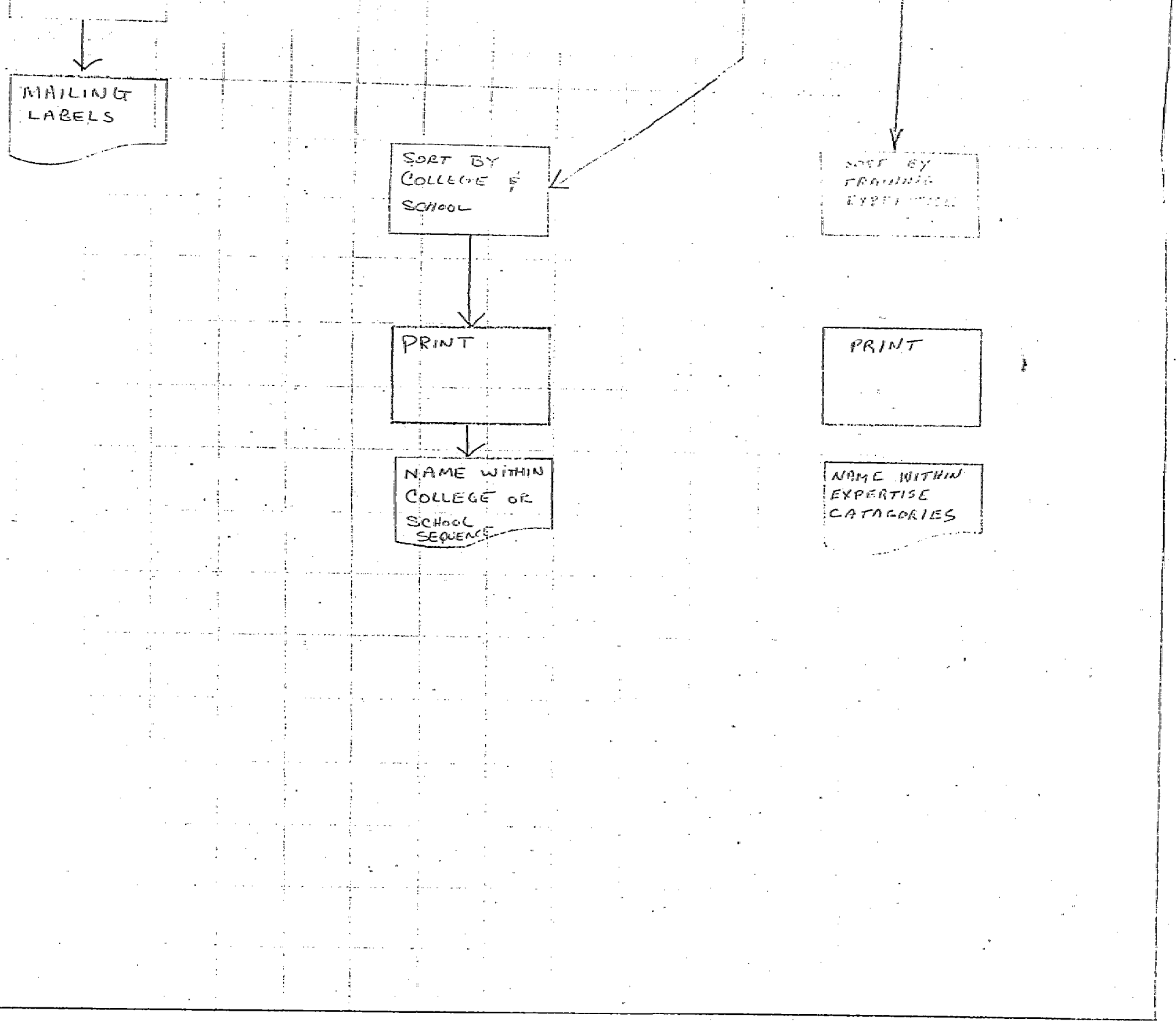
Fold To Here

Client Name _____ System Title _____

Program Title _____ Date 7/30/70 Page 2 of 2

Prepared By _____ Approved By _____




MAILING LABELS
SORT BY COLLEGE & SCHOOL
SORT BY TRAINING EXPERTISE
PRINT
PRINT
NAME WITHIN COLLEGE OR SCHOOL SEQUENCE
NAME WITHIN EXPERTISE CATAGORIES

2. Input Forms.

Preliminary input forms are shown on the following pages and are briefly described below:

a. Center Turnaround Document - The center turnaround document would be sent to center coordinators to be filled out for each school or department in their center. In other words, if a center coordinator worked with one elementary school and two departments in a secondary school, he would fill out three documents.

The documents obtain the name and address of the school, school district principal, the contact within the building, and the name of the center coordinator. In some cases the names would be the same; in others all three will be different. Data would also be obtained regarding the number of pupils, the grade levels, the number of teachers, expected number of cooperating teachers for the current year, the number of pupils to be taught by student teachers during the current year.

Data regarding student teaching activities with colleges and universities would also be obtained to include the name of the college or university, the college supervisor, the actual number of student teachers placed last year, and the expected number of student teachers to be placed during the current year.

b. The College and University Turnaround Document - The college and university turnaround document would obtain the college name, address, the name of the chief education officer and phone number as well as the total enrollment in education (in the case of freshman and sophomores this would be an estimate), the number working in centers and the number placed in non-centers for each of four years.

c. Personnel Turnaround Document - The personnel document would obtain name and address information on individuals and would be sent directly to the individual. Information regarding the individual's experience would be obtained as well as information regarding interests in working with the Teacher Education Centers Coordinating Committee in further development of centers in Greater Cleveland.

d. External Data Turnaround Document - This document would contain the name of the district, the address, the name and phone number of the superintendent, and obtain by elementary and secondary schools the number of schools, the number of teachers, the number of student teachers and the number of pupils.

All of the above forms would be turnaround documents. That is, the computer will print all the information about a center, a school, a college or university, an individual or external data on the upper part of the form. These forms will then be sent to appropriate individuals for their review and correction. Corrections would be filled in the lower part of the form. To update the four data bases, only those fields which are part of the records to be changed would be keypunched. This eliminates the rekeypunching of the entire record when only a small part of that record needs to be changed. A computer program will update the four data base files. During the update process a form (turnaround document) will be printed showing the correct information after the update, along with the date the record was updated last. These forms will then be filed and held until the next time the data base is to be updated and then would be mailed to the appropriate individuals for review, correction and return.

Input Form #1

PRELIMINARY DESIGN

CENTER TURN-AROUND DOCUMENT

Directions: Fill out one form for each building or department in your center.

District No.	Center No.	School No.	Dept. No.

School:

Address:

City, State, Zip:

Phone:

Principal:

Contact:

Center Coordinator:

District Name:

Elementary ( ) Secondary ( )
Grade Levels From ___ to ___

Number of Pupils:

Number of Teachers:

Expected Number of Cooperating Teachers-Current Year:

Number of Pupils Taught by Student Teachers:

College/University	Supervisor	Actual Number Placed Last Year	Expected To Be Placed Current Year

Input Form #2

PRELIMINARY DESIGN

COLLEGE/UNIVERSITY TURN-AROUND DOCUMENT

College Number:

College Name:

Chief Education Officer:

Address:

Phone:

City, State, Zip:

	Year 1	2	3	4
Total Enrollment				
Working in Centers				
Working in Non-Centers				

Please update the above information using the space below.

Input Form #3

PRELIMINARY DESIGN

PERSONNEL TURN-AROUND DOCUMENT

DIRECTIONS: The Teacher Education Centers Coordinating Committee is developing a data bank of educators interested in teacher education centers. This computerized bank of information is designed to provide you and your fellow teacher educators with an area-wide listing of both school and college based educators and their experience and interests in student teaching and teacher education centers. Please complete this form and return to the Cleveland Commission on Higher Education in the enclosed envelope.

YOUR NAME _____ EMPLOYER _____

WORK ADDRESS _____ HOME ADDRESS: _____
Institution (Street or Apartment #)

_____ _____
(Street or Box #) (City, State, Zip)

_____
(City, State, Zip)

WORK PHONE _____ HOME PHONE _____

Where do you want your mail regarding centers sent? ( ) Home ( ) Work

POSITION(S): (1) _____ (2) _____ (3) _____

If teaching, what subjects do you teach? _____

What grade levels? _____

EXPERIENCE: In Column A below, check all those areas in which you have had experience; In Column B, check the one that you are most experienced in.

	A	B
INITIATING CENTERS	( )	( )
IN SERVICE PROGRAMS	( )	( )
STUDENT TEACHER SEMINARS	( )	( )
PLACEMENT OF STUDENT TEACHERS	( )	( )
MICRO TEACHING/INTER ACTION ANALYSIS	( )	( )
VALUE CLARIFICATION	( )	( )
VIDEO TAPING	( )	( )
MEDIA UTILIZATION	( )	( )
CENTRAL OFFICE COORDIN-ATION	( )	( )
XXXXXXXXXXXXXXXXXXX	( )	( )

Are you willing to participate in activities related to the following areas? In column A, check all that are of interest to you; In column B, check the one of most interest to you.

	A	B
IN SERVICE IMPROVEMENT	( )	( )
SEMINAR IMPROVEMENT	( )	( )
RESOURCE SHARING	( )	( )
EVALUATION QUESTIONNAIRES	( )	( )
ORGANIZATION OF TECCC	( )	( )
ASSISTING AT CONFERENCES	( )	( )
HELPING OTHER CENTERS GET STARTED	( )	( )
HELPING OTHER CENTERS IDENTIFY AND SOLVE PROBLEMS	( )	( )
XXXXXXXXXXXXXXXXXXXXX	( )	( )

Input Form #4

PRELIMINARY DESIGN

EXTERNAL DATA TURN-AROUND DOCUMENT

District No.

District Name:

Address:

City, State, Zip:

Superintendent:

Phone:

Current Year	Elementary	Secondary
Number of Schools		
Number of Teachers		
Number of Student Teachers		
Number of Pupils		

3. Description of Data Bases

On the pages that follow, the layout of the data bases as used in the system is presented. Like the other information in this document, the data bases are preliminary only and subject to modification.

DATA BASE #1

PRELIMINARY SCHOOL DATA BASE

FIELD NO.	DATA ELEMENT	POSITIONS
01	SCHOOL DISTRICT NUMBER	4
02	T.E.C. NUMBER	4
03	SCHOOL NUMBER	4
04	DEPARTMENT NUMBER	4
05	FUTURE USE	4
06	FUTURE USE	4
07	SCHOOL NAME	30
08	SCHOOL ADDRESS	30
09	SCHOOL CITY - STATE - ZIP - PHONE NUMBER	30
10	PRINCIPAL'S NAME	30
11	BUILDING CONTACT COORDINATOR'S NAME	30
12	CENTER COORDINATOR'S NAME	30
13	GRADE LEVELS (FROM - TO)	4
14	TOTAL NUMBER OF PUPILS	5
15	TOTAL NUMBER OF TEACHERS	4
16	FUTURE USE	4
17	" "	4
18	" "	4
19	" "	4
20	COLLEGE OR UNIVERSITY NUMBER	4
21	COLLEGE SUPERVISOR'S NAME	30
22	NUMBER OF STUDENT TEACHERS ASSIGNED FOR CURRENT YEAR OR TERM	2
23	NUMBER OF STUDENT TEACHERS EXPECTED TO BE ASSIGNED NEXT YEAR OR TERM	2
24	NUMBER OF COOPERATING TEACHERS	2
25	NUMBER OF PUPILS TAUGHT BY STUDENT TEACHERS	5
26	COLLEGE CLUSTER GROUPING	4
30, 40, 50, 60	SAME AS 20	16
31, 41, 51, 61	" " 21	120
32, 42, 52, 62	" " 22	8
33, 43, 53, 63	" " 23	8
34, 44, 54, 64	" " 24	8
35, 45, 55, 65	" " 25	20
36, 46, 56, 66	" " 26	16

DATA BASE #2

PRELIMINARY COLLEGE OR UNIVERSITY DATA BASE

FIELD NO.	DATA ELEMENT	POSITIONS
01	COLLEGE OR UNIVERSITY NUMBER	4
02	COLLEGE OR UNIVERSITY NAME	30
03	COLLEGE OR UNIVERSITY ADDRESS	30
04	COLLEGE OR UNIVERSITY CITY-STATE-ZIP	30
05	HEAD OF EDUCATION DEPARTMENT	30
06	PHONE	7
07	FIRST YEAR ENROLLMENT	6
08	SECOND YEAR ENROLLMENT	6
09	THIRD YEAR ENROLLMENT	6
10	FOURTH YEAR ENROLLMENT	6
	ASSIGNED TO TEACHER EDUCATION CENTERS	
11	FIRST YEAR STUDENTS	6
12	SECOND YEAR STUDENTS	6
13	THIRD YEAR STUDENTS	6
14	FOURTH YEAR STUDENTS	6
	ASSIGNED TO SCHOOLS THAT ARE NOT TEACHER EDUCATION CENTERS	
15	FIRST YEAR	6
16	SECOND YEAR	6
17	THIRD YEAR	6
18	FOURTH YEAR	6

DATA BASE #3

PRELIMINARY PERSONNEL DATA BASE

FIELD NO.	DATA ELEMENT	POSITIONS
01	NAME: LAST, FIRST, MIDDLE	30
02	TITLE	20
03	SCHOOL OR COLLEGE AFFILIATION	30
04	EMPLOYER	30
05	BUS ADDRESS LINE 1	30
06	BUS ADDRESS LINE 2	30
07	BUS CITY, STATE, ZIP	30
08	BUS PHONE	30
09	HOME ADDRESS LINE 1	30
10	HOME ADDRESS LINE 2	30
11	HOME CITY, STATE, ZIP	30
12	HOME PHONE	7
13	MAIL TO: 1 = BUS 2 = HOME	1
14	EXPERIENCE (SEE CODES)	20
15	ANALYSIS CODE (TYPE OF WORK AND INTERESTS)	20
16	MAILING LABEL CODES	5

DATA BASE #4

PRELIMINARY EXTERNAL DATA BASE

FIELD NO.	DATA ELEMENT	POSITIONS
01	DISTRICT NUMBER	4
02	DISTRICT NAME	30
03	ADDRESS	30
04	CITY, STATE, ZIP	30
05	SUPERINTENDENT	30
06	PHONE	7
07	NUMBER OF SCHOOLS - SECONDARY	4
08	NUMBER OF TEACHERS - ELEMENTARY	5
09	NUMBER OF TEACHERS - SECONDARY	5
10	NUMBER OF STUDENT TEACHERS - ELEMENTARY	4
11	NUMBER OF STUDENT TEACHERS - SECONDARY	4
12	NUMBER OF PUPILS - ELEMENTARY	6
13	NUMBER OF PUPILS - SECONDARY	6

4. Reports

The main objective of this system is to allow pertinent information about teacher education centers to be assembled and distributed to all participating colleges, universities and schools. There are four distinct sets of reports forthcoming from the system.

a) Department, school, center, district, and areawide summary.

In this set of reports information is presented starting with departments, schools, centers and districts and then summarized for the metropolitain area. The system is designed to accommodate the grouping of departments, schools and centers in whatever way the district sees fit.

b) Center cluster, college or university summary.

In this set of reports information is summarized in whatever way the college would like to have it presented. Colleges and universities have the option to group their activities in whatever ways are most appropriate for them.

c) Personnel reports.

There are three types of reports on personnel forthcoming from the system. The first is an alphabetical name and address directory similar to the faculty directory of colleges and school districts. The second is a listing of personnel who are affiliated with various schools, center districts and colleges. A third report presents a listing of individuals who are interested in sharing their experiences and knowledge in certain areas of competence.

In addition to the three reports, there will be mailing labels produced in order that communications between various kinds of personnel involved in centers can be facilitated.

Report Format #1

PRELIMINARY DESIGN

DEPARTMENT, SCHOOL AND CENTER

School:

Address:

City, State, Zip:

Principal:

Contact:

Center Coordinator:

District Name:

Grade Levels:

Number of Pupils:

Number of Teachers:

Expected Number of
Cooperating Teachers-Current Year:

Number of Pupils Taught
By Student Teachers:

College/University	College Supervisor	Actual # Student Teachers Placed Last Year	Expected # Of Student Teachers to be Placed Current Year
XXXXXXXXXXX	XXXXXX	XX	XX
XXXXXXXXXXX	XXXXXX	XX	XX
XXXXXXXXXXX	XXXXXX	XX	XX

Report Format #2

SCHOOL DISTRICT SUMMARY

District Name:

Address:

City, State, Zip:

Phone:

Superintendent:

Contact:

COLLEGE PLACEMENT DATA

College/University	Contacts	Actual # Placed Last Year	Expected to Be Placed 1972-1973
XXXXXXXXXXX	XXXXX, XXXXX, XXXXX, XXXXX	XX	XX
XXXXXXXXXXX	XXXXXXX, XXXX	XX	X

STATISTICAL DATA:

	Elementary	Secondary	Total
Number of Pupils	X,XXX	X,XXX	X,XXX
Number Taught by Student Teachers	XXX	XXX	XXX
Percent Taught by Student Teachers	XXX%	XXX%	XXX%
Number of Teachers	XXX	XXX	XXX
Number Working with Student Teachers	XXX	XXX	XXX
Percent Working with Student Teachers	XX.X%	XX.X%	XX.X%

	Elementary	Secondary	Total
Number of Schools	XX	XX	XXX
Number Used for Center Activities	XX	XX	XXX
Percent Used for Center Activities	XX.X%	XX.X%	XX.X%

Report Format #3

METROPOLITAN AREA SUMMARY

Number of:	Elementary	Secondary	Total
Schools in County			
Schools in Participating Districts			
Participating Schools			
Teachers in County			
Teachers in Participating Districts			
Teachers Involved in Centers			
Student Teachers in County			
Student Teachers in Participating Districts			
Student Teachers in Centers			
Pupils in County			
Pupils in Participating Districts			
Pupils in Centers			

	Elementary	Secondary	Total
Participating Schools as Percentage of:			
Schools in County			
Schools in Participating Districts			
Teachers in Centers as Percentage of:			
Teachers in County			
Teachers in Participating Districts			
Student Teachers as Percentage of:			
Student Teachers in County			
Student Teachers in Participating Districts			
Pupils in Centers as Percentage of:			
Pupils in County			
Pupils in Participating Districts			

College/University Placements

College/University	Actual 1971-1972	Expected 1972-1973
XXXXXXXX	XX	XX
XXXXXX	XX	XX
Totals	XX	XX

Report Format #4

COLLEGE/UNIVERSITY CLUSTER REPORT

COLLEGE NAME:

Cluster A:

Name of Departments, Schools, Centers in Cluster: XXXXXXXXXX
XXXXXXXXXX
XXXXXXXXXX

	Actual Number Placed Last Year	Expected For Current Year
Total Student Teachers From all Colleges	XX	XX
Total Number from this College	XX	XX
Percent	XX%	XX%

Other Colleges/Universities Involved in this Cluster:

College/University	Supervisor		
XXXXXXXX	XXXXXX	XX	XX
XXXXXXXX	XXXXXX	XX	XX
XXXXXXXX	XXXXXX	XX	XX

Cluster B:

(Same Format as Cluster A)

Report Format #5

COLLEGE/UNIVERSITY SUMMARY

College Name:
Address:
City, State, Zip:

Chief Education Officer:

Districts	School/Center Name
XXXXXX	XXXXXXXXX
XXXXXX	XXXXXXXXX
XXXXXX	XXXXXXXXX

	Last Year			Current Year		
	Elementary	Secondary	Total	Elementary	Secondary	Total
Total Number of Schools in Partner School Districts	XX	XX	XX	XX	XX	XX
Number of Schools We are in	XX	XX	XX	XX	XX	XX
Total Number of Pupils in Schools We are in	XX	XX	XX	XX	XX	XX
Total Student Teachers-All Colleges-in Schools We are in	XX	XX	XX	XX	XX	XX
Number of Our Student Teachers in Centers	XX	XX	XX	XX	XX	XX
Total Number of Our Graduates	XX	XX	XX	XX	XX	XX
Total Education Enrollment (excluding Student Teacher)	XX	XX	XX	XX	XX	XX
Number of Pre-Student Teachers in Centers	XX	XX	XX	XX	XX	XX

Report Format #6

PERSONNEL DIRECTORY

ADAMS, JANE: Teacher, Science, 11-12; Coordinator, Heights Teacher Education Center

WORK: Heights High School
11121 Oak Street
Heights, Ohio 44111

241-2029

*PREFERRED MAILING ADDRESS

*HOME: 1121 Orchard Lane
Heights, Ohio 44122

243-7583

EXPERIENCE: Student Teaching Seminars, Value Clarification, Media Utilization

MOST EXPERIENCE: Value Clarification

PARTICIPATION: Helping other centers get started, Resource Sharing, Seminar Improvement

OF MOST INTEREST: Helping other centers get started

Report Format #7

PERSONNEL LISTING BY INSTITUTION

INSTITUTION: School District A

School: School #1

XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX

School: School #2

XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX

INSTITUTION: School District B

School: School #1

XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX

School: School #2

XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX

INSTITUTION: College A

XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX

INSTITUTION: College B

XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX
XXXXXXXXXXXXX	XXXXXXXXXXX	XXXXXXXXX

Report Format #8

PERSONNEL LISTING BY EXPERIENCE AND INTEREST

(* indicates those with most experience/interest)

EXPERIENCE CATEGORY

Initiating Centers

XXXXXXXXX	*XXXXXXXX	XXXXXXXXX
XXXXXXXXX	XXXXXXXX	XXXXXXXXX

In-Service Programs

XXXXXXXXX	XXXXXXXX	XXXXXXXXX
XXXXXXXXX	XXXXXXXX	XXXXXXXXX

INTEREST CATEGORY

In-Service Improvement

XXXXXXXXX	XXXXXXXX	*XXXXXXXXX
*XXXXXXXXX	XXXXXXXX	XXXXXXXXX

Seminar Improvement

XXXXXXXXX	XXXXXXXX	XXXXXXXXX
XXXXXXXXX	*XXXXXXXX	XXXXXXXXX

5. Pre-Implementation Activities

Prior to implementing the preliminary design presented in this document, additional steps need to be taken to finalize the systems design prior to programming.

Activity List - Things To Do Prior to Implementation

1. Finalize the design of the output reports.
2. Finalize the design of the data base.
    a. School/center
    b. college
    c. personnel
    d. external
3. Finalize the design of the input forms (use turnaround concept).
4. Revise flow charts as needed.
5. Identify each computer run (from flow chart).
6. Develop program specifications for each computer run.
    a. description of program
    b. input specification
    c. output specification
    d. logic specifications
7. Write and test programs.
    a. prepare detail logic chart
    b. review logic chart
    c. write program
    d. test program
    e. systems test (all programs at one time for entire system)
8. Write necessary procedures.
    a. System Management Procedures
        1) Mailing forms to be updated (Personnel, Schools & Colleges)
        2) Updating external data
        3) Reviewing completed forms and necessary follow-up
        4) Submitting and control of forms for keypunching
        5) Requesting computer runs
        6) Coordinating the printing and distribution of final reports
        7) Forms inventory
    b. Data Processing Procedures
        1) Keypunch
        2) Computer operations
        3) Distribution of printed output and retention of computer tapes, etc.

6. Future Additions

The system outlined in this document can be viewed as providing minimal, basic information regarding teacher education centers. A more sophisticated system would include some or all of the following features:

Student Teachers. Additional data regarding student teacher characteristics, coupled with temporary and permanent addresses would permit the monitoring of the effect of teacher education centers on performance in subsequent teaching assignments.

Pre-Student Teaching Experiences. As centers develop it is likely they will move more heavily into pre-student teaching experiences. When this occurs, information regarding these experiences could be added to the system.

Community. The system as it stands has no provisions for incorporating information regarding community characteristics. Such information would be a logical extension of data already in the system.

Pupils. A comprehensive picture of the entire center (rather than only the student teaching aspects) would have to include additional information about the pupils serviced by the center.

V. Implications for Use in other Geographic and Educational Areas

The system described herein is scheduled to be implemented during the year 1972-1973 in Greater Cleveland. This preliminary document, in addition to being of use to those in the Greater Cleveland area could also be of use to those who might be working on similar kinds of problems in other parts of the country. While it is not a finished operating system, nevertheless, it could save a substantial amount of energy and time and money of those who might be interested in modifying the system described herein for their own purposes. Examples of two uses of this document are described below:

Example #1 - Use by One Major University for Monitoring Its Teacher Education Center Activities.

While the system described herein was developed for a multi-university/multi-school district setting, the system could also be used by one institution of higher education to keep track of the development of its own teacher education centers with a variety of school districts. With relatively minor modifications the system described in this document could be modified to account for the unique operating and geographical characteristics of such a university.

Example #2 - As a Model for Information Sharing for Purposes Other than Teacher Education Centers.

Consider the following hypothetical case: A governmental funding source has provided funds to a school district located in City A for a project to individualize instruction. The conditions of the funding were that this large urban school district involve the smaller suburban districts in the innovative activities as well as involving both local colleges and universities and colleges and universities which may be geographically distant. The purpose of the plan is to improve the individualization of instruction in elementary and secondary schools.

Twelve school districts expressed interest in participating in the project with an average of 2 schools each. The City A School District plans to involve 25 of its own schools in the operation. Some of the local colleges and universities have already been working with some of the interested school districts in various activities related to individualization. In addition, under terms of the grant, funds will be made available to secure the assistance of the department of education of the State University, located in Capital City as well as consulting assistance from a prestigous institution of higher education located in the East.

The essential problem then is one of finding out exactly who is doing what, what resources are available from each of the institutions of higher education and each of the school districts, and then sharing that information for the good of all of those participating in the project. This preliminary system design would be of use as a model for designing a system to meet the needs of the individualization project. Many of the basic procedures presented herein can be followed. The input and the output forms as well as a report format would need to be modified to focus on individualization rather than teacher education centers.

Members of the Greater Cleveland Teacher Education Centers Coordinating Committee would be happy to share on a personal basis their experiences with this approach. They can be reached by contacting the chairman, Teacher Education Centers Coordinating Committee, c/o Cleveland Commission on Higher Education, 1367 East Sixth Street, Cleveland, Ohio 44114 -- Phone: Area Code 216 241-7583.