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ABSTRACT

This fourth in a series of nine learning modules on instructional management is designed to give secondary and postsecondary vocational teachers skill in adapting or devising, and maintaining a filing system that will most effectively meet their needs. The terminal objective for the module is to maintain a filing system while working in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include information sheets, a self-check quiz, model answers, a planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BL)

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ED149103

MODULE
E-4

Maintain a Filing System

MODULE E-4 OF CATEGORY E—INSTRUCTIONAL MANAGEMENT PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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- Glen E. Fardig, Specialist
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U.S. DEPARTMENT OF HEALTH,
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NATIONAL INSTITUTE OF
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CE 014 339

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: *Student Guide to Using Performance-Based Teacher Education Materials*, *Resource Person Guide to Using Performance-Based Teacher Education Materials*, and *Guide to Implementation of Performance-Based Teacher Education*.

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules, over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director, Robert E. Norton, As-

sociate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Krysty Ross, Technical Assistant, Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971-1972. Curtis R. Finch provided leadership for the program from 1972-1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont, and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education



THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.



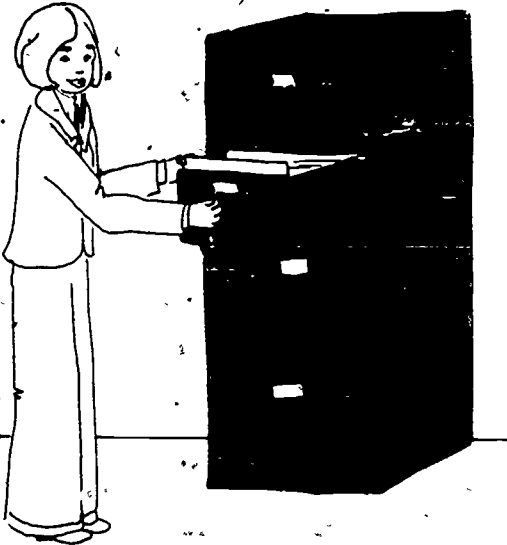
AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS

Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Have you ever felt anxious or frustrated because a really important document or instructional material had been misplaced? Most of us have at one time or another. The risk of such anxiety can be avoided, or at least minimized, however, by taking the time to devise and maintain a good filing system. Having an effective system for filing is especially important to you as a vocational teacher, since you must keep up with the vast array of instructional materials needed to enrich and supplement classroom or related learning experiences.



In addition, you may be called on to perform a variety of other activities normally associated with

general school administration (e.g., keeping daily attendance records; student grading records; various local, state, and federal reports; and correspondence). If so, you will need to store these materials in an efficient manner so they will be readily accessible when needed.

As a vocational teacher, you will also have some responsibilities which are different from those of other classroom teachers and which require you to keep and store a variety of equipment and materials. For example, you may (1) serve as the advisor to a local student vocational organization, (2) develop a program of work to integrate club/chapter activities with classroom experiences, (3) coordinate the activities of a local advisory committee, (4) teach supplementary adult education courses, or (5) participate in one or more professional organizations specifically designed for your vocational service area. A dependable filing system can make it easier for you to perform these activities and meet your responsibilities. The knowledge that your materials, resources, records, or reports are readily available when needed can free your mind to concentrate on more important concerns than hunting for lost or misplaced materials.

Devising a filing system is a somewhat personal endeavor. Each individual must decide on the type of system that is best suited for his or her purposes. This module is designed to give you skill in adapting or devising, and maintaining a system that will most effectively meet your filing needs.

ABOUT THIS MODULE

Objectives



Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for organizing various types of filing systems (*Learning Experience I*).
2. Given materials or records you have already accumulated, develop a plan for an appropriate filing system (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

A vocational teacher experienced in organizing and maintaining a filing system for a vocational program whose system you can observe.

Reference: U.S. Department of Labor, Bureau of Employment Security. *Dictionary of Occupational*

Titles. Third Edition. Volumes I and II. Washington, DC: U.S. Government Printing Office, 1965. (NOTE: Updated editions of the DOT are published periodically.)

Reference: U.S. Office of Education. *Vocational Education and Occupations*. Washington, DC: U.S. Government Printing Office, 1969.

Reference: Miller, Howard and Ralph J. Woodin. *Agdex: A System for Classifying, Indexing and Filing Agriculture Publications*. Revised Edition. Washington, DC: American Vocational Association, 1969.

Reference: South Carolina Department of Education. *Filing: Distributive Education*. Clemson, SC: Clemson University, Vocational Education Media Center, 1970.

A reference book on a specialized filing system.

Learning Experience II

Required

Your accumulated teaching materials, or your personal and business records to use in planning a filing system.

Optional

An office supply catalogue to review in determining what filing equipment you need.

Equipment and supplies to install your filing system.

Learning Experience III

Required

An actual school situation in which you can maintain a filing system.

A resource person to assess your competency in maintaining a filing system.

This module covers performance element numbers 176, 178-182 from Calvin J. Cotrell et al., *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education; The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

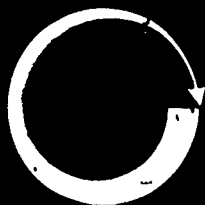
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



Enabling
Objective



For information on various types of filing systems and the equipment needed to devise and maintain them, read the following information sheet:

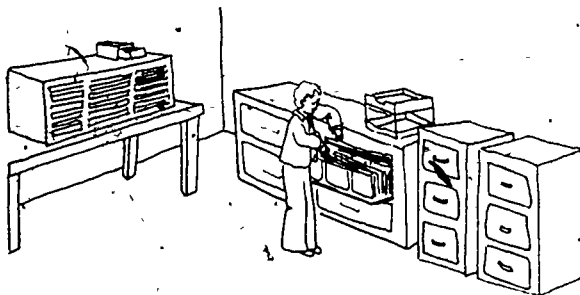
DEVISING AND MAINTAINING A FILING SYSTEM

Why Have a Filing System?

Filing is the systematic arrangement of records and materials so that they may be quickly found. Everyone has a filing system of one kind or another. For some, it may be just a box or drawer that is used to keep mortgage payment records, income tax records, school papers, insurance policies, legal papers, automobile papers, or other personal records.

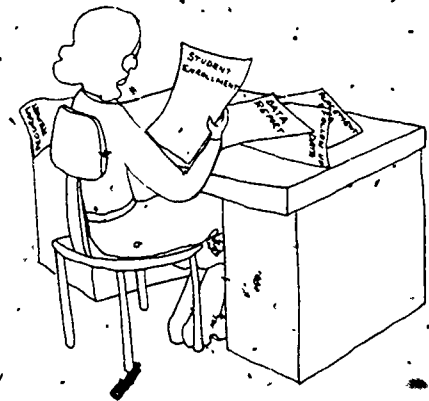
For others, the system may include using a metal file box with labeled folders for the same purposes. In a modern business office, the filing system may involve one or more rooms which contain special filing cabinets to house important documents, contracts, and other papers needed in various business transactions.

Every teacher needs a good filing system since it is necessary to keep certain papers and materials for future reference. The better the system is, the greater your **efficiency** in handling curriculum and instructional materials, and in managing and maintaining program and student records. Efficiency is a time saver to the busy teacher. The best planned lessons are less effective if the resource materials have been misplaced. If you take the time to collect and prepare resource materials, you will surely want to take a little more time to **preserve** the materials for future use.



You need to be able to manage program and student records in a businesslike manner. The records you have filed contain important data which should be readily available when school officials require such data. For example, you are required to complete a number of reports that re-

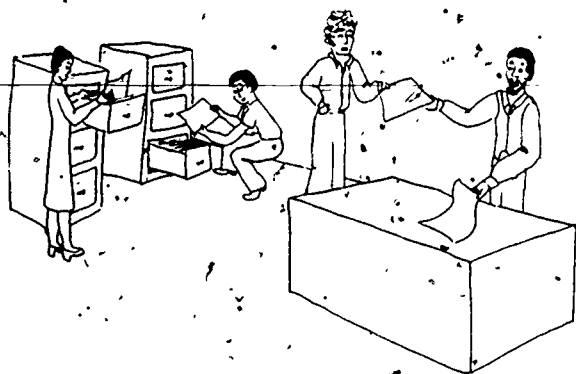
fect certain accountability aspects of the program (i.e., student enrollment forms, statistical data reports, program reports, and student placement and follow-up data). Frequently, this information is needed by local school administrators to complete the vocational plan that is required of all local education agencies.



Easy uniform storage which makes **prompt retrieval** possible is, of course, the end result of a workable filing system. If you have a specific place to store teaching and instructional materials, and take the time to replace each item after use, you will be able to quickly find an item whenever it is needed.

Your filing system should be personally designed to meet your specific needs. You may wish to adopt or adapt a system someone else has developed, or to select certain features from the basic filing methods to devise your own system.

In the final analysis, a filing system is what you make it. To devise a filing system requires that you determine the available filing options in relation to instructional needs, space, and equipment. The filing system should reduce clutter and help make the classroom an orderly and attractive environment which is conducive to learning. It should also provide for the safe storage and prompt retrieval of your instructional materials and management records.



Once devised, the filing system requires continual care. Devising a filing system is only half the job; maintaining a filing system is the other half. Updating, reorganizing, adding, and discarding materials are all included as part of the maintenance of a filing system.

How often should you file? This depends entirely

upon your habits and schedule. Some teachers prefer to return materials to the file soon after use (ideally so). Others may find it fits their schedule better to file only two or three times per week. If student helpers are used, you may prefer to file materials after each class. Regardless of how often you file materials, doing so on a regular basis can help you to be better organized—a key to effective classroom teaching.

Once you have made a decision to start a filing system, the next step is to answer the following basic questions.

- Which materials should be filed?
- How should they be filed?
- Where should you file the materials?
- What additional filing equipment and supplies are needed?
- Will you file materials all at once, or a little each day?

What Equipment and Supplies Are Available?

The **availability** of equipment and supplies will be a major consideration in devising a filing system. Most teachers have some type of file storage provided in the classroom. However, if attention has not been given to the actual needs of a filing system, it may be necessary to add equipment or rearrange the file materials to better accommodate your own filing needs.

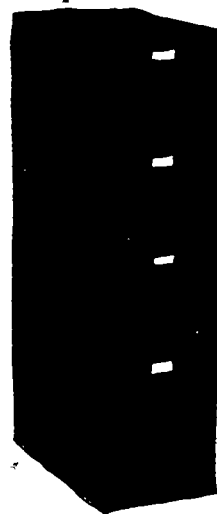
Commonly used filing equipment and supplies are described below. The list is by no means exhaustive, but it will provide you with some idea of the basic storage equipment and supplies used in devising filing systems.

The best filing systems are not necessarily those that use expensive equipment. As you work with your filing system, you will begin to think of ways and means to substitute certain items that may be constructed rather than purchased. On the other hand, keep in mind that a lot of work goes into developing a filing system, and proper storage equipment and supplies are essential to install and maintain it.

Vertical Files

A vertical file provides upright or vertical stor-

age of materials and records. The vertical file is used to store any materials or records that can be placed into a folder, either standard size (8½" × 11") or large size (8½" × 14") depending on the size of the file cabinet drawers.



The four-drawer, three-drawer, and two-drawer vertical file cabinets are the most commonly used in the classroom and laboratory. However, five-drawer and six-drawer units are available if space is limited. Six-drawer file cabinets usually require special guides and folders since the inside cabinet dimensions may be slightly different from standard sizes. Also, the six-drawer file cabinet may be difficult for a person of average height to use without some type of stool or special ladder.

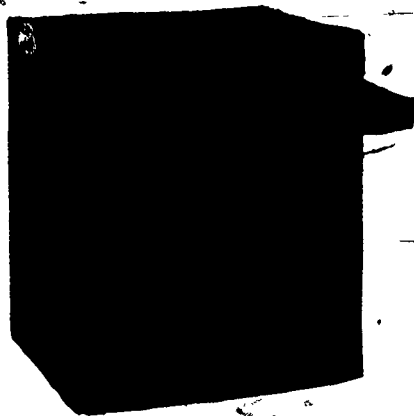
File cabinets may be purchased in a variety of pastel colors as well as the traditional colors of black, green, beige, and gray.

A grouping of file cabinets in the classroom can sometimes be used as room dividers, as counter tops, or for additional desk space. If this is done, however, consideration should be given to purchasing all of the file cabinets from the same manufacturer within a limited time period to ensure that the size, color, and height are the same.

It is fully expected that, as you develop a filing system, you will find that vertical files fill a major part of your storage needs.

Horizontal Files

The horizontal file is used for storing flat materials such as



pamphlets, handouts, and worksheets. Materials, such as mimeographed worksheets that are prepared frequently in quantity and then used periodically throughout

the year, may be placed in a **drawer-type** horizontal file. The drawer may then be labeled accordingly and the materials will be available when needed.

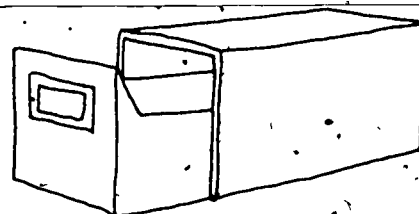
The **desk tray** (in/out baskets) is also a type of horizontal file; however, it can be put to a variety of other uses in your filing system. For example, the top tray may be used to hold materials that are ready to be returned to the files, while the bottom tray may be used to house materials from your files temporarily while they are in use.

Transfile

The transfile is frequently used to store file mate-

rials that have been removed from the active file.

These materials can then stay in the transfile, or inactive file, for a designated period of time before they are destroyed. This one-drawer file may be made of steel or heavy corrugated cardboard material.



This type of file storage is recommended for the beginning teacher to use as a teaching methods file. As the new teacher begins to collect instructional materials, some file storage will be needed to preserve the materials until an actual teaching situation requires their use.

The advantages of the transfile are that it is easily transported and can be housed in a dorm room or apartment without requiring a great deal of space. Most teachers like to keep a file of **personal** teaching materials in addition to the one that is kept at school. The transfile is an appropriate device for storing these personal teaching materials. In addition, it can be easily moved if the teacher changes jobs, while the main teaching files are left intact.

Portfolio

A portfolio is nothing more than two pieces of heavy cardboard-type material hinged in the middle. It is ideal for protecting and storing **oversized flat materials**. Materials such as charts and posters may be placed flat between the two pieces, tied, and labeled. A section of a wide shelf or in a closet can then be designated to accommodate the portfolios for flat storage. Several charts and posters on the same subject may be combined in one portfolio.

Portfolios may either be purchased or easily made by the teacher.

Cabinets, Drawers, and Closets

Built-in or free-standing cabinets, drawers, and closets are frequently used for storing large, irregular-sized teaching materials such as audiovisual equipment, or large quantities of teaching materials. Cabinets may be labeled on the outside or on the shelves inside the cabinet.

The growing availability of expensive instructional equipment (e.g., film projectors, overhead projectors, filmstrip projectors, and other specialized laboratory equipment) makes it necessary for you to obtain special storage facilities that can be locked to prevent possible vandalism or theft. Heavy steel cabinets with locking doors are available in a variety of sizes. Locking closets or special security rooms designed by the school may also be used. Whenever possible, you should take preventative measures to safeguard expensive instructional equipment, or teaching materials that may not be easily replaced.

Hanging Folder Frame

The hanging folder frame consists of a metal frame from which hanging folders are suspended. This device will easily convert a desk drawer into a vertical storage file to accommodate standard size ($8\frac{1}{2}'' \times 11''$) or legal size ($8\frac{1}{2}'' \times 14''$) material.

Card Index File

Small metal or wood card index files serve a variety of purposes. They may be used by the teacher for checking out references or resource books to students, for keeping an equipment inventory, for recording students' progress on projects, etc.

The card index file is available in a variety of sizes, the three most popular being $3'' \times 5''$, $4'' \times 6''$, and $5'' \times 8''$. File guides are also available in each size with alphabetic headings, numeric headings, or blanks to allow you to make whatever heading is desired.



Boxes, Cases, and Cartons

A wide variety of boxes, cases, and cartons are available in nearly any size and shape. The best way to determine what is available to fit your needs is to look through one of the many office supply catalogues. These are usually available through any central purchasing or business office.

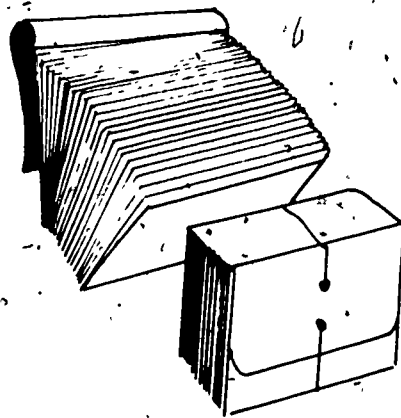
File Guides and Folders

File guides are used in filing drawers to separate materials so they are well organized and easily located. They are usually constructed of heavier material than file folders to ensure longer use.

File guides (and folders) are usually available in $\frac{1}{3}$ cut, either at the left, right, or center position. A cut refers to the position of the tabs. A $\frac{1}{3}$ cut means that the width of the tab is one-third the entire width of the file guide. Likewise the $\frac{1}{2}$ cut means the tab is one-half the width of the file guide, and so on. The various cuts allow you more flexibility in creating subsections in the file drawer.

While some persons find the flexibility of the various cuts advantageous, many experts in filing and records management believe that staggering file guides and folders is less efficient than using one cut per drawer. The use of staggered cuts is considered less efficient because it requires the eyes to move back and forth across the files rather than directly forward.

Most file folders are scored to allow for expansion. The scoring appears as parallel or raised lines near the bottom edge to indicate where the folder may be refolded as it gets fuller to help keep the files neat and orderly.

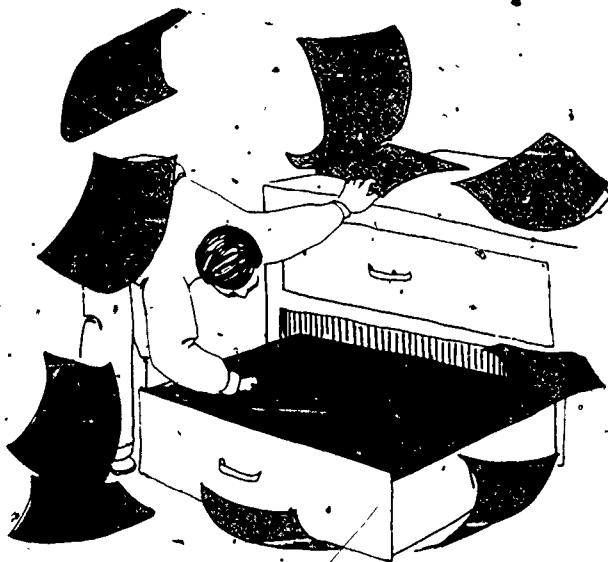


Expandable folders are available for subjects or topics that require more space than the standard folder. Some expandable folders have a flap and tie. These may also be used as temporary files to transport materials.

What Instructional Materials Need to Be Filed?

The filing system for instructional materials should be simple and flexible to accommodate additional materials. A regular and periodic review should be made to eliminate out-of-date materials that take up valuable space needed for new materials.

Subject matter materials may be placed in folders, and labeled and filed by whatever method you devise. The folders are then normally placed in some type of vertical file cabinet with labeled drawers to indicate which subject matter materials are contained within. Attention should be given to the storage of the **various** types of instructional materials since many of the materials will require different storage facilities.



Resource and Reference Materials

Books, magazines, and pamphlets used to supplement student learning activities require special storage. Current **magazines** and **pamphlets** may be shelved in a special rack, available for student check-out. A card index file may be used for this purpose. A card with the name of the magazine and/or pamphlet can be kept in a pocket folder in the magazine or pamphlet. If a student wishes to check out the materials, the card is removed, signed out by the student, and the card placed in the card index file. Upon return, the student signs in on the card and returns it to the pocket folder. You may also wish to assign student helpers to aid in checking the magazines and pamphlets in or out.

The same procedure may be used for **reference books**. Sufficient shelf space should be available to display these books. Further, the books should

be arranged in an orderly and attractive way by subject matter areas.

Charts and Posters

Charts, posters, and other oversized materials may be labeled and filed in portfolios. They may also be grouped according to teaching areas and hung on any flat wall or on the front edge of vacant shelves in a storage closet. Square bend screw hooks or # 4 finishing nails placed ten inches apart will allow these materials to be conveniently stored until needed.

Before hanging the materials, it may be necessary to reinforce the charts and posters by putting a narrow strip of adhesive or other fabric-type tape across the back, even with the upper edge. Charts made from paper may be mounted on posterboard and then hung on the hooks. If space permits, a set of hooks can be used for each subject matter area.

The posters should be labeled with the same colored labels that correspond to the subject matter files, if color coding is used in your filing system.

Display Materials

Bulletin board and flannel board display materials can be placed in brown manila envelopes. Each envelope can then be labeled "Bulletin Board" and filed in a vertical file behind the appropriate subject matter area. If bulky materials are needed for a bulletin board, it may be desirable to place all items for the bulletin board in a box that is labeled and stored on a shelf or in a cabinet. A sketch diagramming the display idea may also be placed in the folder or box.

Some teachers prefer to file their display plans in a card index file labeled by subject matter areas. On each card, a bulletin board or flannel board idea is sketched, with a list of materials written on the back of the card.

You may wish to use a special drawer or cabinet for bulletin board and/or flannel board lettering and other art supplies.

Filmstrips and Slides

Filmstrips, slides, and the accompanying scripts may be placed in boxes and stored in shelves or cabinets. You may want to prepare a folder labeled "Filmstrips" for each subject matter area and then place in each folder a list of all the filmstrips available for that area. Another option is to label and

store filmstrips in a cabinet or drawer and to file the scripts, properly labeled, in vertical files.

You could also choose to construct a filmstrip storage unit. If so, you could drill holes in a board that are just large enough to fit the bottom of the filmstrip container. Since the lid is larger than the container, the filmstrip will be secure, with the top of the container lid exposed to show the title of the filmstrip. These filmstrip storage racks may be stacked to further reduce storage space.

Handouts

Duplicated handouts of various kinds may be filed in the vertical files according to the subject matter area. Large quantities of duplicated materials (e.g., worksheets, job sheets, and information sheets) are usually too bulky to file vertically. Horizontal filing cabinets, shelves, or drawers may be more appropriate. If it is necessary to stack printed materials, file guides approximately eight inches long and three inches wide may be used to separate and label the various stacks.

Since a horizontal file is an excellent place to keep mimeographed materials, you may be inclined to reproduce large quantities of items at one time. Be careful not to reproduce more than you can use within a limited time period (usually one year) or more than you have storage space for. It may be more practical to run the material periodically if storage facilities are limited or if changes are likely to be made in the information contained in the material.

Stencils

After you have mimeographed copies of material for immediate use, you can save the stencil to be used again. Before a stencil can be filed, it must be properly prepared. A stencil may be cleaned by placing it between two sheets of newspaper and gently rubbing the entire surface to remove as much of the ink from the stencil as possible. This process may be repeated as many times as necessary. Be sure to use a clean newspaper each time you repeat the process.

Legal size folders or special stencil wrappers are good for storing stencils. Stencils can be filed in a legal size file cabinet or hung in a stencil file where they are kept dry and clean until ready to be reused. To identify which stencil is in a particular folder, attach a copy of the duplicated material to the file folder or write a description of the item on the file folder.



Transparencies and Record Albums

Transparencies and record albums are sometimes labeled and filed in special boxes for storage. If the transparencies have been framed, special boxes or other similar storage may be needed to accommodate the oversized material. Unframed transparencies may be placed in folders that have been labeled and then filed by subject matter area. Separation sheets should be used between unframed transparencies to prevent sticking.

Records should be filed in the jackets in which they come and should be stored vertically to help prevent warping.

Human and Community Resources

Human and community resource files may be kept to enable you to identify persons in the community who are willing to serve as guest speakers on certain subjects, to identify places in the community for field trip sites, or to identify persons who can serve on advisory committees. Card files can be used for these purposes. In identifying guest speakers or subject matter experts, the name of the person and his/her specialty area may be noted on a card. Space can be provided to make a brief evaluation of the effectiveness of the speaker's presentation for future lesson planning purposes.

A file for potential field trip sites will be helpful to you if the name, address, and phone number of the contact person is also included on the card. Space should be left to record any strengths to be reinforced or weaknesses to avoid in a subsequent field trip.

Attendance and Grade Records

Methods of keeping student attendance and grade records will vary from one school district to another. For example, in one school district the teacher may be assigned the responsibility of keeping an official attendance record of a certain group of students. In another school district, all attendance records may be kept in the central administration office. Frequently, the teacher's grade book serves for keeping both attendance and grading records. If you are required to keep official records of student attendance and grades, your filing system should be kept in accordance with the local school district's policies.

Student Records

Records concerning the individual students in the class are usually kept by vocational teachers.¹ Personal data sheets, home experience records, student project reports, and other personal evaluations (e.g., tests, an autobiography, anecdotal records, etc.) may be kept in a cumulative file. Keeping student records enables you to follow a student's progress, determine areas of strengths and/or weaknesses and, consequently, be better equipped to help the student. Records of periodic conferences and even home visits can provide you with the data and insights you need to work effectively with students.

Student records should not be generally available to students, although a student may need to be given access to his or her own file. This is especially important since the signing into law of Public Law 93-380, The Family Educational Rights and Privacy Act, which entitles parents and students to see official school records.

Student Vocational Organization Materials and Records

The student vocational organization filing section should be devised with the involvement of the student members. Subsections of the file may include a folder for (1) materials explaining the duties and functions of each office, (2) special projects, (3) minutes of meetings, (4) current

membership list, (5) financial records, (6) state and national correspondence, and (7) program of work. You should remember that the filing system, if simple, will be used more readily by students.

Occupational Information

As a vocational teacher, you should have established a special file for students to use to gain information on occupational opportunities that are available in your service area.² A more complete occupational file covering many service areas, is recommended, however, to help students become aware of as many available career options as possible prior to making career decisions. An occupational file can enrich any vocational training program.

Occupational information files should be devised especially for the students' use. A check-out system can be developed to allow students to remove the materials for a period of time to locate personal information or prepare special reports. A number of "out-guides," with pocket envelopes similar to the ones used for checking out library books, may be prepared and used for this purpose. When students wish to check out materials, the name of the occupational file folder and the student's name may be recorded on "out-guides" and placed in the file in place of the material which has been removed.

A card index system, similar to the system commonly used to check out library books, may be devised if this is preferred. If the card index is used, a pocket folder and check-out card could be pasted or taped to each occupational file folder.

General Management Records

The general management records in your files will include financial management records, state department reports, travel records, advisory committee records, inventory records, adult education records, student attendance records, and student grading records. Each school system will have different procedures for record keeping; therefore, you will need to be familiar with the policies and practices of your school system.

1. To gain skill in gathering student data, you may wish to refer to Module F-1, *Gather Student Data Using Formal Data-Collection Techniques*, and Module F-2, *Gather Student Data through Personal Contacts*.

2. To gain skill in providing students with occupational information, you may wish to refer to Module F-4, *Provide Information on Educational and Career Opportunities*.

What are the Basic Methods of Filing?

All filing systems are based on either the alphabet or numbers, or a combination of the two. There are five basic filing **methods** that are generally recognized as the most common and most widely used. They are (1) alphabetic, (2) numeric, (3) subject, (4) geographic, and (5) chronologic. Color coding may be used in each method as an additional help in locating certain sections and folders in the file. Following are descriptions of each type of filing method. As you read, keep in mind that not just one, but several methods will probably be combined and used in the filing system you devise.

Alphabetic

Filing materials alphabetically is perhaps the simplest and most common method of filing used by teachers. In this method, the file is divided into sections, using guides or folders, labeled from A through Z. Materials are then filed alphabetically.

You may use only one guide for each letter in the alphabet, or several guides for subsections (Aa-Af; Af-As; As-Az) if the files have large volumes of materials. You should plan to space file guides throughout several drawers depending on the amount of file material you have for each lettered file guide.

Setting up a file based on the alphabetic method is relatively simple. However, there are some basic rules which, if followed, will make the filing system more effective.

- File materials in dictionary order. If the first letters are not different, go to the next letter to determine the order. For example, the names Bob Smith, Carol Smith, and Aaron Smith would be filed: Smith, Aaron; Smith, Carol; and Smith, Robert.
- In filing, use full names rather than nicknames, even though the file card may have the nickname written on it.
- Normally, when filing by persons' names, start with the **last name**, then the **first name**, and then the **middle initial**.
- A single initial should be filed before names that are written out and begin with the same letter. For example, the names Ralph Brown, R. Brown, and Roger Brown would be filed: Brown, R.; Brown, Ralph; and Brown, Roger.
- Numbers and abbreviations are filed as if they were written out in full. For example, "Blvd." would be filed as if written "boulevard," and "12" would be filed as if written "twelve."

- Names with prefixes such as McGehee, Van Allen, and De Bolt are filed as if written as one word.
- Words such as "and," "of," "for," and "the" are usually ignored in filing. For example, if a book title is *The Ruler*, it would be filed under "R" as "Ruler, The."

Filing rules, like the filing system itself, are made to aid in meeting the user's needs. The primary purpose of establishing a rule is to create uniformity so that, when followed, file materials can be located quickly. Rules in alphabetizing are usually included in most basic English textbooks. You may wish to obtain one of these texts to serve as a reference.

Numeric

The numeric filing method is, in its simplest form, the arrangement of materials in consecutive order by numbers. Generally, the numeric method is used to avoid confusion between names or subjects that are similar, but for various reasons need to be classified differently.

For example, Mary Norton, Mary Ann Norton, and Mary A. Norton may all have accounts with a local bank. The use of different account numbers to clearly distinguish between each of the three Mary Nortons saves time and confusion. Social security numbers are used in a similar way to distinguish among many persons with common names.

In the numeric method, a series of numbered guides, either purchased or hand-printed on blank guides, can serve to logically divide the contents of a file drawer. The numeric method is comprised of three basic parts: (1) a numeric **file** or storage **container** with numeric guides; (2) a numeric **key** guide; and (3) a **miscellaneous file** for those materials that defy all attempts to be classified.

The numeric key guide, as the name implies, is the **key** that you develop for your numeric file. It consists of an assigned number or set of numbers which correspond to major group headings, subjects, or topics. In addition, a second group of numbers can be assigned to subgroup headings, subjects, or topics. If needed, numbers can be assigned to a third subgroup heading, and so on. The following is an example of a numeric key guide:

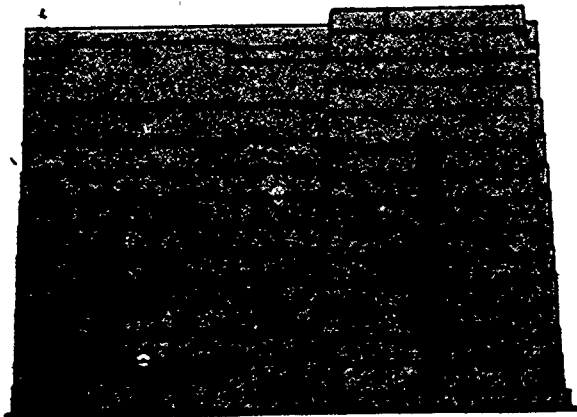
- 00 - General Management Records
- 10 - Individual Student Files
- 20 - Youth Organization Files
- 30 - Occupational Information Files
- 40 - Subject Matter Materials
- 50 - References and Resources

The listing above indicates the major group headings. If you were to devise subgroup headings, you would take each major group heading and assign a secondary set of numbers to all subgroups, subjects, or topics needed for filing your materials under that heading. For example, you might break the heading, "General Management Records," into the following sub-headings:

- 1 - Finance Records
- 2 - State Department Records
- 3 - Travel Records
- 4 - Advisory Committee Records
- 5 - Inventory Records
- 6 - Adult Education Records
- 7 - Attendance Records
- 8 - Grading Records
- 9 - Miscellaneous

Then, if you wished to file some **financial statements related to general management**, you would file them under "01," the first digit (0) indicating "General Management Records," and the second digit (1) indicating "Finance Records."

The file might be set up as follows.



If a further breakdown is desirable for types of travel (e.g., in-district, out-of-district, out-of-state, etc.), you could include a third set of numbers in the numeric key guide. Or, if a more simple procedure is desired, you may wish to label the folders and file the types of travel alphabetically within the 01 section of the file. The alphabetic method is usually used to some extent with each of the other methods.

Subject

This method is used extensively by most voca-

tional teachers. The system involves filing materials alphabetically or numerically behind various **subject matter guides**. Frequently, colored labels are used to quickly identify different subject areas. The subject of each file folder pertaining to that subject area is typed or written on the same colored label. This enables you to identify immediately the subject area to which the folder belongs and to refile it in the right section easily. For example, in home economics, the alphabetically arranged subject areas might be color coded as follows.

SUBJECT AREA	LABEL COLOR
Clothing and Textiles	Pink
Consumer Education	Green
Family Relations	Tan
Foods and Nutrition	Blue
Housing	Ivory
Human Development	Yellow
Related Arts	Orange
Miscellaneous	Goldenrod

Instead of filing subject areas alphabetically, you may wish to assign numbers to each subject area. All folders filed within the major subject areas would use this number to help make it easier to identify and return folders to their proper location in the file.

Geographic

This method of filing consists of using an alphabetical arrangement of geographical locations such as cities, counties, or states. Materials related to these locations are then filed alphabetically behind each geographical location. If, for example, students in Ohio from Dayton, Cleveland, Akron, and Columbus were all participating in the state youth organization convention, the local host vocational teacher might need to file information about and from these students for easy reference. Correspondence folders, labeled with the names of each city, would enable him/her to quickly identify all of the students from a single city more easily than by filing the correspondence under the students' names. The file might be set up as follows.



All correspondence and memoranda could be sub-filed alphabetically by the name of the club/chapter behind the folder for that city. If further delineation was needed by schools within each city, file folders for each school could be alphabetically placed behind each file guide, as follows.



method is that the most recently dated folder is kept at the front of a file section, and the materials with the most recent dates are filed first within the folder. Little or no consideration is given to alphabetizing by name, subject, or location. Chronological files are used by those who file correspondence, or who keep daily logs or school records that can best be located by dates.

One variation of the chronologic method that is widely used in business and which you can easily adapt for your own use is the **tickler file**. As the name suggests, the purpose of this file is to "tickle" the memory and remind you that something will occur on certain dates. A card file, expanding file, card index, or notebook with guides labeled with the names of each month followed by folders or cards for each day in the month, are frequently used for this purpose. Your desk calendar can also be used as a modified version of the tickler file in that it serves as a reminder of dates for reports and professional activities, etc.

Chronologic

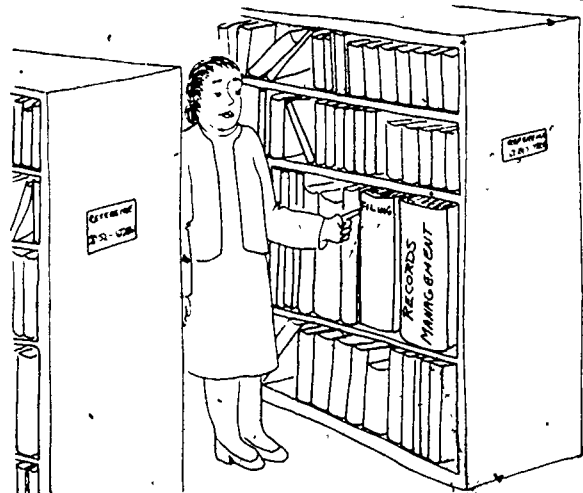
The chronologic method uses dates to assign materials to the file. The basic feature of this

Specialized Filing Systems

Numerous filing **systems** have been designed to accommodate the specific needs of individual businesses, schools, and other agencies which need a highly organized and efficient filing system. There are various trade-name methods such as *Direct Name System*, *Findit System*, *Varidex System*, *Safeguard Alphabet System*, *Super-Ideal System*, and *E.E. Bee Line Filing System*, just to mention a few. Reference books on filing and records management will provide you with detailed descriptions of these various filing systems if you want additional information.

Each of these systems has something uniquely different from the others (e.g., position of guides in relation to folders and subsection folders, various color coding for sections and subsections, the combination of alphabetic and numeric guides plus color). However, these systems still adhere to the basic principles of the five previously mentioned filing **methods**.

There are also some specialized filing systems available specifically for vocational teachers. These systems were designed to provide a method of filing which could be used universally by teachers. You may wish to adopt or adapt one of the following for your instructional area.



Agdex System

This system was developed by Howard L. Miller and Ralph J. Woodin. It is a comprehensive numerical system for use by teachers of vocational agriculture and county extension agents. This particular system is available by purchase on a non-profit basis through the American Vocational Association.

Under this system, all agriculture materials are classified as either Agriculture Enterprises, Enterprise Practice, Agriculture Sciences, Agriculture Occupations, Professional Materials, or Additional Materials. For these groupings, a numeric key guide is combined with a color code for easy and consistent filing.

For example, in filing subject material, the agriculture teacher may find a publication suggests several possible subjects under which the material might be filed, as in the case of an article entitled, "The Breeds of Dairy Cattle." The title suggests three possible subject headings—breeds, dairy, and cattle.

Under the Agdex System, numbers from 400 to 499 are assigned to subjects related to Animal Science (**cattle**); the number 10 is designated as a subsection denoting the subject **dairy**; and a third subsection, 30, further delineates the topic which in this case is **breeds** and **breeding**. The numeric filing of this article would appear as $\frac{410}{30}$. The teacher does not have to be concerned whether to look for the material under B for breeds, D for dairy, or C for cattle if it has been filed under this method.

Many vocational agriculture publications are now indexed by the publishers to let teachers know immediately where the publication belongs in the Agdex file. The growing use of Agdex since it was first published in 1959 is clearly an indication that teachers are recognizing the need to have a workable filing system.

Distributive Education File Index

Based on the Agdex System, the Distributive Education File Index has been developed cooperatively by the South Carolina Department of Education and the Clemson University Vocational Education Media Center. This system is presented in sixteen major sections using a numeric method with a color code. Blanks have been intentionally left in each numeric key guide to allow the individual teacher to adapt the numbers to the local labor market training areas. The system is discussed in depth in a publication entitled *Filing: Distributive Education*, published by Clemson University.

Dewey Decimal System

The Dewey Decimal System, commonly used in all public libraries, combines the subject and numeric method in a system for filing books. This system provides an extensive cross-reference file by subject, title, and author which allows you to find certain references when only one of the cross-references is known. While few classroom teachers use this method for their own filing system, the large majority of all school and public libraries use this system.

You may wish to have your reference books purchased and indexed by the Dewey Decimal System through the library. If this is done, the librarian's records will show that the book is shelved in your department if other students should need to use the book. An advantage of having reference books purchased and classified in this manner is that the librarian accepts the responsibility of making an annual inventory of all library indexed books, thus relieving you of that inventory task.

Occupational Information Systems

There are several recognized special systems for filing occupational information for your students' use. The most widely used is the *Dictionary of Occupational Titles*. Others include the *Standard Industrial Classification*, *Alphabetical Index of Occupations and Industry*, *U.S. Office of Education Occupational Coding System*, and more recently, the *U.S. Office of Education's Fifteen Occupational Clusters*. Additional occupational filing systems which are used primarily by guidance counselors include the *Chronical Plan*, the *Career Information Kit* (Science Research Associates), and *The Bennett Plan*. This listing is far from complete, but will provide you with some basic references if you want additional information on occupational filing systems.

Keep in mind while you are reading about selected occupational filing systems, that any system, to be effective, must be one that is usable and understandable by the user—in this case, the student. It is, therefore, of the utmost importance that the occupational filing system you devise be simple enough for students to use, yet logical and consistent enough to allow proper storage and quick retrieval, the underlying purpose of any filing system.

Dictionary of Occupational Titles.—This system is a numeric classification system, commonly referred to as the DOT, which has been developed and published by the U.S. Department of Labor. The DOT is basically organized in terms of worker characteristics and job characteristics, and is designed for filing occupational information. The nine major occupational categories that reflect different combinations of job status, product, services, people, function, institution, or industry structure are—

- 0 } Professional, Technical, and
- 1 } Managerial
- 2 Clerical and Sales
- 3 Service Occupations
- 4 Farming, Fishing, Poultry, and Related Occupations
- 5 Processing Occupations
- 6 Machine Trades Occupations

- 7 Benchwork Occupations
- 8 Structural Work Occupations
- 9 Miscellaneous Occupations

The categories are divided into three-digit and six-digit groups. The following is an example of the DOT classification for a typist which is coded 203.

First digit position:

Category 2 (from the nine major occupational categories) is "Clerical and Sales Occupations."

Second digit position:

Division 20 is assigned to stenographic, typing, filing, and related occupations.

Third digit position:

Group 203 is assigned to typist.

In a six-digit code, the **fourth, fifth, and sixth** digit indicate the degree to which the job requires working with **data** (fourth), **people** (fifth), and **things** (sixth). On a scale from 0 to 8, certain job functions have been identified for the data category, the people category, and the things category. The 0 indicates that the job requires a **high** level of work in the category of functions, while the 8 signifies **little or no relationship** with the functions in that category. Figure 1 shows an example of DOT code number assignments.

The numeric values in Figure 1 can be decoded as follows:

- 6 - Machine Trades Occupation
- 62 - Mechanical Repairing
- 620 - Motorized Vehicle, and Engineering Equipment Repairing
- 3 - Compiling, Average
- 8 - No significant Relationship
- 1 - Precision Working—High

Use of this system requires some training and experience to achieve a full understanding of it. It will be helpful to you to remember that, in the DOT

coding system, the first three digits always designate the **occupational classification**. The fourth, fifth, and sixth digits indicate the **level of proficiency**, in terms of **education, training, and experience**, that is required on the job in relation to **data**, fourth digit; **people**, fifth digit; and **things**, sixth digit. The **lower** the digit (0, 1, 2), the **higher** the level of proficiency required. The **higher** the digit (8, 7, 6), the **lower** the proficiency in terms of education, training, and experience.

Also, each category (data, people, and things) stands on its own. For example, the automobile service mechanic needs an **average** proficiency level for working with data (3); **no** proficiency level for working with people (8); and **very high** proficiency level for working with things (1).

Understanding the DOT classification system will enable you to point out to a student who enjoys working with people (fifth digit) that the work of an automobile service mechanic requires very little involvement with people. Therefore, the student may want to seek a different career that involves working more with people.

This is just one example of how you might use the DOT to help students become more aware of their career options. As you gain further understanding of the DOT classification system, you can help students find more meaning in the occupational file about careers and the relationship of careers to the individual student's needs and interests. To fully understand the DOT classification system, you may wish to seek additional information from the local employment office.

U.S. Office of Education Coding System.—

The USOE Occupational Coding System is one with which you can readily identify since the classification system limits the occupational listings to those that are suitable for vocational training. The classification system was devised to enable lo-

FIGURE 1



cal and state educational agencies to identify and classify information so as to describe subject matter and curriculum activities more uniformly across the United States. Seven major vocational and technical areas are identified by the Office of Education (OE) code numbers as shown below.

- 01 Agricultural Education
- 04 Distributive Education
- 07 Health Occupations
- 09 Home Economics
- 14 Office Occupations
- 16 Technical Education
- 17 Trade and Industrial Occupations

These code numbers are a part of an overall classification system that is used by the U.S. Office of Education to standardize terminology related to curriculum and instruction in local school districts (USOE Handbook VI). The coding system is designed to identify, classify, and describe a broad spectrum of subject matter areas and activities, including vocational education, in elementary, secondary, junior college, and adult education programs. The complete listing for vocational education in this classification system can be found in *Vocational Education and Occupations*, available on loan from most state vocational divisions. It can also be purchased from the U.S. Government Printing Office.

The OE coding system for vocational education is a numeric method based on subject matter and is comprised of a six-digit code. The first two digits refer to the subject matter area (e.g., 17 for Trade and Industrial Occupations); the second two digits refer to the principal training area of the subject matter (e.g., 17.03 for Automotive Services); and the third two digits refer to the division of the principal training area (e.g., 17.0302 for Automobile Mechanic). In a few cases, a fourth set of two digits is used to designate more specialized job areas.

Every teacher of vocational training should be-

come familiar with the coding system for his/her service area. Most student placement and follow-up reports require a knowledge and use of the USOE six-digit code to identify a student's occupational objective in vocational education.

U.S. Office of Education Occupational Clusters.—More recently, the U.S. Office of Education has formulated a clustering system based on fifteen broad occupational areas. These are—

- Agri-Business and Natural Resources
- Business and Office Occupations
- Communications and Media Occupations
- Consumer and Homemaking and Related Occupations
- Construction Occupations
- Environmental Occupations
- Fine Arts and Humanities Occupations
- Health Occupations
- Hospitality and Recreational Occupations
- Manufacturing Occupations
- Marine Science Occupations
- Marketing and Distribution Occupations
- Personal Services Occupations
- Public Service Occupations
- Transportation Occupations

This classification system has received widespread interest from vocational and career orientation teachers who have found it easy and manageable to organize an occupational information file into the fifteen comprehensive areas. These broad occupational areas may be more consistent with your students' ideas about occupations than other classification systems. Thus, a subject matter method (the fifteen clusters) combined with an alphabetical filing method, and arranged on the basis of your knowledge and judgment in filing the occupational information, may be one method to use in devising an occupational filing system for students.



To familiarize yourself with filing equipment and techniques on which filing systems are based, you may wish to meet with a vocational teacher in your occupational specialty who is responsible for organizing and maintaining a filing system for his/her program. During the visit, you may observe his/her filing operation. You may also discuss with this person the types of filing equipment involved in his/her system and the methods and procedures he/she uses in filing.



You may wish to review one or more of the following supplementary references:

- *Dictionary of Occupational Titles*, Volumes I and II, to further your understanding of the clustering system
- *Vocational Education and Occupations*, to further your understanding of the U.S. Office of Education occupational coding system
- Miller and Woodin, *Agdex: A System for Classifying, Indexing and Filing Agriculture Publications*
- *Filing: Distributive Education*
- A reference book on a specialized filing system such as one of those referred to on p. 15.



Activity

The following items check your comprehension of the material in the information sheet, *Devising and Maintaining a Filing System*, pp. 6-18. Each of the six items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Explain why you should devise and maintain a filing system.

2. Discuss what factors will determine the type of filing system you use.

3. Explain how the alphabetic and numeric filing methods are incorporated into the other basic methods of filing.

4. Why should you devise an occupational information file?

5. Explain the importance of storage facilities and equipment in a filing system.

6. Briefly describe how you get started in devising and maintaining a filing system.



Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Devising and maintaining a filing system will enable you to (1) organize teaching and instructional materials for convenient storage and quick retrieval, (2) reduce a cluttered look in the classroom, (3) preserve instructional materials and visual aids, (4) keep records and reports accessible for current and future use, (5) remove out-of-date materials, and (6) become a more efficient and well-organized teacher.
2. Factors that will determine the filing system you use should include (1) type of instructional and visual curriculum materials used, (2) kind of storage facilities that are available to you, (3) type of instructional and laboratory equipment used, (4) kind of records to be kept, and (5) kind and amount of occupational information to be filed for students. In addition, the type of materials that you have will determine the kinds of containers (e.g., folders, boxes, cabinets, etc.) that will be used to store these materials. The type of storage facility needed for instructional and laboratory equipment will also be determined by the type and size of equipment you need stored.

Some materials lend themselves to being classified alphabetically, while others may require the use of other methods such as numeric, subject, geographic, and chronologic. It will require your best judgment to determine which method should be used to most effectively file your materials.
3. Each of the basic filing methods will use either the alphabet, or numbers, or a combination of the two. Frequently, the major headings or

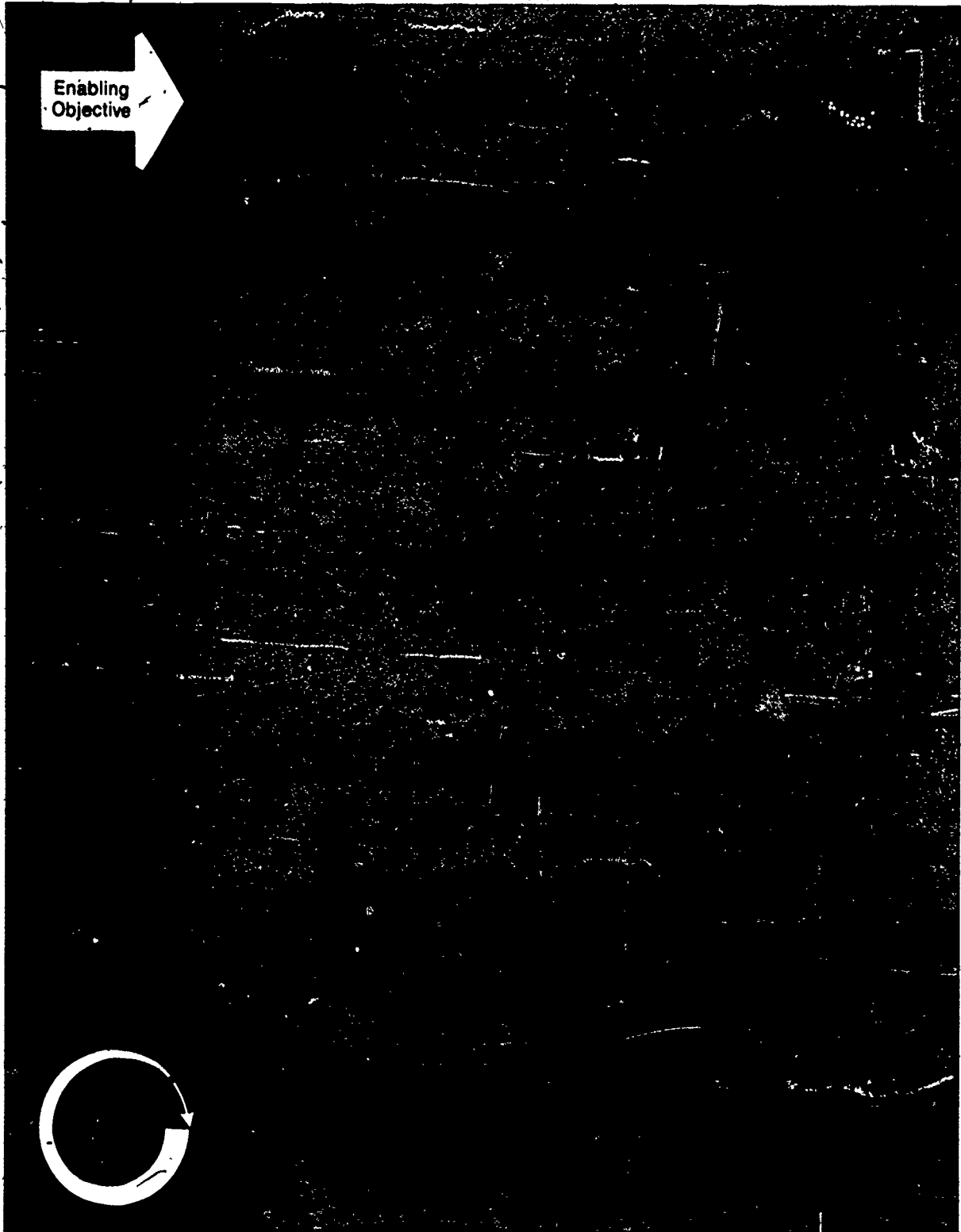
groupings will be alphabetically arranged, while the various subsections may be arranged by a numeric method (or vice versa). In addition, the other three methods—subject, geographic, and chronologic—will use either the alphabet, or numbers, or a combination of both for arranging the materials in the file.

4. You should devise an occupational information file to help students become more aware of career options either in your service area or in careers that cover a broad spectrum of occupations. Further, it will provide students with guidance in choosing an occupational objective in vocational education. An occupational information file will enrich and extend the learning experiences available to students.
5. Since the purpose of a filing system is to organize materials for easy storage and quick retrieval, it becomes important that appropriate storage facilities and equipment are available. These enable you to store materials properly and in an orderly manner so the materials are preserved for future use. Without proper storage facilities and equipment, you are left with a potential filing system without a place to put it.
6. In order to devise and maintain a filing system, it will be necessary to decide (1) what materials should be filed, (2) how they should be filed, (3) where to file the materials, and (4) what equipment and supplies are needed. Once the decisions are made, it will be necessary to plan time, on a regular basis, to update and discard out-of-date materials.

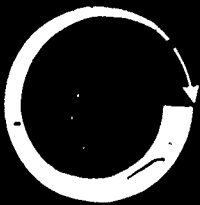
LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, *Devising and Maintaining a Filing System*, pp. 6-18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Enabling
Objective





Identify teaching materials which you have accumulated in your occupational specialty and wish to file. If teaching materials in sufficient quantities are not available to you, identify personal or business records which would be appropriate for filing.



Review your teaching materials, or personal and business records to determine the number of groups and subgroups required for your filing system.



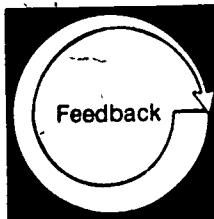
Arrange your material or records according to one or more of the five filing methods (i.e., alphabetic, numeric, subject, geographic, or chronologic). This will include listing key words, letters, and/or numbers that would most appropriately and easily identify your materials or records. Label your file guides and subgroups according to the method you select.



Contact a central purchasing or business office to obtain an office supply catalogue in which you can review the available equipment and supplies and determine those that would best fit your needs.



You may wish to obtain the equipment and supplies necessary to install the system you have planned for filing your materials or records.



After you have developed your plan for a filing system, use the Planning Checklist, p. 27, to evaluate your work.

PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____
 Date _____
 Resource Person _____

LEVEL OF PERFORMANCE

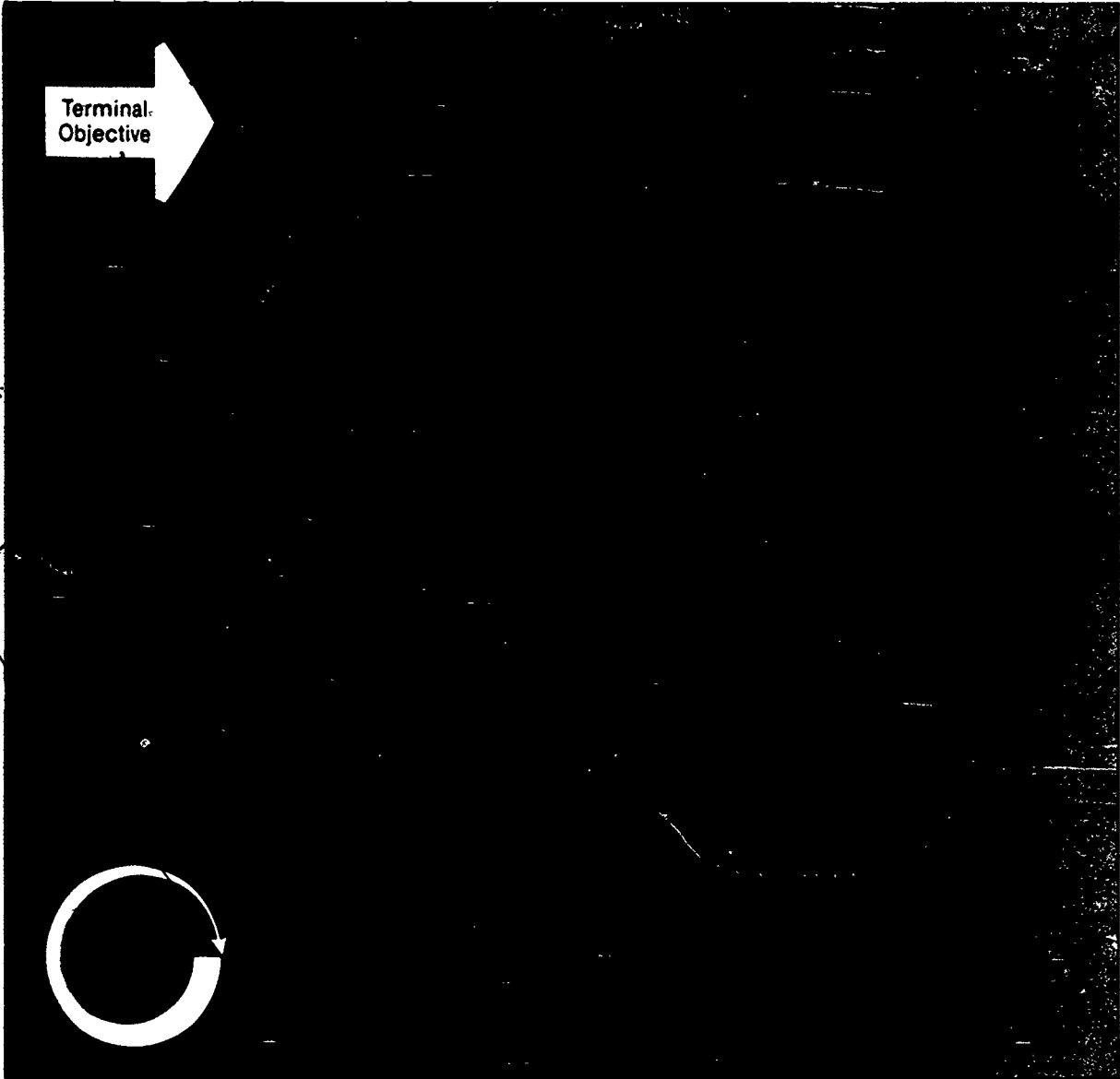
The filing system plan:

	N/A	No	Partial	Full
1. accounted for all the major groups and subgroups appropriate to the subject matter materials, or personal and business records . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identified major groups as headings for file guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. was based on the alphabetic or numeric method, or combined one of these methods with one or more of the other basic filing methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. listed brief descriptive words for labeling file guides and folders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. included the use of color coded labels for major group headings (optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. included the use of color coded labels for folder tabs of the subgroups behind major group headings (optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. included a description of the appropriate and convenient storage facilities and equipment needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. required filing supplies that are commonly available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. described a system which is logical and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. described a system which would be of value in teaching and/or in keeping personal and business records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Devising and Maintaining a Filing System, pp. 6-18, revise your plan accordingly, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE



Terminal
Objective

*For a definition of "actual school situation," see the inside back cover.

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TEACHER PERFORMANCE ASSESSMENT FORM

Maintain a Filing System (E-4)

Name _____
 Date _____
 Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
1. The scope of the filing system provides for:						
a. illustrative material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. teacher's reference materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. students' reference materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d. other teaching aids such as filmstrips, charts, posters, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Cabinets, drawers, and other storage facilities are adequately labeled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Key words or brief descriptive phrases are used on file guides and folders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. The filing system uses one or more of the five basic filing methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. A general management file has been devised for keeping records and reports such as financial records, travel records, and program reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Student attendance records are filed and kept up to date in accordance with school policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. Student grade records are kept and filed in accordance with school policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Individual student files are:						
a. up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. contain personal data sheets for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. are kept in such a way that student evaluation reports are not accessible to other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	N/A	None	Poor	Fair	Good	Excellent
9. Files designed for student use are arranged so that students can easily check out needed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. An occupational information file:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
a. is accessible to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. contains up-to-date occupational information related to careers in the service area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. is simple and easy for students to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
d. uses a convenient method for checking out materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11. The overall filing system is current, organized, and materials can be easily retrieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12. Instructional materials are refilled on a regular basis after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13. Student help is used to check out books and materials, label folders, and arrange file materials (optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14. The filing system provides for expansion in terms of space and sophistication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15. Outdated materials are removed from the file and discarded periodically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may substitute for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service-area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was not applicable to the situation.

None . . . No attempt was made to meet the criterion, although it was relevant.

Poor . . . The teacher is unable to perform this skill or has only very limited ability to perform it.

Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform it.

Good . . . The teacher is able to perform this skill in an effective manner.

Excellent . . . The teacher is able to perform this skill in a very effective manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System

- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM

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