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                 Title III; New Jersey

ABSTRACT
        The New Jersey Department of Education conducted a
national search for existing materials and procedures related to one
or more of the following categories: goal-setting procedures,
objectives and existing banks of objectives, assessment procedures,
guidelines for program selection, and evaluation of program
effectiveness and efficiency. This catalog, the product of the
search, is designed as a resource to provide schools with a survey of
planning models in each of the categories and to assist districts in
determining the appropriateness of individual models for their
particular situations. The information is of three kinds: (1)
identification of the planning category each model addresses; (2)
identification of the original developer of the materials, the name
of the publisher or distributor, and approximate costs; and (3)
concise descriptions of each model extracted from original source
material covering such information as overview, outline of
procedures, and special features. (Author/MLF)

MODELOG

A CATALOG OF COMPREHENSIVE

EDUCATIONAL PLANNING

COMPONENT MODELS

1975 EDITION

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As would be expected, the reactions to an implementation of thorough and efficient education have run a wide gamut. There are extremes: those who claim that thorough and efficient education in New Jersey public schools is and always has been in existence, and those who claim that thorough and efficient education cannot be achieved without drastic change and increased expenditures. Of course, the truth is not inherent in either of these positions. The definition of thorough and efficient education will vary from district to district. Accordingly, districts will find that the parameters provide for numerous options in developing processes to achieve thorough and efficient education. The Department of Education will do everything possible to assist districts in becoming aware of the many alternatives open to them. Guidelines in draft form will be available soon. Meanwhile, as one service to districts, we are making available this catalog of planning models.

The component models of comprehensive educational planning described herein have been selected as a result of a nationwide search conducted by the Systems Design and Development staff. The contents of this "Modelog" offer a wide and varied coverage of educational planning components and should prove useful to local school districts. However, there is no intended implication that the "Modelog" is exhaustive; therefore, local school districts are not discouraged from seeking, reviewing, and selecting other component models of their choice.

We must commend the designers of the "Modelog"; long hours of research and writing are evident. Furthermore, the "Modelog" fills an obvious void by providing a compendium of component models which can be selected and supplemented to satisfy a local school district's planning needs. It is our hope that the "Modelog" proves to be a helpful tool in the local school district's implementation of a thorough and efficient system of education. In closing, I would like to assure you that in the coming months we will attempt to provide as much additional assistance as possible to the districts.

Fred G. Burke
Commissioner of Education

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For further information, you are invited to write to the staff or to telephone 609-292-7983, 7984, or 7985.

A PERSPECTIVE ON EDUCATIONAL PLANNING

Modelog is intended to be a kind of Sears, Roebuck catalog for educational planning. This reference guide should enhance consumer choice in the selection of planning models. It is anticipated that more and more local school districts will be seeking to initiate, develop or upgrade their planning activities under the mandate of the "Thorough and Efficient" court decision and subsequent legislation. It is time perhaps to rethink our perspective on educational planning generally. Such a perspective must incorporate several considerations.

First, it is clear from recent decisions at both the State and Federal level that State governments are being expected to re-examine and to reassume their constitutional responsibilities for education. Over 60 percent of the states had enacted some kind of accountability legislation by the end of 1974. Beginning in 1963 with the Pennsylvania Reorganization Act that has served as the basis for the Pennsylvania Educational Quality Act, the number of educational accountability laws began to increase in the late 1960s and seems to have peaked in the mid. 1970s. This trend in the reexamination of state responsibility for education was complemented by the U.S. Congress with the passage of PL 93-380 which amended the Elementary and Secondary Education Act of 1965. This legislation represents the consolidation of federal categorical programs into a kind of special revenue sharing for education. An Annual Program Plan for State Education is required under this legislation. It would be unfortunate, however, if these trends are not accompanied by an effort to enhance the capability of local districts to do better planning in relation to these educational goals and priorities. The State Department of Education in New Jersey, through its plans for decentralization and the development of four educational improvement centers, is adopting a policy of supporting through technical assistance the evolution of a greater local ability to develop rational models of educational administration. Modelog is one product of that policy.

5

6

A second consideration has to do with who does what planning. It is not anticipated that the evolving emphasis on educational planning means that districts must become dependent upon so-called professional planners or outside consultants. Good planning models should not be incongruent with the canons of common sense. Some planning models do, however, require some degree of data manipulation or processing; others require that a pattern of communication and dialogue be established. These requirements, however, involve skills which are common in the education profession.

A third consideration has to do with priority-setting and resource allocation. As American society enters a time of post-affluence, American education is experiencing a series of economic dislocations. As one governor indicated, "The days of wine and roses are over." Some, if not many, meritorious programs in education will continue to go unfunded. Although there is likely to be some redistribution of resources within education, we cannot be optimistic that there will be any dramatic increase in the total amount of resources going to education. This is reason enough to be concerned that priority goals are established and that planning to meet those goals is adequately supported. The goals of education may vary from district to district but the planning process in support of those goals is likely to correspond to some general guidelines upon which the education profession can agree. We are hopeful that Modelog can facilitate a professional dialogue about the nature of such guidelines.

Gary Gappert
Assistant Commissioner
Division of Research,
Planning and Evaluation

INTRODUCTION

Education in the past has focused its energy on the identifica-
tion and use of materials almost entirely related to instruc-
tional strategies (e.g., curriculum development, in-service
training, grading systems, etc.). The demand for greater ac-
countability, the emergence of legislation designed to ensure
"thorough and efficient" education, and the growing interest on
the part of community people in playing an active role in the
process of educational decision-making have intensified interest
in the process of education. The need to clearly identify and
relate desired results to educational programs and the resources
needed to carry out those programs has created demand for dif-
ferent kinds of "tools" to be available to today's educator.
The New Jersey Department of Education, in response to requests
by numerous local school districts, conducted a national search
for existing materials and procedures related to one or more of
the following six categories:

1. Goal setting procedures

2. Writing objectives and using existing banks of objectives

3. Assessment procedures

4. Guidelines for program selection

5. Evaluating program effectiveness

6. Evaluating program efficiency

Modelog, a catalogue of selected materials in each of these
categories, is the result of that national search. This cat-
alogue does not and could not contain every existing model. It
is, however, a comprehensive collection of models. Generally,
each has a clear and complete description of what tasks need
to be completed to carry out the model's purpose. Each results

in tangible products or outcomes. Each is deemed to be economically feasible for use in most districts. Each is written in a language and style usable by local districts and, in some cases, community people.

Modelog is designed as a resource only. It provides schools with a survey of planning models in each of six categories. It also contains information that can assist districts in determining the appropriateness of individual models for their particular situations.

The information is of three kinds:

1. The identification of which planning category each model addresses (e.g., goals, assessment, etc.).

2. The identification of the original developer of the materials, the name of the publisher or distributor, and approximate costs.

3. Concise descriptions of each model extracted from original source material covering such information as overview; outline of procedures; and, where applicable, special features.

The major focus of each program is indicated in the Table of Contents by an asterisk in the components column; any secondary focus by a plus sign. In the text itself, this is conveyed through the use of dark and light shading in the components graphic at the beginning of each program.

TABLE OF CONTENTS

13

TABLE OF CONTENTS

community
organizer

Advocacy

Source:
Educational Management
and Evaluation
Consultants, Inc.
210 Colonial Ridge
Moorestown, N.J. 08057

Cost:
$5.00

Copyright:
1970

COMPONENTS IN MODEL

Preparation of Objectives	Assessment	Program Selection	Evaluation for Effectiveness	Evaluation for Efficiency
2	3	4	5	6
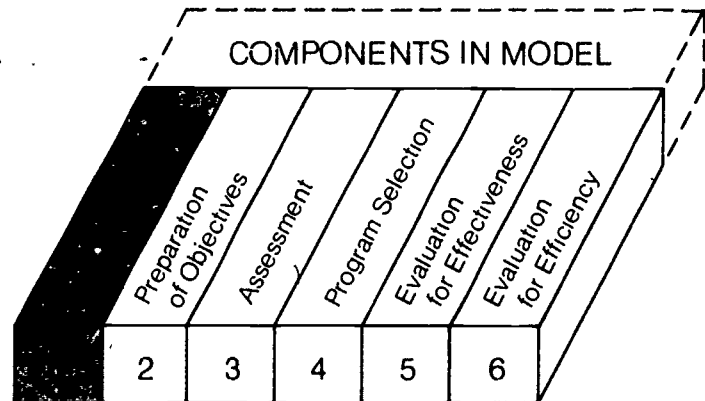
Advocacy, an interaction game, takes information gathered in a community assessment in the form of student goals and asks players to select and rank these goals in order of importance. Also, it was designed to help people select and rank training programs necessary to achieve the student goals (e.g. teacher in-service workshops). One particular advantage of this activity is that players assume roles and experience new perspectives. In Advocacy, participants become members of the following groups: 1) teachers; 2) students; 3) board members; 4) administrators; or 5) community members.

This approach provides a great deal of interaction among the players as they actively complete their tasks. Through guided discussions by group facilitators, goals are ranked on a numbered mat and are tabulated at the end of each of three rounds. Participants can send messages via "runners" or speak via a public address system advocating a particular goal. New goals may be introduced and proposed before the entire group at any time. Effective communication steps keep groups informed as to each other's progress. The final outcome is a list of prioritized student goals and training procedures for achieving these goals.

The developer of Advocacy views the listing as a school's "development blueprint." It is recommended that the game be replayed every three years to maintain community interest and support.

1. Needs assessment information is converted onto goal cards.
2. A director and facilitators are named.
3. A maximum of 150 players is selected for the game. Choices of selection criteria and sampling techniques are optional.
4. Players are assigned roles (teachers, citizens, etc.) and work in groups of 10 (10 teachers, 10 students, etc.) with a game facilitator at individual tables.
5. (Round I) The groups, through discussion, rank goals as to importance. Results are tabulated and posted.
6. (Round II) The groups prioritize proposed training programs related to highest ranked goals in Round I. Results again are tabulated and posted.
7. (Round III) The groups match and rank in sets both the highest goals and priority programs. Results are tabulated and the final list of ranked goals is prepared.
8. The final report is prepared for the board and community.

In order to conduct the game, a director (a trained staff member), one facilitator per table of 10 participants, and a record keeper are necessary. Limited training is necessary. Advocacy can be played in 3½ hours with a few hours reading time required before the activity. Pre-planning time is required by the director and facilitators to gather and prepare information.

The Game:
... involves community interaction.
... ranks student goals as well as the training procedures necessary to achieve the goals.
... is well-planned; structured.
... has a short time requirement.
... is very inexpensive to implement.

Atlanta Assessment Project

Source:
Atlanta Board of
Education
Atlanta Public Schools
Atlanta, Georgia

Cost:
Contact Source

Copyright:
No (1972)

COMPONENTS IN MODEL

Preparation of Objectives — 2
Assessment — 3
Program Selection — 4
Evaluation for Effectiveness — 5
Evaluation for Efficiency — 6
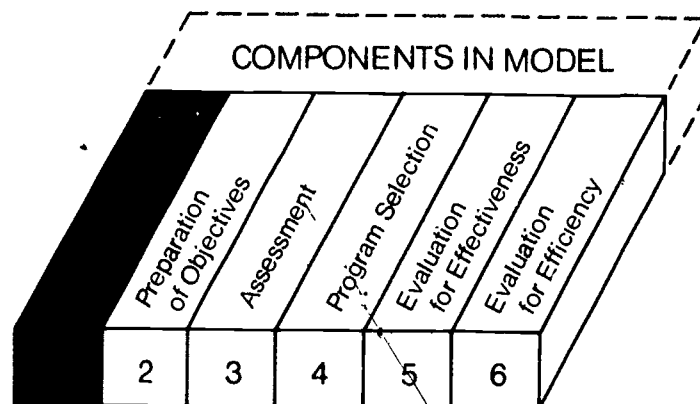
OVERVIEW:

The goal-setting phase of the Atlanta Assessment Project suggests an effective method of establishing and ranking future-oriented goals. This model is essentially a case-study describing an ESEA Title III project. Participating in the rating and ranking of goals are representatives of the community (from various occupational levels, etc.), educators, and high school students. Each group is given a list of preestablished goals developed by a state advisory committee and abstracts of predictions for the future. A district adopting this approach may use other sources (e.g. objective banks, local surveys, etc.) or opt to generate its own goal statements. Participants are involved in three rounds of activities during which goals are judged as to importance on a six-point scale and then prioritized. During each round, each participant makes a series of judgments, each successive judgment being made in the light of a summary of judgments of all participants in the previous round. The method is designed to produce increasing agreement among participants. Results of the Atlanta program show this method of obtaining concensus to be particularly successful with community representatives. The case study material presents selection criteria and methods for ensuring cross-representation of the community. Districts will find the analyses of information received from participants to be comprehensive and helpful in determining community perceptions.

The Atlanta case study suggests the following steps to be considered by a district.

1. Project staff identifies a list of goal statements developed by a state advisory committee or another source.
2. Staff edits and revises statements into separate goals.
3. A questionnaire is designed asking respondents to rank goals.
4. Staff prepares a series of abstracts concerned with possible future conditions/projections. This information forms a frame of reference for participants.
5. A representative panel of community members is identified and invited to participate. A variety of selection methods can be used to ensure broad community representation.
6. During three rounds, participants are interviewed and asked to rate and rank the goals. Additional goals can be suggested.
7. Project staff tallies and analyzes information.
8. This same process is repeated with representative groups of educators and high school students.

The size and scope of the project will determine staffing and cost. A director may choose to use outside consultants to prepare preliminary information (e.g. future predictions), interview participants, and/or analyze information. Required is a list of educational goals developed by an outside source or generated by participants. Time commitment will depend upon how a district chooses to obtain information from participants. Individual interviews, small group sessions, or a large group meeting are some of the alternatives.

The Assessment Procedures:
... have an effective method of obtaining concensus.
... are flexible; allow for options (e.g. generating original/using pre-established goals).
... contain comprehensive analyses and comparisons of information from various groups (e.g. teachers, students).
... provide community members with insight into the value of educational needs assessment activities.

Community-Perceived Needs Assessment Module

Source:
Research for Better
Schools, Inc.
Administrating for Change
Program
1700 Market Street
Philadelphia, Pa. 19103
(215) 561-4100

Cost:
Contact Source

Copyright:
1973

COMPONENTS IN MODEL

Preparation of Objectives | Assessment | Program Selection | Evaluation for Effectiveness | Evaluation for Efficiency

2   3   4   5   6
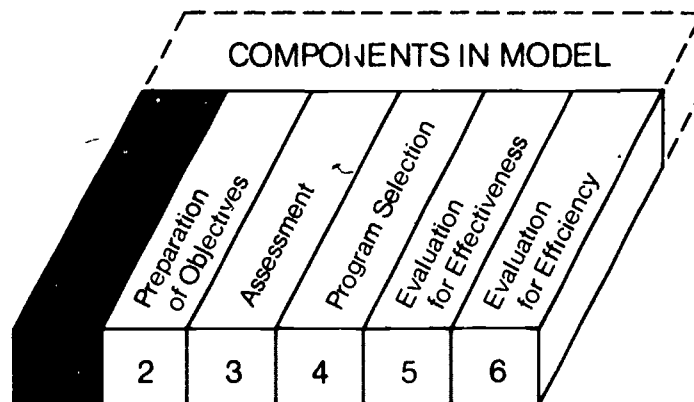
Six training modules comprise the Community-Perceived Needs
Assessment Module program. They are appropriate for any dis-
trict attempting to understand community perceptions. The
program is completely self-explanatory and is designed to
give school administrators skills in identifying community
opinions.

The major phases of the program are: 1) planning a project;
2) identifying sampling procedures; 3) preparing a question-
naire (e.g. rating scale, open-ended); 4) collecting data;
5) processing the information and drawing conclusions for a
written report.

Recommended is a preliminary study in which administrators
identify a problem area, purpose of the study, and methods
to be used (e.g. mailed interviews, structured questionnaires).
Booklet I presents suggestions which make this study relatively
easy to conduct.

Research for Better Schools, Inc., has prepared self-
explanatory manuals which contain clear and specific instruc-
tions. Each module consists of instructional material, guide-
lines, planning worksheets, post-tests, samples, task sheets,
checklists, etc. Alternatives are presented along with a
discussion of the advantages and disadvantages of each
approach.

ABSTRACT
        The first Teacher Center in Minneapolis was developed
in 1972 to meet the training needs of faculty and parents in the
Southeast Alternatives sector. A year later, the center joined with
the University of Minnesota and began to participate in new
curriculum development at both the school and college level, blending
preservice and inservice training. The unique aspect of the
Minneapolis teacher centers is that the consumers (teachers,
principals, or parents) determine to a great extent what they need to
know and how they want to get it. By submitting a brief written
proposal, they ask a governing board of teachers and parents for the
money and means to get the desired training. This model encourages
risk-taking, because no one has to admit a professional deficiency to
those higher in the administrative structure. Although the Teacher
Center arranges for training, the training takes place in a variety
of settings. Training is for varying periods of time, depending on
the project. The Teacher Center serves as an influence agency for the
development of the school's programs, but it has no controlling role
over the administration of a given school. (Author/JG)

STATEMENT

by

JOHN B. DAVIS, JR.
Superintendent - Minneapolis Public Schools

before the

NATIONAL INSTITUTE OF EDUCATION PANEL

.at the

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS CONVENTION

Dallas, February 24, 1975

on

THE TEACHER CENTER AS A STRATEGY FOR LOCAL SCHOOL RENEWAL

I want to make clear at the outset that whatever represen-
tations there are here that seem worthy and good are the prod-
uct of people from Minneapolis who aren't here today. I wish
you could come and talk with them directly and see the Teacher
Center in operation - and you are welcome. Through the NIE
grant and the Experimental Schools grant we have facilities
for meeting you and escorting you through the programs that
are going on, and for providing you with good and detailed
background information.

Let me make three or four points very quickly. The school
district which I represent has 55,600 students. It is losing
enrollment at about the same rate as the suburbs. It has about
90 teaching spaces or buildings of one type or another, and a
faculty of 3,300. It is very well supported, by comparison
with other major cities, in terms of maintenance budget. It
is decentralized. There are three area superintendents who
exercise the authority of the superintendent, and I mean do
exercise that authority, sometimes even to the point where I
sit behind my desk and bite my nails because I would rather be

2

out there on the line. If you have not decentralized, I ask you as superintendents to keep in mind that you will have to adjust your life-styles also, if you are going to give the authority and the power for the exercise of that discretion in the field. The three decentralized areas are similar; each with about 19,000 students, and approximately equal distribution of minority and low-income populations.

In addition to these areas there is a fourth area -- the Experimental Schools area -- which embraces a sector of the city closest to the University of Minnesota. We have had an excellent relationship with the University because Dean Merwin and his colleagues understand city schools and are concerned and involved and participate with us. The Experimental Schools Project, called Southeast Alternatives, now in its fourth year, was designed to create the opportunity for educational alternative - not option, but alternative. There is a distinction to be made.

For the past four years, then, in that Southeast area where there are approximately 2,100 students, the parents have selected the style of education they desired for their children - an open school, a free school, a traditional or conventional school, or a continuous progress school. The school district made the arrangements for the accommodation of that type of learning and teaching.

In September, 1974, a total of 7,750 elementary students in Minneapolis made the choice of where they would go to school, based on three of the Southeast models. The model which we didn't duplicate was the Free School, because that

3

still has absorptive capacity.

As a process requirement for making our school system responsive to a changing, multiple clientele, the notion of inservice and staff development has been paramount.. It was to this purpose that the initial NIE grant included funds for development of the Teacher Center to support the Southeast Alternatives Project. Approximately eight months ago, we secured an additional NIE grant for the creation of a second Teacher Center.

I have learned that when one talks to alternatives, or even option, which is a lesser degree, in my judgment, of alternative choice in educational style, one is really talking to the issue of governance; one is really talking to the issue of the sharing of power. I cannot emphasize that point too strongly as I describe to you what has happened in Minneapolis.

The second Teacher Center, which is in one of our three major decentralized areas -- the East Area -- embraces four schools and incorporates some of the work which was accomplished in the past two years as a result of experiences in the South- east Area. In this East Area, this year, 4,500 students and their parents selected a style of learning . . . contemporary, continuous progress or modified open. The East Area Teacher Center provided faculty with the retraining needed to make this possible.

In the last five years, if not the last decade, many, many new demands have been placed on schools. In Minneapolis this certainly has been true, and some of the things we have committed to have required us to have sort of a constant ferment,

a constant welling up of the potential of new ideas, new attitudes, new approaches and new concepts. These have included the commitment of the Board by unanimous vote to alternatives for all children in our city school district by September 1976; and a reaffirmation in terms of the capacity of our district to insure that our children learn adequate communication and comprehension skills of all kinds and positive self-image. We are in the midst of what we believe is a successful - although not perfect -- desegregation move in our city. It is a volunteer program from the point of view of the School Board; that is, we produced our own plan for desegregation and mandated it on community. Then we were taken to court for not moving fast enough. But the federal court accepted our multi-phased plan, and we are now in the third year of this phase-in, which has required the changing of boundaries, the changing of school organization, the moving of children. About 12,000 students are moving by bus in our city for the purpose of desegregation.

We have concurrently begun a frontal attack on the issue of individual and institutional racism. A task force of faculty and citizens has produced a report which is significant and impressive. I was a participant in the development of that study. It also has been of sufficient concern to me to have had me slow down in the administrative management of that particular report for several months; long enough so that last week some of my greatest colleagues called a rump session and invited me and thanked me for not moving faster to provide more administrative direction with respect to the issue of institutional and individual racism.   5

Desegregation/integration, alternatives, and decentraliza-
tion have been major changes. And there have been other changes.
We have created a very, very significant, small but impressive
Department of Women's Studies and its staff has produced signif-
icant information requiring many of our faculty and administra-
tors to alter their approach toward those statements and those
behaviors which have contributed to what my colleagues call
"blatant sexism."

There is now, for the second year, a Department of Indian
Education; I think the only one in the nation which has its
major source of support from local school district funds.

Progress has been made in all of these areas, including
a transcending commitment to the notion of improving human rela-
tionships. With all of these concurrent changes in the public
schools of Minneapolis, there has been a need for a significant
emphasis on teacher and staff development; a need to provide
opportunity for teachers and other staff people to find oases,
where in the quiet and the calm they could reexamine that which
they had done and consider that which they were being called
upon or were responding voluntarily to do in order to make the
district more responsive to its clients. Hence the notion of
doing things as they had always been done has given way to the
requirement for change. In large measure change and retraining
for change has been strongly supported by the Federation of
Teachers, Local 59, the exclusive bargaining agent, and by the
CMEA, which is the NEA affiliate, which does not have the au-
thority now, based on an election, but which also has stood in
strong support of the efforts of the school district.

6

The traditional inservice model wasn't working particularly well for us. We knew this in the period when we were developing the Southeast Alternatives Program, with its 2,100 students in six schools - elementary, junior and senior high school. We thought we needed a new way to develop a process. We needed to develop an opportunity for teachers to learn new skills without threat, or intimidation, or the uncomfortableness which comes to any of us when we know we ought to go and relearn, or ought to go and expose ourselves to someone or something that knows more than we know. That has never been a comfortable thing for me to do and, it certainly wasn't for many others who recognized similar retraining needs.

The new delivery system for inservice training in Minneapolis began in 1972, when the Teacher Center was first developed to serve the Southeast Alternatives sector. The Center's specific charge was to meet the training needs of faculty and parents, to involve them in providing a number of alternatives at the elementary and the secondary level; and to do it effectively, to the end that we could prove that we were capable of judiciously expending a significant amount of federal money to improve educational opportunities for Minneapolis students.

A year later, the Southeast Teacher Center became the Minneapolis Public Schools University of Minnesota Teacher Center with new duties as well as a new relationship. The new Center, operating with funds from both the school district and the university, began to participate in new curriculum development at both the school and the college level, blending preservice and inservice training. It became a broker to and of people and

services between the two institutions. It provided new roles
for teachers and community people by way of temporary assign-
ments to the Center, to which they could go and examine and
determine how better to meet the requirements imposed upon them
as principals, consultants, teachers or students, or parents.

Now a satellite Teacher Center has been developed in the
East Area of Minneapolis, and it is that grant which Mark Tucker
spoke of specifically. Teacher centers weren't invented in
Minneapolis - you know that. The unique aspect of the Minneapolis
Teacher Centers, in my judgment, is that the consumer determines
to a great extent what it is that he or she needs to be part of
a changing educational institution.

The consumers -- the teachers or principals or parents or
teacher aides -- decide what they need to know and how they
want to get it. Then, by submitting a brief written proposal,
they ask a grant-making, decision-making governing board of
their fellow teachers and parents for the money and the means
to get the training they want. In the East Area, this governing
board is composed of eight parents selected from the community
(two from each of the four schools served by the Center), an
equal number of teachers, and one principal selected by his or
her colleagues from the four participating schools. This board
sets the guidelines. This board makes the decisions. We believe
there will be a multiplying effect in terms of the experiences
of those who ask the Center to arrange training opportunities.
Training is for varying periods of time dependent upon the
project.

This model encourages risk taking, because no one has to

admit a professional deficiency to those higher in the adminis-
trative structure. I want to illustrate that in just a moment
by the chart. This model serves everyone - teachers, aides,
principals, parents. All have a stake in it. They all have a
voice in its services and projects. This kind of ownership cap-
tures and motivates people as no other management strategy can,
in my judgment. It gives strong support and impetus to efforts
to bring about major changes, and to preserve and press forward
on those major changes, which I believe have made Minneapolis
schools, to some degree, unique in terms of a relatively large
city's public schools.

The Teacher Center serves as an "influence agency" for the
development of the schools' programs; but it has no controlling
role over the administration of a given school.

The goals of the district are easily assimilated in the
Centers. The Centers become support systems, helping systems,
to see that these goals are accomplished. An added bonus is
the potential ripple effect which we already have some evidence
of, but could not generalize from in terms of certainty.

These benefits, as set forth by those who are my colleagues
and are in the Teacher Center delivery system, include the po-
tential for developing a special university project where there
is a real trade-off of services and benefits between the Uni-
versity and the school district. The alienations and the dis-
tances have been too great, in my judgment, in the past.

NIE has made provision for documentation and analysis of
the East Area Teacher Center project. I met last week with the
investigators, and I was impressed with the intensity of their

9

interrogatories and also with the knowledge they revealed of the fact that public schools are different institutions and need special attentions and special arrangements.

I have some feelings of uneasiness that the evaluation will not attempt to find out whether there was, in fact, an effect on the students and how much more they learned than they might have learned had we stayed with traditional patterns, although we produce each year in our city a profile of student performance for every school. I don't place particular stock in that, although our students do as well as those in any system - the key is what individuals do within the system.

There is evidence also, again which can't be generalized, of enthusiasm on the part of teachers and principals to get training time in the Centers, that attitudinal change has come about.

Now let me just show you on this chart how the Teacher Centers fit into the system. This is the Minneapolis Schools, and starting at the left with the Minneapolis line is the Board and the superintendent. Actually, I really think that in terms of my involvement the parallel line over here should have the University president, with whom we made the first contractual arrangement, and the dean of the college would be working with the deputy superintendent - that is my great colleague, Harry Vakos.

All around is the total community, and I want to say to you that increasingly our faculty and staff have learned how to respond to a variety of demands on the part of community. There is a comfortableness that never was existent before in

terms of our people meeting, conferring and talking. In some situations, teachers perspective to a given school faculty have been interviewed by parent groups. Principals in many cases recently have appeared before a parent group - not that the group has had the authority to make final decision, but rather that it wants to convey what is expected in terms of behavior and attitude and approach to those who aspire to become teachers or principals in those given schools. In the last analysis, the authority is with the superintendent and the School Board; but the intervention is significant.

Here, then, is the community which elects eight people to the Teacher Center Board. Here is the West Area, here is the North Area, here is the East Area and here is the Southeast Alternatives area. That is, the school district with its four geographic areas, with area superintendents and a director of the Southeast Alternatives. The Southeast Alternatives Project next September will be included in the West Area and this line will be dropped out. Here are the paraprofessionals and the support personnel. Here are the teachers, principals and the area superintendents. Obviously that should be inverted, but in traditional ways that is the line and staff.

Here is the Teacher Center Board, drawing its authority from the appointments of school administration and the sanction of the Board of Regents of the University and that President through the Dean, and here is the central Teacher Center Board, to which my colleague Fred Hayen, director of the University of Minnesota/Minneapolis Public School Teacher Center, reports.

Here we hope other centers will be created to serve the

North and West Areas.

The point I want to make is that this chart should show easy access to training at any level and without requirement for lots of base touching. In other words, teachers can move quite comfortably horizontally without going on up the structure of the system. They file their own applications for admission. They move laterally in. There isn't tremendous pressure imposed upon them. I am sure that the thoughtful teacher will touch base with his or her principal. The thoughtful director will let an area superintendent know he or she is applying. There is a self-generating and creative and easy access through these openings into the Center. Once people get in, they may discover that the principal from some school has applied and is in, that there are a couple of teacher aides, one parent and five or seven other teachers in for varying reasons to do their thing for a week, two weeks, five weeks, seven weeks - it depends on what the project is. I should say that I do not mean "in" literally, for although the Teacher Center arranges for training, the training takes place in a variety of locations and settings.

And then there is easy access out and not a lot of tension and pressure. The teacher, or the paraprofessional, or the parent - each has done what he or she wanted to do. Each has done it, however, within the guidelines which are set forth here, by the School Board. There will be no violation in terms of letting people go in with an effort to disorient the major thrust of the school district as set by the Board of Education. But there is, nonetheless, a high level of tolerance with

12

respect to what they may carry in as their purpose for study.

I think I will let it go at that with one statement further, and that is that this transference of a governmental control process does, it seems to me, suggest a much more viable way for us to orient ourselves to the multitude of new tasks which are imposed upon those of us in public education.

JBD:cl 7/7/75
Superintendent's Office
Minneapolis Public Schools
Minneapolis, Minnesota

TABLE I--INSTRUCTIONAL OBJECTIVES

Section 1: Basic Skills and Concepts (Curriculum Planning Group)	Section 2: Beginning Implementation (Curriculum Planning Group)	Section 3: Project Manager (Project Manager)
Unit 1: Planning Objectives	**Unit 1: How to Develop Your Performance Indicators**	
The user will be able to:	The user will be able to:	The user will:
1. Recognize how planning objectives differ from other kinds of objectives, specifically instructional objectives, behavioral objectives, and program objectives.	1. Suggest an organizational structure for the task force which supports the effective development of performance indicators.	1. Become familiar with the underlying assumptions upon which the comprehensive planning process is based.
2. Select and develop planning objectives.	2. Provide guidelines and considerations for the development of quality-controlled performance indicators and other related materials.	2. Be able to understand and specify all of the tasks to be performed.
Unit 2: Priorities and Numerical Preferences for Planning Objectives	**Unit 2: How to Plan for the Implementation Year**	3. Be able to determine what resources will be needed for the project in terms of personnel, time, etc.
The user will be able to:	The user will be able to:	
1. Examine the relationship between priorities and preference assignments.	1. Develop an implementation plan for the use of performance indicators during the coming school year.	4. Be able to estimate costs and prepare a budget.
2. Recognize importance of priorities in the evaluation of a system's performance.	2. Develop a schedule which will make the implementation possible.	5. Be able to monitor each step of the process effectively.
3. Utilize two alternative methods for assigning priorities to planning objectives.		
Unit 3: Program Structure		
The user will be able to:		
1. Identify alternative ways of developing a program structure.		
2. Determine and develop criteria that a school district can use to decide which program structure is suitable for their needs.		
Units 4 & 5: Performance Indicators & Their Use		
The user will be able to:		
1. Identify alternative types of performance criteria.		
2. Compare the advantages of using performance indicators instead of other performance measures.		
3. Draw summary conclusions from results.		

14

General Criteria

1. Willingness to establish a highly participatory decision-making process; i.e., involving those who have information to contribute and those who will be responsible for implementing the decisions made;

2. Willingness to use Indicators of Performance for a minimum of three years, assuming, of course, that the staff is willing;

3. Willingness to consider feasible alternatives to existing programs based on the recommendations of teachers, principals, and other administrators which result from implementing the planning effort;

4. Willingness to commit an adequate budget for the effort;

5. Willingness to have all staff involved with Indicators of Performance respond to RBS evaluation and monitoring forms so that the planning process may be improved.

Start Up and 1st Summer Considerations

1. Agreement to assign an individual to be responsible for managing the planning process for the district. (This individual is the Project Manager.) If only one curriculum area is involved, this person may be a curriculum coordinator.

2. Agreement to identify and pay interested teachers and principals (8-15 per curriculum area) to complete a three-day individualized introduction to the basic skills and techniques involved. (It is possible to divide the three-day session into several segments.)

3. Agreement to allow the teachers and principals who complete the introductory session to develop performance indicators and Teachers' Manuals during a two week session early in the summer.

4. Agreement to pay for the reproduction costs connected with printing performance indicators and Teachers' Manuals for use in the school district during the coming school year.

15

1st School Year Considerations

1. Agreement to involve all teachers who voluntarily decide to participate during the coming school year.

2. Agreement to allow classroom teachers to maintain confidentiality of information while principals receive summary building-level information and the superintendent receives summary district-level information.

3. It is suggested but not mandatory that the school district use the data processing system developed in conjunction with this planning process.

4. Agreement to be open to recommendations for change made by teachers and principals.

5. Agreement to revise and reproduce performance indicators and Teachers' Manuals for the coming year.

2nd Summer and School Year

1. Agreement to repeat the planning experience of the previous year and to allow teachers and principals to participate on a strictly voluntary basis.

2. Agreement to take action on any feasible recommendations for program improvement derived from the recommendations made by teachers and principals.

Probably the most important of the criteria mentioned above is the requirement for broad-based participation. It is essential that those who are involved in any change, especially those required to implement it, be given the opportunity as well as the responsibility to provide input in the decision-making process.

Another strategy of great importance is assigning a Project Manager, who assumes responsibility for coordinating the entire planning effort. Unless this organizing, coordinating, and monitoring function is performed, no new effort can have a positive prognosis. The Project Manager

16

takes responsibility for the management[2] of a project[3] to insure that the specified end state or capability is reached within the time, cost, and performance specifications of that project. The person who acts as Project Manager could be a teacher, a principal, a curriculum specialist, or an assistant superintendent, depending on the size and scope of the project involved.

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[2]Management involves four major functions:

1. planning activities
2. organizing people to perform the activities
3. motivating people to coordinate their efforts
4. controlling the process and the performance of the project as it progresses.

[3]A project is defined as an effort which has a specified goal, starting and completion dates, a definite budget, and a stated acceptable level of performance.

17

THE NESHAMINY EFFORT

In the following sections of this paper, a detailed review is presented of the Neshaminy School District effort to initiate a planning process, together with a discussion of the effects to date of that effort and the extent to which the objectives of this approach were achieved. This review of the Neshaminy effort has been organized in terms of the topics listed below:

- RBS Involvement with Neshaminy
- Participation by Neshaminy Personnel
- Attitudes of District Planning Group and Classroom Teachers
- Findings and Results to Date at the District, Building, and Classroom Levels.
- Initial Use of Instructional Materials--Summary of Findings.

RBS Involvement with Neshaminy

Prior to the involvement of Neshaminy School District with RBS, some of the basic concepts of the comprehensive planning process were outlined in a doctoral dissertation.[4] The procedures related to initiating a planning process had been developed in cooperation with two school districts and extensive personal contact by members of the RBS staff had been involved. Instructional materials based on these first-hand experiences had been subjected to technical review by staff members from

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[4]Temkin, Sanford. A Cost-Effectiveness Evaluation Approach to Improving Resource Allocations for School Systems. Philadelphia: Research for Better Schools, Inc., January, 1970.

various other school districts. The most critical determination the
development team was trying to make during this period was to assess
the extent to which these materials could be used by school district
personnel to initiate a planning process effectively without reliance
upon outside experts or consultants.

In an attempt to develop information upon which to base this assess-
ment, RBS instituted a search for a school district where district
personnel were willing to take part in an experimental program and to
meet the criteria specified for using these materials. Personnel from
the Neshaminy School District, profiled in Table II below, expressed
interest in this venture.

TABLE II--PROFILE OF THE NESHAMINY SCHOOL DISTRICT

Total District Population	60,000
Type of Area	Suburban
Grade Profile	K-6, 7-9, 10-12
Student Population	13,500
Ethnic Composition	Black 1%
	White 98%
	Other 1%
Number of Buildings: Elementary	10
Junior High Schools	3
High School	1
School District Staff: Central Office	28
Building Level	736
Total District Budget	$18,013,800

19

After initial discussions, representatives of RBS and the Neshaminy

School District executed the following Letter of Intent:

April 18, 1972

The purpose of this letter is to document a joint arrangement between Neshaminy School District and Research for Better Schools for the use of Comprehensive Planning's instructional materials for developing performance indicators. This effort would start in May of 1972 and would at least continue through school year 72-73.

The items are as follows:

1. The general acceptance by both parties of the criteria for providing a school district with individualized self-instructional materials in Comprehensive Planning listed on the attached pages.

2. Neshaminy School District specifics

    a. to develop performance indicators in mathematics from kindergarten through twelfth grade.

    b. to use these indicators in at least 2 classes per grade level in the district.

    c. to train staff in modules 1 and 2 of Comprehensive Planning which would involve 1 week activities prior to the close of school and 2 weeks during the summer.

    d. to take responsibility for covering the costs of the project except as enumerated under RBS section.

    e. to provide information to assist Research for Better Schools to evaluate its product.

3. Research for Better Schools specifics

    a. to provide all self-instructional materials and any assistance that may be necessary to supplement the materials.

b. to collect information necessary for
evaluating effectiveness of material.

c. to pay $500.00 toward Neshaminy School
District's costs and to cover the data
processing costs of scoring the indica-
tors for up to 1500 students in the
event that time limitations and other
constraints make it infeasible for the
district to incorporate this capability
on their data processing system.

NESHAMINY SCHOOL DISTRICT

BY: _____
                          (DATE)

TITLE: _____

RESEARCH FOR BETTER SCHOOLS, INC.

BY: _____
                          (DATE)

TITLE: _____

uring the first year, Neshaminy School District initiated curriculum

planning in Mathematics. In view of the information sought, an attempt

was made to keep contact between RBS staff members and district per-

sonnel to a minimum. Detailed records were maintained on all verbal

communication between Neshaminy and RBS indicating the type of contact,

the purpose, and the people involved, until initial training had been

completed, performance indicators had been developed, and the performance

indicators developed by the district staff were being administered. As

21

indicated in Table III, less than seven hours of verbal communication took place in a period lasting about six and a half months. Over a third of the communication time recorded was related to introducing the proposal for cooperation between RBS and Neshaminy and discussing the possibility of pursuing this effort. Another third of the communication time recorded was related to collecting feedback on the success, or lack thereof, Neshaminy was experiencing with this approach to planning. Less than 2-1/2 hours of communication time were actually required for the purposes of providing information not included in the instructional materials and resolving difficulties encountered. (Most of this time was spent correcting flaws which the Neshaminy staff had discovered in the instructional exercises.)

Approximately eight communications recorded between October, 1972 and June, 1973 were related to data-processing techniques. During that period, RBS was acting as liaison between personnel in Neshaminy and the staff of the computer facility, in order to provide a quality control check on the computer programs being developed. RBS staff members visited Neshaminy twice in early 1973 when district personnel started to expand their planning capability to the Language Arts curriculum area. By 1973, there were no longer any financial ties between Neshaminy and RBS (see the Letter of Intent on page 16) and school district personnel were in direct contact with the computer processing facility. Thus, with less than three days of verbal communication between Neshaminy School District personnel and Research for Better

22

TABLE III - VERBAL COMMUNICATION BETWEEN NESHAMINY SCHOOL DISTRICT AND RESEARCH FOR BETTER SCHOOLS

Date	Type of Contact	Personnel	Purpose	Duration
April 7, 1972	Meeting (Neshaminy)	Asst. Program Director, RBS Planning Comp. Director, RBS Asst. Supt. Principal	To introduce Comprehensive Planning and determine if Neshaminy staff would be interested in a joint agreement to field test materials.	1-1/2 hours
April 28	Meeting (Neshaminy)	Planning Comp. Director, RBS Math. Coor.*	To provide a general introduction to comprehensive planning and deliver a set of materials.	1 hour
June 16	Meeting (Neshaminy)	Planning Comp. Director, RBS Planning Coor., RBS Math Curriculum Advisory Committee (13 people)	To affirm RBS support to staff.	20 minutes
June 20	Telephone	Math Coor. to Planning Comp. Director, RBS	Question about budget information in Basic Skills and Concepts Manual.	30 minutes
June 20	Telephone	Math Coor. to Planning Coor. and Developer	Questions regarding exercises in Units 3 and 5.	30 minutes
July 20	Meeting (Phila.)	Planning Comp. Director, RBS Planning Coor., RBS Developer, RBS Math Coor.	General summation of planning activities to date and debriefing on development activities.	2 hours
September 12	Telephone	Math Coor. to Planning Coor., RBS	Oral evaluation of Project Manager's Manual.	20 minutes
September 22	Telephone	Math Coor. to Planning Coor., RBS	General questions about data processing procedures.	20 minutes
			TOTAL	6-1/2 hours

*Selected by the district to act as Project Manager for the planning effort.

23

Schools staff members over a two-year period, the Neshaminy staff successfully initiated a planning effort which had been expanded to involve 300 staff members in 14 buildings in two curriculum areas.

Participation by Neshaminy Personnel

Participation by Neshaminy School District personnel over the two-year effort to initiate a planning capability is detailed in Table IV. During the first year, 5% of the district's teachers participated in the planning effort, which was initiated in the curriculum area of Mathematics. During the second year, when the planning effort was expanded to include the curriculum area of Language Arts, more than 15% of the district's teachers were voluntary participants in this project. These participants included teachers from every building in the district, from six grade levels ranging from third to tenth grade.

Attitudes of District Planning Group and Classroom Teachers

The district Mathematics planning group, which developed the K-12 performance indicators, acquired skills which few of them had possessed to any degree before using these instructional materials. Their response to the planning process was highly positive, especially after they saw the end products which were developed. The planning group included members from each of the fourteen schools in the district, who provided important contacts between the planning group and the classroom teachers and the principals in the various district schools.

24

TABLE IV - EXPANSION OF NESHAMINY SCHOOL DISTRICT PLANNING EFFORT

1972 TO 1974

CURRICULUM AREA	YR.	CURRICULUM PLANNING GROUP NO./POSITION	GRADE LEVELS INFLUENCED	NUMBER OF TEACHERS PARTICIPATING	NUMBER OF BUILDINGS REPRESENTED	NUMBER OF STUDENTS INVOLVED
MATHEMATICS	1972 to 1973	12 - Teachers 1 - Curriculum Coordinator 2 - Principals — 15	3rd 6th 8th 9th 10th	21 19 2 6 2 Total 50	10 10 3 3 1 Total 14	572 526 64 171 117 Total 1450
	1973 to 1974	14 - Teachers 1 - Curriculum Coordinator 2 - Principals — 17	3rd 6th 7th 8th 9th 10th	23 27 3 9 8 9 Total 79	10 10 3 3 3 1 Total 14	646 744 91 563 411 457 Total 2912
LANGUAGE ARTS	1972 to 1973			NONE		
	1973 to 1974	15 - Teachers 1 - Curriculum Coordinator 1 - Principal — 17	4th 7th 10th	24 9 8 Total 41	10 3 1 Total 14	675 884 764 Total 2323

25

-22-

Planning group members were impressed by the way in which test (performance) items could be developed which were based upon the specific planning objectives outlined for each of the K-12 grade levels. They began to see how useful such a tool could be in supplying information directly to various staff members.

Members of the planning group met during the school year to review the results of the fall and spring administration of performance indicators. Again their response during this review was positive, as they attempted to analyze the collected data.

During the summer of 1973, members of the Mathematics planning group conducted a full-scale review of specific items. This analysis resulted in a number of changes: (1) various indicator items were added, deleted, or altered, (2) content objectives were shifted from one grade level to another, and (3) suggestions were developed to assist classroom teachers in better meeting the stated objectives.

Performance indicators were also developed for additional grade levels during the summer of 1973.

The classroom teachers who used the performance indicators were also enthusiastic, since these instruments enable them to determine class mastery of concepts in the fall and measure class progress during the school year. This approach is tremendously valuable, since it assists teachers in determining how best to allocate the instructional time available. Members of the Mathematics planning group and the Project Manager offered their personal assistance to any classroom

teachers who needed help. Teachers' Manuals developed as a part of the planning process also were provided for the classroom teachers.

Before the spring administration of the performance indicators, teachers are encouraged to divide their classes into three equal "achieve-ment" groups (upper, middle, lower). In this way, teachers can deter-mine how successful they have been with their own classes, teaching students at the various achievement levels. Neshaminy teachers con-sidered this a valuable approach.

Since performance indicators are administered on a strictly volun-tary basis, teacher acceptance of their use has been excellent. They report that, although it is time-consuming to administer the indicators and score the results, the effort is worthwhile because of the feed-back supplied. They support the confidentiality of data which protects the individual teachers. Each individual teacher sees only the results for his own classroom, together with total district results for the same curriculum area at the same grade level. Each principal sees total results for all classes in his building at each subject and grade level, together with total district results by grade level for the same curriculum areas. Members of the central office staff see only the district results.

In summary, members of the planning group, classroom teachers, building principals, and central office staff all reported positively regarding the use of the performance indicators in the Neshaminy School District.

27

Findings to Date at the District, Building and Classroom Levels

The importance of planning becomes obvious when a problem arises and it is already too late either to anticipate all of its ramifications or to collect data upon which an appropriate solution can be based. Although many of the advantages which accrue from the time and resources invested in planning only become apparent over time, some benefits are immediate. The findings outlined below were recognized by Neshaminy School District personnel as they initiated their planning activities. Findings and planning process difficulties or concerns are listed at the district, building, and classroom levels.

District Level

1. It was discovered that the instructional approach being used was de-emphasizing basic rote mathematic skills well below the priority established for that planning objective.

2. The Neshaminy Mathematics Curriculum Advisory Committee related the planning objectives they had developed to the Mathematics course of study outline which they had previously been working on. The documents produced as a result of this additional work were:

   Preliminary Edition Course of Study for Pre-Algebra Mathematics and 7th and 8th Grade Mathematics

   Algebra I

   Algebra II

   Algebra III

3. Content objectives were moved to more appropriate grade levels.

4. Suggestions were developed to assist teachers in carrying out difficult content objectives.

28

Planning Concerns

1. Scoring individual tests and transferring items to scoring sheets is a time-consuming process. Means are being explored to provide students with multiple choice answers.

2. It may not be necessary to test all students at each level or building each year. A monitoring system should be devised to focus on specific areas.

3. The duplication and distribution of materials presents a major problem. Extra staff (temporary) are needed to accomplish the task quickly.

Building Level

1. During the school year, high school students tended to forget the Math taught the previous year; that is, they performed better on review items on the pre-indicator than on the post-indicator.

Planning Concerns

1. Building principals need information about the specific purposes for using performance indicators. They need assistance in determining how to allocate resources (human and material) in remediating specific deficiencies which have been identified.

Classroom Level

1. Teachers saw the need to review the learning environment in the classroom, as well as to deal with individual student problems.

2. Teachers were spending too much time on material previously taught.

3. Some of the traditional approaches being used did not produce the desired achievement. New approaches were developed to assist students in mastering particularly difficult concepts.

Planning Concerns

1. Since the program is voluntary, there is a good chance that the teachers who would profit most from participating will choose not to participate.

2. Some teachers view the performance indicator as an individual diagnostic tool rather than as the group instrument it is. This point must be emphasized in future planning sessions.

Initial Use of Instructional Materials--Summary of Findings

Members of the Neshaminy Mathematics Curriculum Advisory Committe, a standing committee under the direction of Fred Stewart, District Mathematics and Science Coordinator, met to discuss initiating a planning process in the district and to evaluate instructional materials developed by Research for Better Schools to guide such an effort. Thirteen teachers and two principals attended two sessions held in June and August of 1972.

At the end of June, this committee met as a planning group for one full day and five afternoons to cover the material presented in the Basic Skills and Concepts manual. (The material covered in this manual had been pilot-tested and subsequently revised.)

In mid-August, the committee spent two weeks constructing performance indicators in accordance with the instructional materials presented in the Beginning Implementation manual.

The Basic Skills and Concepts manual was considered understandable, however, members of the planning group did not fully grasp the concepts presented until they had completed all five units. Some uncertainty is

to be expected and, indeed, may even be desirable, when new concepts are being presented.

Units 1, 2, and 4 were rated highly on overall understandability and clarity; members of the planning group discovered inaccuracies in the answers to exercises in Units 3 and 5, and those units were appropriately revised.

In general, the respondents were "very satisfied" with the two weeks they spent using the Beginning Implementation manual. This effort resulted in the construction of Mathematics performance indicators for grades K-12. They indicated that the steps involved in indicator construction were clearly explained and that ample time had been allotted. Furthermore, several of the planning group members were pleased by the exchange of ideas among all those participating. Group members felt that their goal of creating a product which could be used in evaluating district performance had been accomplished.

The quality control procedures and the item feasibility information were considered particularly helpful by the planning group. Group members did not find the performance indicator diagram particularly helpful and used a format more familiar to them for recording items. The appendices were considered a valuable source of future information.

SUMMARY

The experience of the Neshaminy School District indicates that a planning process can be initiated at the school district level with minimal assistance from outside personnel. Instructional materials developed by the Administering for Change Program of Research for Better Schools, Inc. can be used to help structure such a planning process, while the initiative remains with the district.

Through the two-year effort described, the Neshaminy School District successfully initiated a planning system in two curriculum areas with minimal outside help and now has a planning capability which, if desired, can be expanded to include additional grades and other curriculum areas. The major problems encountered by Neshaminy personnel involved scoring and production difficulties; minor changes in the planning approach are expected to solve these problems. Neshaminy School District staff at all levels have responded to this new capability in an overwhelmingly positive way, and various curriculum changes have already been instituted in an attempt to have the material taught relate more directly to the objectives developed.