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Perceptions of Superintendents, Principals, and Teachers Concerning the Effectiveness of Mid-Illinois Educational Service Center #15

Donald R. Helm

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Perceptions of Superintendents, Principals,
and Teachers Concerning the Effectiveness of
Mid-Illinois Educational Service Center #15
(TITLE)

BY

Donald R. Helm

THESIS

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Perceptions of Superintendents, Principals,
and Teachers concerning the Effectiveness of
Mid-Illinois Educational Service Center #15

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Running head: EDUCATIONAL SERVICE CENTER #15 EFFECTIVENESS

A.P.A.

Abstract

Educational Service Centers were established throughout Illinois by the State Board of Education as a result of the passage of Senate Bill 730 in 1985. The purpose of this field study was to determine the perceived effectiveness of programs and services provided by Mid-Illinois Educational Service Center #15 from superintendents', principals', and teachers' perspectives. Superintendents, principals, and randomly selected teachers in public school districts serviced by Educational Service Center #15 were given a questionnaire to determine their perceptions about the quality of the service they had received. Interviews with the director of Educational Service Center #15 and a review of its goals and directives were utilized in the development of the questionnaire. The data gathered by the survey were tabulated and analyzed to determine what percentage of superintendents, principals and teachers were aware of and utilizing the programs and services provided by Educational Service Center #15. The perceived effectiveness of each of these programs/services was then analyzed and reported. The results and conclusions of this study indicate the need for workshops to help teachers become more aware of the programs and services provided by Educational Service Center #15.

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Chapter I

Overview of the Project

Introduction

Every school district in Bond, Clark, Coles, Cumberland, Edgar, Effingham, Fayette, Moultrie, and Shelby Counties, Illinois, has available programs and services through the Mid-Illinois Educational Service Center #15.

These programs and services include:

1. Education for gifted children.
2. Computer technology education.
3. Mathematics, science, and reading services.
4. Guidance in developing student learning objectives and assessment systems, and better school accountability.
5. Illinois Administrators' Academy activities.
6. Staff development.
7. Development and operation of a statewide network designed to facilitate the electronic transmission of data for school districts to the State Board of Education.
8. Inservice for strengthening the skills of teachers in mathematics, science, computer learning and foreign languages.
9. Additional programs and services in areas authorized by Section 2-3.62 of The School Code as directed by the State Superintendent of Education (Resource Notebook for Illinois Educational Service Centers, 1988).

Please see Appendix A for the complete text of the legislation from the School Code of Illinois that relates to programs and services provided by educational service centers.

The purpose of this field study was to determine if superintendents, principals, and teachers in school districts serviced by Educational Service Center #15 were: (a) aware of the programs and services provided, (b) utilizing the programs and services provided, and (c) perceiving them as effective. Using the goals and objectives that Educational Service Center #15 has developed for its programs and services as a guide, the perceived effectiveness of each program and service was determined. Two major results were expected of this study: (a) that school personnel would become more aware of the programs and services offered by Educational Service Center #15 and (b) information would be provided to the Educational Service Center about the perceived effectiveness of its programs and services. This will serve as an initial step in helping Educational Service Center #15 personnel identify areas of weakness and in planning for future program needs.

Background and Significance of the Field Experience

In July, 1985, two major educational reform bills, Senate Bill 730 and House Bill 1070, were signed into law

by Governor Thompson. As a result of Senate Bill 730, eighteen educational service centers were established throughout Illinois to provide consolidated and expanded supportive services for local school districts. These services have been provided by Educational Service Center #15 with little or no outside evaluation as to their perceived effectiveness by the superintendents, principals, and teachers who utilize them. The purpose of this field experience was to evaluate the perceived effectiveness of the programs and services provided by Educational Service Center #15. All superintendents and principals, and selected teachers in school districts from the nine counties in which programs and services were provided, were selected to participate in this study. As a result of this evaluation, Educational Service Center #15 will have information which will help in modifying existing programs and developing new programs. Although the results of this field experience are germane to Educational Service Center #15 and the school districts it services, this study could easily be replicated for other service centers.

Specific Project Objectives

This field experience was designed to achieve the following objectives:

1. To determine what percent of superintendents, principals, and teachers are aware of the programs and services offered by Educational Service Center #15.

2. To determine what percent of superintendents, principals, and teachers utilize the programs and services offered by Educational Service Center #15.

3. To determine the perceived effectiveness of programs and services provided by Educational Service Center #15 which have been utilized by superintendents, principals, and teachers.

Operational Definitions

The following terms are used within the context of this study. The definitions presented in this section allow for understanding of the terms as they relate to this study.

Assessment systems. Each school district shall assess the proficiency of all pupils enrolled in the 3rd, 6th, 8th, and 11th grades, other than pupils receiving special educational services, following guidelines found in 2-3.64 of the Illinois School Code.

Computer technology education. Staff development, hardware, software, and teacher training necessary for the implementation of programs designed to achieve computer literacy and high-tech competency. This includes evaluation, use, and application of computer software.

Educational network for electronic transmission of data. Micro-computer communications network which will accommodate existing computers used in the school district's administrative office.

Educational Service Center #15 (ESC #15). The service center located in Charleston, Illinois, and serving the public school districts in the counties of Bond, Clark, Coles, Cumberland, Edgar, Effingham, Fayette, Moultrie, and Shelby, Illinois.

Elementary school. Kindergarten through sixth grade.

Gifted students. Those students whose mental development is accelerated beyond the average or who have demonstrated a specific aptitude or talent and can profit from specially planned educational services.

High school. Grades nine through twelve.

Illinois Administrators' Academy. Academy which provides programs for development of skills in the areas of instructional staff development, effective communication skills, public school relations, evaluation of personnel, including documentation of employee performance and remediation of unsatisfactory employee performance.

Junior high school. Grades seven and eight.

Learning assessment plan (LAP). Each school district shall develop a plan specifying the learning objectives for the district's students, the assessment procedures the

district will use to determine the degree to which the objectives are being met, and how and what the district will publicly report concerning its objectives, the results of its assessment activities, and its plans for improvement.

Local data burden. Local paperwork.

Mathematics, science, and reading services. Planning, implementing, and evaluation services as they relate to the continuing education, inservice training, and staff development needs of teachers and administrators in the fields of mathematics, science, and reading.

Stratified random sampling. Setting up homogeneous strata or subgroups, then independently and randomly selecting subjects from each stratum.

Student learning objectives. Each school district is required to develop student learning objectives which meet or exceed goals established by the State, and to also establish local goals for excellence in education.

Assumptions

For the purpose of this field experience, it was assumed that any responses to questions described in the objectives are a direct result of the programs and services offered by Educational Service Center #15.

It is assumed that the superintendents, principals, and teachers surveyed have responded to the survey questions honestly.

Delimitations

This field experience was designed to survey only superintendents, principals, and teachers in those school districts which are serviced by Educational Service Center #15. The results of the survey represent only programs and services offered by Educational Service Center #15.

This field experience did not take into account other field studies concerning Educational Service Center #15 which were being performed at the same time.

Although all superintendents and principals in districts serviced by Educational Service Center #15 were surveyed, the sample size for teachers was reduced to include one teacher for each junior high school, high school, and elementary school.

This field experience did not study the internal operations of the Educational Service Center, but limited itself to the external operations.

Chapter II

Rationale and Review of the Literature

Rationale

Although Educational Service Centers have been in operation in Illinois since 1985, there is very little literature concerning the effectiveness of the programs and services they provide. This study examines the programs and services provided by ESC #15, the utilization of these programs and services, and the perceived effectiveness of these programs and services.

Review of Literature

In order to gain a better understanding of the Educational Service Centers and their functions, one must examine the development of intermediate service agencies throughout the United States. There are basically four types of intermediate service agencies, which include permissive, mandatory, mandatory/voluntary, and no legislation. Permissive service agencies are those in states with specific legislation encouraging the development of educational service centers on a voluntary basis. Those states with legislation mandating the formation of centers and also making membership mandatory have mandatory intermediate service agencies. Mandatory/voluntary service centers are found in states that have legislation mandating the formation of centers,

but then leaving membership voluntary. Service centers found in states without legislation regarding their formation are considered no legislation service centers (Davis, 1976).

The first permissive intermediate school districts were formed in 1929 in Delaware. The purpose was administrative and regulatory. Because of a growing need for services, New York state enacted legislation in 1948 to permit the establishment of Boards of Cooperative Educational Services. These boards placed the emphasis on service rather than administrative and regulatory functions. In Colorado a Board of Cooperative Services can be formed and financed by two or more local school boards it services. In California the county is the intermediate unit. Legislation in 1964 allowed multi-county educational data centers. Provided services include attendance accounting, scheduling, test scoring, grade reporting, and career planning. In Massachusetts, Regional Educational Centers are responsible for monitoring, leadership, and service. According to Davis (1976) "RECs are expected to review project grant proposals, oversee categorical aid programs, monitor any local efforts using state or federal funds, arrange inservice training programs and obtain feedback from local school districts" (p. 30). Other states having permissive intemediate school districts

include Idaho, Connecticut, Wyoming, Utah, Tennessee, Maryland, Virginia, and Minnesota (Davis, 1976).

Mandatory intermediate school districts were formed in Wisconsin in 1965. The 19 Cooperative Educational Service Agencies replaced 54 county superintendents. The mandate was for service rather than control. These agencies were to serve as a liaison between local districts and the state. Services vary depending on the needs of the districts in the 19 areas. Other states with mandatory intermediate school districts include Michigan, with 58 Intermediate School Districts; Oregon, with 29 Intermediate Education Districts; Washington, with 12 Intermediate School Districts; Illinois, with 78 Educational Service Regions; Pennsylvania, with 29 Intermediate Units; Iowa, having Area Education Agencies; Oklahoma, with 20 Regional Education Service Centers; and Montana, with mandates to provide services for handicapped children (Davis, 1976).

An example of the mandatory/voluntary intermediate school district would be in Nebraska. Nineteen Educational Service Units were created in 1965 to provide supplementary educational services for local school systems. The purpose was for service with control functions remaining in the hands of county superintendents. When formed, voters had the right to vote for their school districts to be excluded from the Educational Service Unit. Each Educational

Service Unit defines its own objectives, responsibilities, and course of action. Other mandatory/voluntary intermediate school districts include the Regional Education Service Centers in Texas, the 16 Cooperative Education Service Agencies in Georgia, the eight Regional Education Service Agencies in West Virginia, and the Education Service Centers in Indiana (Davis, 1976).

Intermediate Service Agencies in Illinois

There are currently two types of intermediate service agencies in Illinois. These include the 57 Educational Service Regions and 18 Educational Service Centers. What are now called Educational Service Regions started out in 1829 as the "Office of the School Commissioner." Created through legislation passed by the General Assembly of Illinois, this commissioner was to be appointed by the county commissioners in each of the state's 102 counties. The primary function of this office was the sale of public land at auction for the support of public education. As no salary was provided for this position, the commissioner could keep a small percentage of the sale of the lands (Sheppard, 1954).

The roles and responsibilities of the county school commissioner were significantly changed in 1845 when the Office of ex officio State Superintendent of Public Instruction was created by the Illinois General Assembly.

At the same time, the law was changed regarding the Office of the School Commissioner. This elective office would now be ex officio Superintendent of Public Schools of the County and the duties of the office would be expanded from that of being a land officer to include "responsibility for visiting schools, advising school officers, supervising teachers and curriculum, examining and certifying teachers and exercising general educational leadership" (Illinois State Board of Education, 1991, p. 9).

Although the State Office of Public Instruction was developed in 1845 with the Secretary of State of Illinois named to fill this newly created position, it was not until 1855 that the Illinois Legislature enacted law that required the election of the individual to serve as State Superintendent of Public Instruction. In 1865, the Office of School Commissioner was officially changed to the County Superintendent of Schools. The County Superintendent was to be elected to a four-year term, and the county board was responsible for providing an office, supplies, and reasonable transportation expenses (Illinois State Board of Education, 1991; Sheppard, 1954).

The 1870 Illinois Constitution stated there should be a County Superintendent of Schools in each county and expressed that the qualifications of office, the duties, and the powers should be prescribed by law. From this time

until after World War II, the County Superintendent's office went through a maturation process. The County Superintendent took on such roles as chief administrator of the schools, preparation of district budgets, and giving financial and legal advice. Other responsibilities included establishing tax levies, developing curriculum, employing teachers, preparing reports, distributing state funds, collecting data, and providing educational leadership for the more than 12,000 schools that were still in existence at the end of the war. Approximately three-fourths of these schools had only one teacher (Illinois State Board of Education, 1991; McNary, 1989).

After World War II, there were massive consolidations of schools. Within twenty years the state lost just under 11,000 school districts. This creation of larger districts brought about greater administrative resources at the local level. As a result, many of the traditional roles of the county office were being met at the local level. At the same time, the role of the State Office of Public Instruction was expanded to carry out many of the responsibilities of the County Superintendent. Because of the duplication of services, many studies were completed to determine the role of the County Superintendent, as well as the possibility of reorganization or consolidation (Illinois State Board of Education, 1991; McNary, 1989).

In 1969, through H.B. 1470, the General Assembly abolished the Office of the County Superintendent of Schools and created Educational Service Regions, the number of which was to be based on population. By 1977, the number of Educational Service Regions was reduced to the present fifty-seven. Further legislation in 1979 directed the Illinois State Board of Education to examine the structure and services of the Educational Service Regions and to report to the legislature recommendations concerning the role, function, number of offices, governance, and administrative structure (Illinois State Board of Education, 1991; McNary, 1989).

Development of Educational Service Centers

When the National Commission on Excellence in Education released its 1983 report, entitled A Nation at Risk, the State Board of Education already had a broad base knowledge available about the problems effecting schooling in Illinois. As a result of A Nation at Risk and a number of other similar national study reports, there was a climate of heightened concern about education. In the spring of 1983, the Illinois General Assembly established a special study group--The Illinois Commission on the Improvement of Elementary and Secondary Education. This group reviewed the many studies already completed and solicited individual and organizational ideas for reform

recommendations. Their work ended with a final report, Excellence in the Making, in January 1985. As a result of this study, and many others carried out by public and private sectors, a package of educational reform bills was enacted by the General Assembly, and on July 18, 1985, two of the major bills--Senate Bill 730 and House Bill 1070--were signed into law by Governor Thompson. These bills were divided into 169 different topics. Topic #74, section 2-3.62 indicates that the State Board of Education is authorized to establish a regional network of educational service centers to coordinate and combine existing services. These services include programs for the gifted; computer technology; and resources for math, science and reading. These centers may also provide new services to schools (Illinois State Board of Education, Document 2.7M, 1985). As a result of this legislation, the State Board of Education established 18 educational service centers throughout Illinois.

The Resource Notebook for Illinois Educational Service Centers (1988) gives guidelines for the programs and services to be provided by all educational service centers. These include:

1. Programs for gifted children.
2. Programs to achieve computer literacy and high-tech competency.

3. Continuing education, inservice training, and staff development in the fields of mathematics, science, and reading.

4. Assisting districts in developing student learning objectives and school improvement plans.

5. Coordinating and delivering the activities of the Illinois Administrators' Academy.

6. Providing assistance and advice to school districts in the development of Staff Development Plans.

7. Participating in the development and operation of a statewide network designed to facilitate the electronic transmission of data from school districts to the State Board of Education.

8. Providing inservice training opportunities to upgrade teacher skills in the fields of mathematics, science, foreign languages and computer learning.

For the complete wording of these programs and services refer to Appendix B.

Based upon these programs and services, Educational Service Center #15 has established goals and objectives which can be found in its Full Service Plan (1988). Educational Service Center #15 provides these services and programs to all school districts assigned to the Educational Service Regions for the Counties of Clark,

Coles, Cumberland, Edgar, Bond, Effingham, Fayette, Moultrie, and Shelby.

In 1987 the Center for Instructional Research and Curriculum Evaluation, University of Illinois at Urbana-Champaign, conducted an evaluation of the Educational Service Centers. Because the Educational Service Centers were still in a developmental stage, the final report was designated as a working document by its authors. As a result of surveys, interviews, and on site visitations, the following conclusions were presented:

1. There is a high level of uncertainty and confusion in the area of governance.

2. Agencies charged with delivery of services have a long-standing problem with center/periphery exchanges, especially in a state with such diversities as Illinois.

3. There is a need for better communication between the Educational Service Centers and the State Board of Education, among other Educational Service Centers, and those teachers they provide services for.

4. There is a need for stability and leadership (Stake, Hoke, Denny, Theobald, & Taylor, 1987).

During the period of January 1 through May 15, 1990, an evaluation of the Illinois Educational Service Centers was conducted for the Illinois State Board of Education by the Office for Education Policy and Leadership, College of

Education, University of Illinois at Urbana-Champaign. The major findings of this evaluation as summarized in its executive summary are as follows:

1. Educational Service Centers in Illinois provide a wide variety of services to local school districts and their personnel. There is great variation across the state in the kinds and quality of services provided. Some services are provided because of state mandates, others are the result of the availability of funds, and still others are in response to perceived local needs.

2. The strengths of the Educational Service Centers lie in the areas of inservice education and staff development. Direct stakeholders, Illinois State Board of Education staff, and district personnel tend to rate Educational Service Centers highly in these areas. The Administrators' Academies are particularly highly regarded as a success. The efforts of the ESCs on behalf of school improvement also stand out as a success.

3. The major weaknesses of the Educational Service Centers are the lack of clarity about their purposes and functions, the lack of consistency across the state in quality of services, the political turmoil surrounding the governance and operation of

some Educational Service Centers, concerns about poor management and uneven quality of staff, and the lack of clear direction and support from the Illinois State Board of Education.

4. There is a strong relationship between school reform and the Educational Service Centers. The Educational Service Centers have generally been a key factor in achieving the education reforms contained in the 1985 Illinois Education Reform Act. There is a strong feeling that the reforms could not have been achieved without the existence of the Educational Service Centers. However, major issues now exist about the future of the Educational Service Centers and their role in continuing reform efforts.

5. There is a high degree of awareness of Educational Service Center services among the Illinois State Board of Education staff, the direct stakeholders, superintendents, and principals. Teachers are, for the most part, least aware of such services. Awareness of Educational Service Center services is also a major problem in Chicago. Satisfaction with Educational Service Center services varies tremendously by type of position held, by Educational Service Center region, and by Educational Service Center program.

6. Educational Service Centers seem to have been generally successful, but now stand at a critical juncture in their history. Key decisions need to be made about the future of the Educational Service Center system and its precise role in public education in Illinois (Ward, Hoke, Hudson, & Thurston, 1990, p. 3-4).

A study to evaluate the Illinois Administrators' Academy was completed in 1991 for the Illinois State Board of Education by the Educational Testing Service Midwestern Office located in Evanston, Illinois. Information was gathered by interviewing selected Illinois State Board of Education personnel who had been involved in the development of the Administrators' Academy; a mail survey to selected sample district superintendents and principals; a site visit to each Educational Service Center, with interviews with the ESC director and relevant others; and a data collection form completed by each Educational Service Center. Significant findings of this study can be found in Appendix C.

Chapter III

Design of the Study

General Design

All superintendents and principals in districts serviced by Educational Service Center #15 were given a survey questionnaire to determine their perceptions of the quality of the programs and services offered by Educational Service Center #15. One junior high teacher from each district, one high school teacher from each district, and one elementary teacher from each building in a district were randomly selected and given a survey questionnaire to determine their perceptions of the quality of the programs and services offered by Educational Service Center #15.

The population of the study consisted of 34 superintendents, 86 principals, and 131 teachers. Participants in the survey responded to the following questions: (a) are you aware of this service, and (b) have you utilized this service? The respondents who had utilized the service indicated their perceived effectiveness of that service. The content of the questionnaire was developed from the written goals and objectives of Educational Service Center #15 in conjunction with interviews with the director. The questionnaire was composed of six items for teachers, seven items for principals, and eight items for superintendents. Items

specific to superintendents were deleted from the principal questionnaire, and items specific to superintendents and principals were deleted from the teacher questionnaire. The cover letter and questionnaires used are included in Appendices D, E, F, and G.

In order to determine the effectiveness of Educational Service Center #15 programs/services, this researcher chose to analyze the dependent variables which were the perceptions of superintendent, principal, and teacher respondents. The independent variable in this study was the type of respondent--superintendent, principal, or teacher. The respondent superintendents, principals, and teachers first indicated if they were aware of the program or service provided. Next, they indicated if they had utilized the program or service. If so, they indicated whether they strongly agreed, agreed, were uncertain, disagreed, or strongly disagreed with each item on the questionnaire. Their responses were arbitrarily assigned numerical values from 1 (strongly agree) to 5 (strongly disagree). A table was prepared to present the data for a specific issue for each group surveyed.

For objective number one, the number of respondents who were aware of the program or service was tabulated and calculated as a percentage for each questionnaire item. The same procedure was used for objective number two.

For objective three, a mean score was calculated to determine the perceived effectiveness by superintendents, principals, and teachers of each program/service included on the questionnaire. As a result of the data collected, conclusions and recommendations are presented.

Sample and Population

All 34 public school superintendents receiving services from Educational Service Center #15 were surveyed. Each of the 86 public school principals receiving services from Educational Service Center #15 was surveyed. Because of the large number of public school teachers receiving services from Educational Service Center #15, it was determined that a stratified random sampling could best be utilized. One hundred thirty-one public school teachers representing each grade level, kindergarten through sixth grade, and each subject area in junior high and high school were surveyed. In order to develop a stratified random sampling of teachers, the following procedure was used:

1. A Regional School Directory was obtained from each of the two educational service regions serviced by Educational Service Center #15. One of the educational service regions includes Bond, Fayette, and Effingham Counties. The other educational service region includes Clark, Coles, Cumberland, Edgar, Moultrie, and Shelby Counties.

2. The name of each Regional Superintendent was written on a slip of paper and placed in an envelope. The one drawn out was the first directory used to select teachers.

3. The name of each school district from the selected directory was placed in an envelope. The one drawn out was the first district to be used to select teachers. From that point districts were used in the order they were listed in the directory to the end, and then back to the beginning, until all schools were used from that directory. The same procedure was then used for the second directory.

4. In order to randomize grade levels for kindergarten through sixth grade, each grade level was placed in an envelope and one drawn out. The first elementary teacher was chosen from this grade level. Additional elementary teachers were chosen by rotating through the grade levels.

5. To randomize subject areas for junior high and high school teachers, the names of subject areas were placed in an envelope and one drawn out. This was done individually for junior high and high school. The subject area drawn out determined the first teacher to be selected for junior high or high school, with additional teachers selected by rotating through the subject areas as listed on the teacher survey form.

As a result of the drawings, the Bond, Fayette, Effingham Educational Service Region school directory was used first. Bond County Community Unit Schools was the first school selected from this directory, with Shelbyville Community Unit School District #4 being the first school selected from the other regional school directory. Grade three was the first elementary grade level utilized. From the subject areas of math, science, language arts, computers, foreign language, gifted, history, art, business, physical education, vocational education, industrial arts, music, and other, art was selected for junior high, and industrial arts was selected for high school.

Data Collection and Instrumentation

The author constructed the Superintendent Survey (Appendix E), the Principal Survey (Appendix F), and the Teacher Survey (Appendix G) by reviewing the literature and consulting with the director of Educational Service Center #15. The survey included six items for teachers, seven items for principals, and eight items for superintendents. Items specific to superintendents were deleted from the principal survey, and items specific to superintendents and principals were deleted from the teacher survey. The survey solicited both quantitative and qualitative data. The quantitative data for each item included the questions:

"Are you aware of this service?" and "Have you utilized this service?" Qualitative data included the response given on a Likert-type scale concerning the perceived effectiveness of each of the services which had been utilized. The mean score was then calculated for each issue, with conclusions and recommendations following. The survey was five pages in length.

Prior to the survey being mailed out, a meeting was held with a representative of each of the two Regional Superintendents whose regions would be involved. Copies of the surveys were given to them with explanations of the purpose of the study. The surveys, including cover letter and self addressed/stamped envelope, were mailed during May, 1990. Follow-up surveys, including cover letter and self addressed/stamped envelope, were mailed the next fall after school was in session.

Chapter IV

Results

Twenty-six of the 34 superintendents (77%) receiving services from Educational Service Center #15 responded to the survey. Seventy of the 86 principals (81%) responded, and 78 of the 131 public school teachers (60%) surveyed responded. Included in the 78 teacher respondents were 37 elementary teachers, 12 junior high teachers, 17 high school teachers, and 12 combined junior high/high school teachers. Of the junior high and high school teachers responding to the survey, six taught math, six science, four language arts, one computer, three foreign language, one gifted, four history, two art, two business, two physical education, one vocational education, two industrial arts, four music, two Chapter I and one learning disabilities.

The results of the superintendent, principal, and teacher surveys are presented in three tables, one for each of the following field study objectives:

1. To determine what percent of superintendents, principals, and teachers are aware of the programs and services offered by Educational Service Center #15.

2. To determine what percent of superintendents, principals, and teachers utilize the programs and services offered by Educational Service Center #15.

3. To determine the perceived effectiveness of programs and services provided by Educational Service Center #15 which have been utilized by superintendents, principals, and teachers.

The programs and services offered by Educational Service Center #15 were listed on the surveys and in the tables as follows:

1. Gifted - programs/services for gifted children.
2. Computer Literacy - programs/services to achieve computer literacy and high-tech competency.
3. Math, Science, and Reading Services - continuing education, inservice training, and staff development in the fields of mathematics, science, and reading.
4. School Improvement - assisting districts in developing student learning objectives and school improvement plans.
5. Staff Development - providing assistance and advice to school districts in the development of staff development plans.
6. Strengthened Skills in the Teaching of Mathematics, Science, Computers, and Foreign Language - providing inservice training opportunities to upgrade teacher skills in the fields of mathematics, science, foreign languages and computer learning.

7. Administrators' Academy - coordinating and delivering the activities of the Illinois Administrators' Academy.

8. Electronic Transmission of Data - participating in the development and operation of a statewide network designed to facilitate the electronic transmission of data from school districts to the State Board of Education.

Table I represents the number and percentage of superintendents, principals, and teachers surveyed who were aware of the program/service being offered by Educational Service Center #15. Table II represents the number and percentage of superintendents, principals, and teachers surveyed who were utilizing the program/service being offered by Educational Service Center #15. Table III represents the perceived effectiveness of each program/service by those superintendents, principals, and teachers surveyed who have utilized the program/service being offered by Educational Service Center #15. The perceived effectiveness was analyzed using a Likert-type scale with one point given to each strongly agree response, two points assigned to each agree response, three points assigned for each uncertain response, four points for a response of disagree, and five points for each strongly disagree response. The mean score was then calculated and presented for superintendents, principals, and teachers.

Table I

Number Aware of Program/Service

Program/Service	Superintendents		Principals		Teachers	
	No.	%	No.	%	No.	%
Gifted	26	100	67	96	54	69
Computer Literacy	25	96	69	99	48	62
Math, Science, and Reading Services	26	100	63	90	51	65
School Improvement	26	100	65	93	42	54
Staff Development	25	96	62	89	36	46
Strengthened Skills in Teaching Mathematics, Science, Computers, and Foreign Language	23	88	60	86	41	53
Administrators' Academy	26	100	70	100	*NA	NA
Electronic Transmission of Data	18	69	NA	NA	NA	NA

* - not applicable, item was not included in survey.

Table II

Number Utilizing Program/Service

Program/Service	Superintendents		Principals		Teachers	
	No.	%	No.	%	No.	%
Gifted	26	100	58	83	29	37
Computer Literacy	23	88	58	83	24	31
Math, Science, and Reading Services	25	96	57	81	32	41
School Improvement	25	96	55	79	24	31
Staff Development	21	81	48	69	14	18
Strengthened Skills in Teaching Mathematics, Science, Computers, and Foreign Language	21	80	50	71	30	38
Administrators' Academy	24	92	70	100	*NA	NA
Electronic Transmission of Data	11	42	NA	NA	NA	NA

* - not applicable, item was not included in survey.

Table III

Perceived Effectiveness of Program/Service Utilized

Program/Service	Superintendents	Principals	Teachers
	Mean	Mean	Mean
Gifted	2.35	2.09	2.03
Computer Literacy	2.22	1.93	2.08
Math, Science, and Reading Services	2.16	1.88	1.97
School Improvement	2.08	1.98	2.08
Staff Development	2.38	2.15	2.21
Strengthened Skills in Teaching Mathematics, Science, Computers, and Foreign Language	2.24	1.98	1.83
Administrators' Academy	2.00	1.90	*NA
Electronic Transmission of Data	3.18	NA	NA

* - not applicable, item was not included in survey.

All superintendents, 96% of the principals, and 69% of the teachers responding to the survey were aware of gifted programs and services offered through Educational Service Center #15. All superintendents, 83% of the principals, and 37% of the teachers had utilized these programs/services. The mean score for those utilizing these programs/services was 2.35 for superintendents, 2.09 for principals, and 2.03 for teachers.

Ninety-six percent of the superintendents, 99% of the principals, and 62% of the teachers responding to the survey were aware of computer literacy programs and services offered through Educational Service Center #15. Eighty-eight percent of the superintendents, 83% of the principals, and 31% of the teachers had utilized these programs/services. The mean score for those utilizing these programs/services was 2.22 for superintendents, 1.93 for principals, and 2.08 for teachers.

All superintendents, 90% of the principals, and 65% of the teachers responding to the survey were aware of math, science and reading programs and services offered through Educational Service Center #15. Ninety-six percent of the superintendents, 81% of the principals, and 41% of the teachers had utilized these programs/services. The mean score for those utilizing these programs/services was 2.16

for superintendents, 1.88 for principals, and 1.97 for teachers.

All superintendents, 93% of the principals, and 54% of the teachers responding to the survey were aware of school improvement programs and services offered through Educational Service Center #15. Ninety-six percent of the superintendents, 79% of the principals, and 31% of the teachers had utilized these programs/services. The mean score for those utilizing these programs/services was 2.08 for superintendents, 1.98 for principals, and 2.08 for teachers.

Ninety-six percent of the superintendents, 89% of the principals, and 46% of the teachers responding to the survey were aware of staff development programs and services offered through Educational Service Center #15. Eighty-one percent of the superintendents, 69% of the principals, and 18% of the teachers had utilized these programs/services. The mean score for those utilizing these programs/services was 2.38 for superintendents, 2.15 for principals, and 2.21 for teachers.

Eighty-eight percent of the superintendents, 86% of the principals, and 53% of the teachers responding to the survey were aware of programs and services offered through Educational Service Center #15 to strengthen skills in teaching mathematics, science, foreign language, and

computer learning. Eighty percent of the superintendents, 71% of the principals, and 38% of the teachers had utilized these programs/services. The mean score for those utilizing these programs/services was 2.24 for superintendents, 1.98 for principals, and 1.83 for teachers.

All superintendents and principals responding to the survey were aware of the Administrators' Academy programs and services offered through Educational Service Center #15. Ninety-two percent of the superintendents, and all of the principals had utilized these programs and services. The mean score for those utilizing these programs/services was 2.00 for superintendents and 1.93 for principals.

Sixty-nine percent of the superintendents responding to the survey were aware of the program to develop electronic transmission of data from school districts to the State Board of Education. Forty-two percent of the superintendents had utilized this program/service. The mean score for those superintendents utilizing this program/service was 3.18.

Chapter V

Summary, Findings, Conclusions, and Recommendations

Summary

The purpose of this field study was to determine the perceived effectiveness of programs and services provided by Mid-Illinois Educational Service Center #15 from superintendents', principals', and teachers' perspectives. Superintendents, principals, and randomly selected teachers in public school districts serviced by Educational Service Center #15 were given a survey to determine their perceptions about the quality of the service they had received. Interviews with the director of Educational Service Center #15 and a review of its goals and directives were utilized in the development of the survey. The data gathered by the survey were tabulated and analyzed to determine what percentage of superintendents, principals, and teachers were aware of and utilizing the programs and services provided by Educational Service Center #15. The perceived effectiveness of each of these programs/services was then analyzed and reported. A high percentage of superintendents and principals were aware of and had utilized programs and services provided by Educational Service Center #15. A low percentage of teachers were aware of, or had utilized programs and services provided by Educational Service Center #15. The mean scores indicated

that those superintendents, principals, and teachers who had utilized programs and services provided by Educational Service Center #15 perceived them as effective, except for the electronic transmission of data.

The following findings, conclusions, and recommendations are based on representative responses from superintendents, principals, and teachers in public school districts receiving and utilizing programs/services from Educational Service Center #15 and an analysis of the information presented in Chapter IV. Results are limited by the parameters of this study.

Findings

Within the limitations of this study, the following findings are presented regarding the awareness, utilization, and perceived effectiveness of programs/services provided by Educational Service Center #15:

1. Of the eight programs/services evaluated, a high percentage of superintendents, 88% to 100%, were aware of the first seven. Only 69% of the superintendents were aware of the eighth program which had to do with the electronic transmission of data from school districts to the State Board of Education. The number of superintendents utilizing the first seven programs/services evaluated ranged from 80% to 100%, with only 42% utilizing

the electronic transmission of data. The mean score of those superintendents utilizing the first seven programs/services ranged from 2.00 to 2.38, indicating that the superintendents agreed the programs/services had been perceived as effective. The mean score of 3.18 on item eight indicated uncertainty about the effectiveness of this program/service.

2. Of the seven programs/services evaluated by principals, 86% to 100% were aware of the programs/services with 69% to 100% utilizing them. Of those principals utilizing the programs/services, a mean score range of 1.88 to 2.15 indicated agreement that the programs/services are effective.

3. Six programs/services were evaluated by teachers. Only 46% to 69% of the teachers were aware of the programs/services, with even less, 18% to 41%, utilizing them. However, a mean score range of 1.83 to 2.21 indicates that those teachers who have utilized the programs/services agree that they are effective.

Conclusions

A high percentage of superintendents and principals are aware of and have utilized programs/services provided by E.S.C. #15. However, a low percentage of teachers are aware of, or have utilized the programs/services provided by E.S.C. #15. All superintendents, principals, and

teachers who have utilized the programs/services provided by E.S.C. #15 agree that these programs/services have been effective, with the exception of the electronic transmission of data. Superintendents indicated an uncertainty about its effectiveness.

Recommendations

The findings and conclusions of this study lend themselves to the following recommendations:

1. Due to the varied programs and services provided by Educational Service Center #15, the ESC should continually assess local needs to ensure that the programs and services provided are addressing those needs.
2. Superintendents, principals, and teachers need to be made more aware of the programs and services available to them through Educational Service Center #15. This could be achieved through the use of district level workshops, brochures, and direct communication with classroom teachers, detailing ESC programs and services.
3. More educational service center activities/programs should be held in the local school/district.
4. Superintendents and principals need to be encouraged to promote the programs and services of Educational Service Center #15 to the classroom teachers,

and make available opportunities for participation in these programs.

5. Educational Service Center #15 should consider coordinating the scheduling of workshops to coincide with inservice days of the various school districts in its service area.

6. Special program consultants should develop teacher workshops which provide useful materials for follow up classroom activities.

7. Educational Service Center #15 special program consultants should consider targeting at least two schools in each county it serves per school year to provide current information about materials and trends that would enhance teacher awareness and opportunity for professional growth.

8. During evenings, weekends, or summer months, more programs/workshops should be provided that are targeted toward teacher interest as indicated by various local needs assessments.

9. Educational Service Center #15 should consider developing elementary grade level workshops to be held at the service center for special program consultants to demonstrate and recommend materials available for teachers to borrow from the ESC.

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Appendix A

Text of the legislation from the School Code of Illinois
(1988) that relates to the Educational Service Centers

2-3.62. Educational Service Centers. (a) A regional network of educational service centers shall be established by the State Board of Education to coordinate and combine existing services in a manner which is practical and efficient and to provide new services to schools as provided in this Section. Services to be made available by such centers shall include the planning, implementation and evaluation of:

(1) education for gifted children through area service centers, experimental projects and institutes as provided in Section 14A-6;

(2) computer technology education including the evaluation, use and application of state-of-the art technology in computer software as provided in Section 2-3.43;

(3) mathematics, science and reading resources for teachers including continuing education, inservice training and staff development.

The centers may also provide training, technical assistance, coordination and planning in other program areas such as career guidance, early childhood

education, alcohol/drug education and prevention, family life-sex education, electronic transmission of data from school districts to the State, alternative education and regional special education. . . (p. 15).

Appendix B

Programs and services to be provided by all Educational Service Centers, as directed by the Resource Notebook for Illinois Educational Service Centers (1988)

1. Education of Gifted Children as specified in Section 2-3.62(1) of the School Code: Each Center shall provide planning, implementation, and evaluation services to classroom teachers and administrators of programs for gifted children. In addition, each Center shall provide inservice training and staff development opportunities through institutes, workshops, or individual consultations with school district staff.

2. Computer Technology Education as specified in Section 2-3.62(2) of The School Code: Each Center shall provide planning, implementation, and evaluation services necessary for the establishment of programs designed to achieve computer literacy and high-tech competency. Center services must include, but need not be limited to, inservice training and staff development; use, application, and evaluation of software; technical assistance; and curriculum development.

3. Mathematics, Science, and Reading Services as specified in Section 2-3.62(3) of The School Code:

Each Center shall provide planning, implementation, and evaluation services as they relate to the continuing education, inservice training, and staff development needs of teachers and administrators in the fields of mathematics, science, and reading. Activities shall include, but need not be limited to, assisting in needs assessment activities, providing workshops and inservice training sessions, providing technical assistance, convening study or assessment groups and acting as a clearinghouse for research materials in mathematics, science, and reading.

4. The Centers shall provide services to school districts to assist said districts in their efforts to comply with the provisions of Sections 2-3.63 and 2-3.64 (Student Learning Objectives and Assessment Systems) and Section 10-17a (Better Schools Accountability) of The School Code. Services must include, but need not be limited to, assisting districts in the development of a local plan, receiving district applications for funds to this program, forwarding a copy of the district's application and a recommendation for action to the State Superintendent of Education, receiving funds from the State Superintendent of Education and disbursing said funds to school districts whose plans

have been approved, and coordinating school district reporting of assessment results to the State Superintendent of Education.

5. The Educational Service Centers shall serve as the primary source of the delivery and coordination of the activities of the Illinois Administrators' Academy as established in Section 2-3.53 of The School Code. Among the duties performed by the Center shall be conducting regional needs assessments, scheduling and providing inservice training opportunities, acting as a clearinghouse for educational materials and research, and keeping accurate records of attendance at inservice training sessions provided under the sponsorship of the State Board of Education and/or the Center.

6. The Centers shall provide assistance and advice to local school districts in the development of Staff Development Plans required of school districts in Sections 2-3.59 and 2-3.60 (Staff Development) of The School Code. Activities shall include providing assistance in needs assessment and goal setting, review of all Staff Development Plans submitted by districts in the Center's service area and recommending action regarding each Plan to the State Superintendent of Education; development and

submission to the State Superintendent of Education of a regional Staff Development Plan based on common components of local district plans; distribution of funds to local school districts to aid in conducting staff development programs based on approved plans; and the design of a system in which staff development opportunities are provided to school district personnel on a continuing basis.

7. The Centers shall participate in the development and operation of a statewide network designed to facilitate the electronic transmission of data from school districts to the State Board of Education. The primary purpose of this system will be the general reduction of local data burden.

8. Title II of Public Law 98-377, Education for Economic Security Act (20 U.S.C. 3961 et seq.), provides funds to strengthen the skills of teachers in mathematics, science, computer learning and foreign languages. These funds shall be used by the Centers, in addition to and in coordination with activities listed in Section 500.50(b)(3) above, to:

A) provide inservice training opportunities for the purpose of upgrading teacher skills in the fields of mathematics, science, foreign languages and computer learning;

- B) act as a clearinghouse for instructional materials and information regarding equipment in these areas;
- C) coordinate and promote special projects for populations specified in Title II of Public Law 98-377, Education for Economic Security Act (20 U.S.C. 3961 et seq.); and to [sic]
- D) disseminate information relating to exemplary programs in the fields of mathematics, science, foreign languages and computer science (Chapter 1, Section 500.50).

Appendix C

Findings from Evaluation of the IllinoisAdministrator's Academy

1. Legislative Intent. The current structure for operating the Administrators' Academy can be considered to meet the legislative intent.
2. Client's Needs. The current structure for operating the Administrators' Academy can be considered to meet clients' needs to varying extent. More than half of the superintendent and principal respondents agreed that one of the Academy's strengths was the match between program topics and their training needs. However, those administrators whose needs appeared to be particularly well met included those from the South, those from small districts, and those who were new in their positions. A broader range of Academy services for superintendents was recommended.
3. Academy Strengths. Identified strengths of the Academy include: regional involvement, including delivery of the Academy by the ESCs and participation of local Academy Advisory committees; ISBE training and program support; program validation process designed to assure quality programs; and the training validation process designed to promote administrators'

applications of Academy training. Other identified strengths include: reasonable costs, convenient training locations, appropriate facilities, flexible scheduling, effective Academy leadership, timely and important program topics, and trainers who are experienced practitioners.

4. Academy Weaknesses. Identified weaknesses of the Academy include: some administrators' continuing resentment about the legislative requirement for evaluation training; some administrators' dissatisfaction with the unevenness of some Academy programs and some trainers; some continuing vying for power among ESC constituencies; and the ESCs' need for sufficient time and funding to address current and future challenges.

5. Academy Participation. Many respondents reported participating in the voluntary training offered by the Academy. This included 67% of the superintendents and 62.8% of the principals. Also, the proportion of administrators participating in the voluntary training has increased since Phase II (Strand, Powell, & Swartz, 1991, pp. xiii-xiv).

Appendix D

Cover Letter

Dear: (Superintendent, Principal, Teacher)

Enclosed you will find a survey form concerning programs and services provided by Educational Service Center #15. Please help me complete my field study for a Specialist Degree in Educational Administration from Eastern Illinois University by taking a few minutes to complete the form. I want to know your opinions about the effectiveness of the programs and services provided by Educational Service Center #15 in general.

As will be noted in the survey, if you are not aware of the program or service being offered, or if you are aware of it, but have not used it, go on to the next issue.

I have enclosed a self-addressed, stamped envelope for your convenience. Please return the form to me by May 25 so I can start to tabulate the results by the first of June.

If you would like a copy of the results of the survey, please indicate so when you return it.

Call me at (217) 445-2444 (work) or (217) 732-7110 (home) if you have any questions. Your responses are confidential and will not be released.

Thanks in advance for your cooperation.

Donald R. Helm
421 Palmer Ave.
Lincoln, IL 62656

Name of school district _____

Respondent _____

Would you like a copy of the results of the survey? _____

Appendix E

Superintendent SurveyDirections:

Please try to answer each statement below. Think about your experiences with the Educational Service Center #15 programs and services when answering. Please be honest and frank.

Rating Scale:

Please use the following rating scale when answering each item. (Circle your answer)

Rating Scale
 SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly Disagree

Issue 1. Each Center shall provide planning, implementation, and evaluation services to classroom teachers and administrators of programs for gifted children. In addition, each center shall provide inservice training and staff development opportunities through institutes, workshops, or individual consultations with school district staff.

Are you aware of this service? Yes (Continue)
 No (Go to issue 2)

Have you utilized this service? Yes (Continue)
 No (Go to issue 2)

1. As a result of ESC #15 programs, services for gifted children have been improved and expanded.

SA A U D SD

Issue 2. Each Center shall provide planning, implementation, and evaluation services necessary for the establishment of programs designed to achieve computer literacy and high-tech competency. Center services must include, but need not be limited to, inservice training and staff development; use, application, and evaluation of software; technical assistance; and curriculum development.

Are you aware of this service? Yes (Continue)
No (Go to issue 3)

Have you utilized this service? Yes (Continue)
No (Go to issue 3)

2. As a result of ESC #15 programs and services, you are more familiar with the evaluation, use and application of state-of-the-art technology in computer software, and programs designed to achieve computer literacy and high-tech competency have been established in your district.

SA A U D SD

- Issue 3. Each Center shall provide planning, implementation, and evaluation services as they relate to the continuing education, inservice training, and staff development needs of teachers and administrators in the fields of mathematics, science, and reading. Activities shall include, but need not be limited to, assisting in needs assessment activities, providing workshops and inservice training sessions, providing technical assistance, convening study or assessment groups and acting as a clearinghouse for research materials in mathematics, science, and reading.

Are you aware of this service? Yes (Continue)
No (Go to issue 4)

Have you utilized this service? Yes (Continue)
No (Go to issue 4)

3. As a result of ESC #15 programs and services, the continuing education, inservice training, and staff development needs of teachers and administrators in the fields of mathematics, science, and reading are being met and students are receiving better instruction in mathematics, science, and reading.

SA A U D SD

- Issue 4. The Centers shall provide services to school districts to assist said districts in their efforts to comply with the provisions of Sections 2-3.63 and 2-3.64 (Student Learning Objectives and Assessment Systems) and Section 10-17a (Better Schools Accountability) of The School Code.

Services must include, but need not be limited to, assisting districts in the development of a local plan, receiving district applications for funds to this program, forwarding a copy of the district's application and a recommendation for action to the State Superintendent of Education, receiving funds from the State Superintendent of Education and disbursing said funds to school districts whose plans have been approved, and coordinating school district reporting of assessment results to the State Superintendent of Education.

Are you aware of this service? Yes (Continue)
No (Go to issue 5)

Have you utilized this service? Yes (Continue)
No (Go to issue 5)

4. As a result of ESC #15 programs and services, you are better prepared in developing, implementing, and evaluating student learning objectives, assessment systems, and school accountability.

SA A U D SD

Issue 5. The Centers shall provide assistance and advice to local school districts in the development of Staff Development Plans required of school districts in Sections 2-3.59 and 2-3.60 (Staff Development) of The School Code. Activities shall include providing assistance in needs assessment and goal setting, review of all Staff Development Plans submitted by districts in the Center's service area and recommending action regarding each Plan to the State Superintendent of Education; development and submission to the State Superintendent of Education of a regional Staff Development Plan based on common components of local districts to aid in conducting staff development programs based on approved plans; and the design of a system in which staff development opportunities are provided to school district personnel on a continuing basis.

Are you aware of this service? Yes (Continue)
No (Go to issue 6)

Have you utilized this service? Yes (Continue)
No (Go to issue 6)

5. As a result of ESC #15 programs and services, staff development plans have improved and staff development programs are more effective.

SA A U D SD

Issue 6. Title II of Public Law 98-377, Education for Economic Security Act (20 U.S.C. 3961 et seq.), provides funds to strengthen the skills of teachers in mathematics, science, computer learning and foreign languages. These funds shall be used by the Centers to: A) provide inservice training opportunities for the purpose of upgrading teacher skills in the fields of mathematics, science, foreign languages and computer learning; B) act as a clearinghouse for instructional materials and information regarding equipment in these areas; C) coordinate and promote special projects for populations specified in Title II of Public Law 98-377, Education for Economic Security Act (20 U.S.C. 3961 et seq.); and to D) disseminate information relating to exemplary programs in the fields of mathematics, science, foreign languages and computer science.

Are you aware of this service? Yes (Continue)
No (Go to issue 7)

Have you utilized this service? Yes (Continue)
No (Go to issue 7)

6. As a result of ESC #15 programs and services, the skills of teachers in teaching mathematics, science, computer learning, and foreign languages have been upgraded, instructional materials and information regarding equipment in these areas is more available, special projects for populations specified in Title II have been coordinated and promoted, and information relating to exemplary programs in the fields of mathematics, science, foreign languages and computer science has been made available.

SA A U D SD

Issue 7. The Educational Service Centers shall serve as the primary source for the delivery and coordination of the activities of the Illinois Administrators' Academy as established in Section 2-3.53 of The School Code. Among the duties performed by the Center shall be conducting regional needs

assessments, scheduling and providing inservice training opportunities, acting as a clearinghouse for educational materials and research, and keeping accurate records of attendance at inservice training sessions provided under the sponsorship of the State Board of Education and/or the Center.

Are you aware of this service? Yes (Continue)
No (Go to issue 8)

Have you utilized this service? Yes (Continue)
No (Go to issue 8)

7. As a result of ESC #15 programs and services, you have enhanced skills as an instructional leader, are more aware of professional materials and current research related to administrative practice and theory, and have better communications between and among school administrators and leadership professionals.

SA A U D SD

Issue 8. The Centers shall participate in the development and operation of a statewide network designed to facilitate the electronic transmission of data from school districts to the State Board of Education. The primary purpose of this system will be the general reduction of local data burden.

Are you aware of this service? Yes (Continue)
No (You are finished)

Have you utilized this service? Yes (Continue)
No (You are finished)

8. As a result of ESC #15 programs and services, there has been a general reduction of local data burden due to the development and operation of a statewide network designed to facilitate the electronic transmission of data from school districts to the State Board of Education.

SA A U D SD

Appendix F

Principal Survey

Directions:

Please try to answer each statement below. Think about your experiences with the Educational Service Center #15 programs and services when answering. Please be honest and frank.

Rating Scale:

Please use the following rating scale when answering each item. (Circle your answer)

- Rating Scale
- SA - Strongly Agree
 - A - Agree
 - U - Uncertain
 - D - Disagree
 - SD - Strongly Disagree

Issue 1. Each Center shall provide planning, implementation, and evaluation services to classroom teachers and administrators of programs for gifted children. In addition, each center shall provide inservice training and staff development opportunities through institutes, workshops, or individual consultations with school district staff.

Are you aware of this service? Yes (Continue)
No (Go to issue 2)

Have you utilized this service? Yes (Continue)
No (Go to issue 2)

1. As a result of ESC #15 programs, services for gifted children have been improved and expanded.

SA A U D SD

Issue 2. Each Center shall provide planning, implementation, and evaluation services necessary for the establishment of programs designed to achieve computer literacy and high-tech competency. Center services must include, but need not be limited to, inservice training and staff development; use, application, and evaluation of software; technical assistance; and curriculum development.

Are you aware of this service? Yes (Continue)
No (Go to issue 3)

Have you utilized this service? Yes (Continue)
No (Go to issue 3)

2. As a result of ESC #15 programs and services, you are more familiar with the evaluation, use and application of state-of-the-art technology in computer software, and programs designed to achieve computer literacy and high-tech competency have been established in your district.

SA A U D SD

Issue 3. Each Center shall provide planning, implementation, and evaluation services as they relate to the continuing education, inservice training, and staff development needs of teachers and administrators in the fields of mathematics, science, and reading. Activities shall include, but need not be limited to, assisting in needs assessment activities, providing workshops and inservice training sessions, providing technical assistance, convening study or assessment groups and acting as a clearinghouse for research materials in mathematics, science, and reading.

Are you aware of this service? Yes (Continue)
No (Go to issue 4)

Have you utilized this service? Yes (Continue)
No (Go to issue 4)

3. As a result of ESC #15 programs and services, the continuing education, inservice training, and staff development needs of teachers and administrators in the fields of mathematics, science, and reading are being met and students are receiving better instruction in mathematics, science, and reading.

SA A U D SD

Issue 4. The Centers shall provide services to school districts to assist said districts in their efforts to comply with the provisions of Sections 2-3.63 and 2-3.64 (Student Learning Objectives and Assessment Systems) and Section 10-17a (Better Schools Accountability) of The School Code.

Services must include, but need not be limited to, assisting districts in the development of a local plan, receiving district applications for funds to this program, forwarding a copy of the district's application and a recommendation for action to the State Superintendent of Education, receiving funds from the State Superintendent of Education and disbursing said funds to school districts whose plans have been approved, and coordinating school district reporting of assessment results to the State Superintendent of Education.

Are you aware of this service? Yes (Continue)
No (Go to issue 5)

Have you utilized this service? Yes (Continue)
No (Go to issue 5)

4. As a result of ESC #15 programs and services, you are better prepared in developing, implementing, and evaluating student learning objectives, assessment systems, and school accountability.

SA A U D SD

Issue 5. The Centers shall provide assistance and advice to local school districts in the development of Staff Development Plans required of school districts in Sections 2-3.59 and 2-3.60 (Staff Development) of The School Code. Activities shall include providing assistance in needs assessment and goal setting, review of all Staff Development Plans submitted by districts in the Center's service area and recommending action regarding each Plan to the State Superintendent of Education; development and submission to the State Superintendent of Education of a regional Staff Development Plan based on common components of local districts to aid in conducting staff development programs based on approved plans; and the design of a system in which staff development opportunities are provided to school district personnel on a continuing basis.

Are you aware of this service? Yes (Continue)
No (Go to issue 6)

Have you utilized this service? Yes (Continue)
No (Go to issue 6)

5. As a result of ESC #15 programs and services, staff development plans have improved and staff development programs are more effective.

SA A U D SD

Issue 6. Title II of Public Law 98-377, Education for Economic Security Act (20 U.S.C. 3961 et seq.), provides funds to strengthen the skills of teachers in mathematics, science, computer learning and foreign languages. These funds shall be used by the Centers to: A) provide inservice training opportunities for the purpose of upgrading teacher skills in the fields of mathematics, science, foreign languages and computer learning; B) act as a clearinghouse for instructional materials and information regarding equipment in these areas; C) coordinate and promote special projects for populations specified in Title II of Public Law 98-377, Education for Economic Security Act (20 U.S.C. 3961 et seq.); and to D) disseminate information relating to exemplary programs in the fields of mathematics, science, foreign languages and computer science.

Are you aware of this service? Yes (Continue)
No (Go to issue 7)

Have you utilized this service? Yes (Continue)
No (Go to issue 7)

6. As a result of ESC #15 programs and services, the skills of teachers in teaching mathematics, science, computer learning, and foreign languages have been upgraded, instructional materials and information regarding equipment in these areas is more available, special projects for populations specified in Title II have been coordinated and promoted, and information relating to exemplary programs in the fields of mathematics, science, foreign languages and computer science has been made available.

SA A U D SD

Issue 7. The Educational Service Centers shall serve as the primary source for the delivery and coordination of the activities of the Illinois Administrators' Academy as established in Section 2-3.53 of The School Code. Among the duties performed by the Center shall be conducting regional needs

assessments, scheduling and providing inservice training opportunities, acting as a clearinghouse for educational materials and research, and keeping accurate records of attendance at inservice training sessions provided under the sponsorship of the State Board of Education and/or the Center.

Are you aware of this service? Yes (Continue)
No (You are finished)

Have you utilized this service? Yes (Continue)
No (You are finished)

7. As a result of ESC #15 programs and services, you have enhanced skills as an instructional leader, are more aware of professional materials and current research related to administrative practice and theory, and have better communications between and among school administrators and leadership professionals.

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Have you utilized this service? Yes (Continue)
No (Go to issue 2)

1. As a result of ESC #15 programs, services for gifted children have been improved and expanded.

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Issue 2. Each Center shall provide planning, implementation, and evaluation services necessary for the establishment of programs designed to achieve computer literacy and high-tech competency. Center services must include, but need not be limited to, inservice training and staff development; use, application, and evaluation of software; technical assistance; and curriculum development.

Are you aware of this service? Yes (Continue)
No (Go to issue 3)

Have you utilized this service? Yes (Continue)
No (Go to issue 3)

2. As a result of ESC #15 programs and services, you are more familiar with the evaluation, use and application of state-of-the-art technology in computer software, and programs designed to achieve computer literacy and high-tech competency have been established in your district.

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Issue 3. Each Center shall provide planning, implementation, and evaluation services as they relate to the continuing education, inservice training, and staff development needs of teachers and administrators in the fields of mathematics, science, and reading. Activities shall include, but need not be limited to, assisting in needs assessment activities, providing workshops and inservice training sessions, providing technical assistance, convening study or assessment groups and acting as a clearinghouse for research materials in mathematics, science, and reading.

Are you aware of this service? Yes (Continue)
No (Go to issue 4)

Have you utilized this service? Yes (Continue)
No (Go to issue 4)

3. As a result of ESC #15 programs and services, the continuing education, inservice training, and staff development needs of teachers and administrators in the fields of mathematics, science, and reading are being met and students are receiving better instruction in mathematics, science, and reading.

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Issue 4. The Centers shall provide services to school districts to assist said districts in their efforts to comply with the provisions of Sections 2-3.63 and 2-3.64 (Student Learning Objectives and Assessment Systems) and Section 10-17a (Better Schools Accountability) of The School Code. Services must include, but need not be limited to, assisting districts in the development of a local plan, receiving district applications for funds to this program, forwarding a copy of the district's application and a recommendation for action to the State Superintendent of Education, receiving funds from the State Superintendent of Education and disbursing said funds to school districts whose plans have been approved, and coordinating school district reporting of assessment results to the State Superintendent of Education.

Are you aware of this service? Yes (Continue)
No (Go to issue 5)

Have you utilized this service? Yes (Continue)
No (Go to issue 5)

4. As a result of ESC #15 programs and services, you are better prepared in developing, implementing, and evaluating student learning objectives, assessment systems, and school accountability.

SA A U D SD

Issue 5. The Centers shall provide assistance and advice to local school districts in the development of Staff Development Plans required of school districts in Sections 2-3.59 and 2-3.60 (Staff Development) of The School Code. Activities shall include providing assistance in needs assessment and goal setting, review of all Staff Development Plans

submitted by districts in the Center's service area and recommending action regarding each Plan to the State Superintendent of Education; development and submission to the State Superintendent of Education of a regional Staff Development Plan based on common components of local districts to aid in conducting staff development programs based on approved plans; and the design of a system in which staff development opportunities are provided to school district personnel on a continuing basis.

Are you aware of this service? Yes (Continue)
No (Go to issue 6)

Have you utilized this service? Yes (Continue)
No (Go to issue 6)

5. As a result of ESC #15 programs and services, staff development plans have improved and staff development programs are more effective.

SA A U D SD

Issue 6. Title II of Public Law 98-377, Education for Economic Security Act (20 U.S.C. 3961 et seq.), provides funds to strengthen the skills of teachers in mathematics, science, computer learning and foreign languages. These funds shall be used by the Centers to: A) provide inservice training opportunities for the purpose of upgrading teacher skills in the fields of mathematics, science, foreign languages and computer learning; B) act as a clearinghouse for instructional materials and information regarding equipment in these areas; C) coordinate and promote special projects for populations specified in Title II of Public Law 98-377, Education for Economic Security Act (20 U.S.C. 3961 et seq.); and to D) disseminate information relating to exemplary programs in the fields of mathematics, science, foreign languages and computer science.

Are you aware of this service? Yes (Continue)
No (You are finished)

Have you utilized this service? Yes (Continue)
No (You are finished)

6. As a result of ESC #15 programs and services, the skills of teachers in teaching mathematics, science,

computer learning, and foreign languages have been upgraded, instructional materials and information regarding equipment in these areas is more available, special projects for populations specified in Title II have been coordinated and promoted, and information relating to exemplary programs in the fields of mathematics, science, foreign languages and computer science has been made available.

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