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Experiences of a Curriculum Development Specialist with the Office of the Superintendent of Public Instruction

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EXPERIENCES OF A CURRICULUM DEVELOPMENT SPECIALIST WITH
THE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
(TITLE)

BY

JIMMIE C. BEASLEY

FIELD STUDY
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SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

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1975
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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CHAPTER I

STATEMENT OF PURPOSE

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ROLE OF A CURRICULUM DEVELOPMENT SPECIALIST

SUMMARY

STATEMENT OF PURPOSE

The purpose of this project is to report the planned activities of experience pertinent to the position of a Curriculum Development Specialist with the Office of the Superintendent of Public Instruction (OSPI). The official work assignment of the Curriculum Development Specialist was with the Southern Illinois Regional Office of the Office of the Superintendent located at Mt. Vernon. This regional office is composed of approximately twenty-six professional personnel and operates under the direct leadership of Assistant Superintendent Richard Haney. The report was intended to follow a Curriculum Development Specialist for a fixed period of time beginning March 8, 1973 and ending June 21, 1974. Chapter II of this report contains a comprehensive weekly log of activities presenting detailed information relative to the specialist's activities during the stated timeframe.

PREFATORY REMARKS

The reporting Curriculum Development Specialist was assigned to thirty-four school districts and was charged with the primary responsibility of assisting those districts with the development of their Program Plans.

Most experiences contained within this report represent an expression of the profile of only one individual. This profile includes several viewpoints, opinions, experiences, and activities which are a reflection of that individual. Certainly the activities and experiences of this person were not necessarily divorced from other specialists simply because the job description, and the established framework in which the Curriculum Development Specialist could function did, in fact, have a tendency to stereotype him.

While the activities and experiences of the reporting Curriculum Development Specialist were different but not necessarily unique, the collection of materials and information relative to the report does possess elements of uniqueness. The one element that differentiates these reported experiences from the regular work routine is that this information was collected with the explicit intent of utilizing it in the form of a planned Field Experience Report.

Due to the bulky nature of the supportive materials concerning this report, they have been purposefully omitted from the bound report. However, a quantity of informational materials are on file in the Office of Educational Administration at Eastern Illinois University and may be examined by all interested people.

HISTORICAL PERSPECTIVE

Although the thesis of this report concerns program planning, it is extremely difficult to pinpoint the beginning of the program planning process in Illinois. Shortly after Dr. Michael J. Bakalis was elected as Superintendent of Public Instruction several internal organizational changes were initiated. Many units, sections, and departments were reorganized and became units or sections within the Department of Elementary and Secondary Education. During the same time, planning was being done to begin the Management By Objectives process. It was during this time that the OSPI conducted public hearings throughout the State. The purpose of the public hearings was to collect and assess information concerning the status of education in Illinois.

Professional educators, students, parents, businessmen, community leaders, and laypeople came to the hearings to testify. They made suggestions for improvement in, expressed their opinions about, gave their expectations for, and often told what they considered was wrong with Illinois' education. The result of the public hearings was a document entitled Action Goals for the Seventies: An Agenda for Illinois Education. Certainly this publication was the basis for program planning at the State

level. Fifteen hundred draft copies of Action Goals for the 1970's were printed in September 1971 and the revised final copies were disseminated throughout the State in March 1972.

BIRTH OF THE CURRICULUM DEVELOPMENT SECTION

Effective June 1, 1972, the Elementary and Secondary Education Department within the Office of the Superintendent of Public Instruction quietly divided the Instruction and Curriculum Section into two separate and distinct sections. The two new sections were named the Instruction Section and the Curriculum Development and Early Childhood Education Section. By January, 1973, Early Childhood Education was deleted from the name. Perhaps the basis for the division was made apparent on a one-page description of the role of the supervisor in the Instruction and Curriculum Section. That role is as follows:

ROLE OF THE SUPERVISOR

I. Plan Program Objectives:

It is the goal of the Department of Elementary and Secondary Education to encourage the assessment of local educational needs, promote cooperative educational planning at all levels, and to emphasize and promote individualized learning at all levels in the school program, thus improving the curriculum. Cooperative planning includes joint effort by

the local community, school district, and the Office of the Superintendent of Public Instruction. For the purpose of achieving this goal, supervisors from the Instruction and Curriculum Section have established the following objectives for programs in the critical subject areas.

- A. To assist local school districts in evaluating present programs in the critical subject areas as a basis for developing local long-range improvements programs and as a basis for ascertaining the relative strength of the instructional programs throughout the State.
 - B. To help teachers develop criteria for evaluating their programs, planning and writing of behavioral objectives, and developing appropriate methods of instruction to achieve the objectives.
 - C. To help teachers in preparing lists of equipment and materials needed to improve instruction, and encourage the teachers to establish priorities within their school districts.
 - D. To encourage teachers to communicate among themselves and coordinate their efforts in order to effect school-wide improvement by sharing knowledge peculiar to primary, elementary, junior high, high school, and college teachers so as to provide for continuity in the instructional program.
 - E. To coordinate related services such as the services offered by "Individual Guided Education - Multi-Unit School" in developing and implementing instructional programs.
- II. To provide direction and assistance to local agencies in developing and implementing programs and projects designed to strengthen instruction in the critical subject areas.

through the acquisition and use of equipment and materials.

- A. To demonstrate to teachers different methods of using various items of equipment and materials effectively in their instructional programs.
- B. To encourage and assist teachers in producing teacher-made materials which can be used effectively in improving instruction.

Although the opinion expressed in this paper is only pure conjecture it was felt the above description of the role of the supervisor was not only significant in the decision to sub-divide the Instruction and Curriculum Section; but more importantly the description was the exact document which gave birth to the up-coming program planning.

Superintendent Michael J. Bakalis announced the new reorganized section would be under the directorship of Dr. Donna M. Rudolph. Dr. Rudolph was formerly director of the Early Childhood Education Section. Although the exact functions and responsibilities of the Curriculum Development Section were ambiguously defined, an immediate recruitment of education specialists began. Initially, personnel recruitment mainly consisted of transferring education specialists from the existing Instruction Section; other curriculum people were recruited at large from other sections within the office, from university placement

bureaus, and school districts throughout Illinois.

By December, 1972, the Section had a director, two assistant directors, five Curriculum Team Leaders, and five teams consisting of five to nine members. Each team was designated to serve a particular geographical area in the State and each curriculum specialist, within his respective team, was assigned a portion of that geographical area. With the exception of Cook County, each curriculum person was assigned from one to nine counties. Of course, the number of counties assigned was in direct proportion to the number of public school districts.

ROLE OF A CURRICULUM DEVELOPMENT SPECIALIST

During November and December of 1972, several intensive inservice programs were conducted in Springfield for the explicit purpose of introducing and explaining the concept of program planning to the Curriculum Team Leaders. Each team leader then conducted inservice programs for his respective teams.

In addition to learning to function as a Curriculum Specialist with expertise in the area of program planning each specialist was also functioning in the field. Emphasis at this time in addition to providing districts assistance in curriculum matters was explaining the intent

and purpose of the Guidelines for "One Teacher Per Grade", individualization, and Action Goals for the Seventies. The original introduction to the Action Goals for the Seventies and individually guided education were speaking engagements conducted by staff members. Also in an attempt to explain the purpose and intent of the Action Goals for the Seventies, Dr. Bakalis sent a letter of explanation with each mailed copy.

By early December, 1972, the Superintendents of the Educational Service Regions had been notified by mail of the State's intent to require a program plan from each school district. The Superintendents of the Educational Service Regions were also given the name of the specialist assigned to their region. While district superintendents were notified of the requirement, they were not given the name of the specialist who would be servicing them.

Each specialist was to contact his assigned district superintendents but was not to make any visitations until after January 15, 1973. The delayed date for district visitations was set because the district superintendents would not be in receipt of a document entitled: "Guidelines for Local District Educational Planning" until that date.

Staff inservice relative to program planning continued at all levels within Curriculum Development Section with

most of the planning and informational workshops originating in the Office of Education. However, a multitude of information was secured from the University of Oregon project on planning, Michigan's six-step accountability model, and the Phi Delta Kappa Project on goal setting.

Making the idea of program planning workable in Illinois required maximum effort on the part of every involved individual, the midnight lamp was continually burning. Communication within the State Office of Education could have been a serious problem, however, communications between the central office, team leaders, and team members were well maintained. Everything possible was done to keep the channels open. Changing perspectives can be a slow process but there was not time enough to do much more than to undertake the task in a wholeheartedly manner. Most important, the people involved adjusted to the changes in the work and the challenges of a new direction.

Orientation workshops explaining the required components of the Illinois Program Plan were scheduled in twelve key cities for late January and early February of 1973. Information concerning the scope and purposes of these orientation workshops was disseminated by the Office of the Superintendent of Public Instruction. The workshops were attended primarily by school administrators and board

members. The magnitude of attendance far exceeded the expectations of Dr. Bakalis' planning staff. In some instances the results could only be described as disastrous.

Educational planning, of course, was not new among most school districts in the State. However, prior to this time educators were not forced into a required systematic planning process of a highly structured nature with well defined parameters and timelines. A simplified package of material explaining the basic requirements for program planning was given to each person in attendance. Unfortunately, the sincere attempt by the Office of the Superintendent to explain the components of program planning succeeded only in adding antagonism to an already confused and bewildered group of administrators.

One question frequently asked by local school administrators was, "What evidence does O.S.P.I. have which indicates program planning leads to educational improvements?" This question indicated an underlying confusion about the purpose of the educational program planning. That confusion seemed to rest with the notion that program planning in education was just another one of the many fads that educators have so eagerly adopted. Since most superintendents possessed no evidence that these various educational fads led to any improvement, why should they believe educational program planning would be any different?

With the conclusion of the orientation workshops each curriculum specialist made himself immediately available to further explain the program plan and its requirements to assigned district superintendents.

Curriculum Development Specialists, far in the background, could often be heard complaining concerns about the lack of adequate staff and voicing almost silently that certain aspects of the program plan requirements were too broad to really make any educational gains. Also, it was not uncommon to hear professional staff members discuss among themselves the Office was running a risk of attempting to accomplish too many tasks too quickly and not doing any of them well.

These kinds of complaints were repeatedly heard from district superintendents throughout the State. Although Dr. Bakalis was able to convince district superintendents that program planning was based on sound educational evidence and rationale, he was unable to convince them that the initial submission date of September 1, 1973 was reasonable. Dr. Bakalis, using the district superintendents and Citizen Advisory Councils as a sounding board did, in fact, extend the submission date from September 1, 1973 until January 1, 1974.

The Curriculum Development Specialists who were working face to face with school administrators on a daily

basis deemed the maneuver to be not only sound but necessary. However, other reactions to the extension were mixed. Many superintendents felt that they, as a group, were more powerful than the State Superintendent and Dr. Bakalis had given in to their demands. Others felt that Dr. Bakalis was an extremely sympathetic, congenial person who made the extension because he wanted to give the districts ample time to insure the development of a quality plan which would surely improve the educational programs for the children in the district and in the State of Illinois.

By mid May, 1973, most district superintendents had truly accepted the fact that long-range education was a necessary educational tool in providing the children with a quality education. Several district superintendents, however, did claim educational planning had always been a part of their administrative duties and they were strongly opposed to the "fixed models" imposed on them by the State.

Suddenly, many other interested groups became involved with program planning. Some were helpful and some had a tendency to confuse the issue even further. Perhaps the most useless "help" was given by the publishing companies who were selling various kinds of individualization kits, highly structured instructional programs, and packaged goals and objectives. The most widely used materials,

which were not generated from within the district or at the State level were the Phi Delta Kappa kit, particularly the education goals which were transformed into student goals.

The challenge of assisting local education agencies with the development of their program plans could easily have been a full time job. However, there were the endless trips to Springfield for inservice training and many other related and nonrelated administrative chores which kept the specialists from devoting adequate time to program planning.

One of the most realistic strategies the Curriculum Development Specialists made use of was to approach the planning process with a positive attitude and to continually motivate district superintendents. Caution was exercised so as not to "over kill" with motivational techniques.

On July 1, 1973 the revised A-160, "Illinois Program for Evaluation, Supervision and Recognition of Schools", a document of minimum requirements for Illinois schools, was accepted by the Secretary of State and became, in effect, law. With the acceptance of "Circular Series" A-160 the idea of program planning was actually transferred to regulatory requirements.

Program plan graphs were maintained by Curriculum Specialists in order to monitor the progress of each

assigned district. While several districts had completed their plans by the original submission date of September 1, 1973, there were a few districts which had done nothing which was visible evidence of work completed.

As the plans were submitted for evaluation it became readily apparent that the practicality and professionalism of the plans were superior to the earlier conceived expectations.

Evaluation of the program plans was a relatively simple but time consuming quantitative task. No qualitative evaluation of the plans was to be made. Each plan was read and evaluated by a minimum of two Curriculum Specialists. No Curriculum Specialist would evaluate a plan he had input on during the developmental stages of the plan. The components of the evaluation instrument were simply did the plan include all the components as outlined in the guidelines, indicate the types of community involvement, and did the plan include health education guidelines?

Before the completion of the program plan evaluation process, plans were being made for the direction in which the Curriculum Development Section would move during the calendar year, 1974.

Once again the Curriculum Development Specialists found themselves engaged in intensive inservice and staff

development workshops. One phase of the inservice which was vital defined the role to be played by the Curriculum Development Specialists during School Approval On-Site Evaluations. Because the program plan could affect a district's recognition status, understanding of the complete process was a commitment each specialist had to make to himself. Section 2-3 of the Circular Series A-160 states: "The Office of the Superintendent of Public Instruction will determine how the educational program is meeting the specified objectives of the school and of the State. In addition, the school will be evaluated in terms of its progress in meeting its unique philosophical and operational goals as stated in its program plan."

Basically the concept of program planning is to serve as a vehicle for bringing about educational improvement. As such it must be flexible and capable of change. Each year on the Annual Application for Recognition local districts have the option to delete, add, and/or modify elements of the program plan.

Included as part of the staff development program in which the Curriculum Development Specialist participated was the developing of guidelines and handouts relative to developmental learner objectives, professional competencies, and evaluation strategies and programs. The immediate thrust of the Curriculum Development Specialists would be

to assist the school districts with the development of these three components of the program plan. In laying the groundwork for this next sequential development of the program plan Dr. Bakalis mailed each superintendent "Supplemental Guidelines for Implementation of the Program Plan".

If the only charge of the Curriculum Development Specialist were to assist the school districts with the expansion of the program plan the task would have been of sufficient magnitude. However, the top echelon people in the OSPI had experienced the merits and positive effects long-ranged planning had on the school districts and concluded this same type of planning might work well within the OSPI. Consequently, Management By Objectives (MBO) was born in the Office of the Superintendent of Public Instruction.

Before the next fiscal year's employee contracts were signed each OSPI employee had to write a Management-Employee Agreement which had to be approved by both the Director and Assistant Director of the section to which the employee was assigned.

In addition to each employee being responsible for constructing his personal Management-Employee Agreement, each Curriculum Development Specialist was to play an instrumental role in designing Management By Objectives

plans for his team and section.

As with most internal innovations within the office, the vehicle for insuring successful completion was inservice. The inservice was always first class and made a solid foundation for the up-coming tasks. Even before the Management-Employee Agreements had been written, another and more sophisticated phase of inservice on individualization began. Without adequate training in most areas of responsibility the Curriculum Development Specialist would have been far less effective.

Certainly, each Curriculum Development Specialist knew he was playing a vitally important role in helping to bring about a better educational system in the State. The thought of functioning in the role of assisting with the future of Illinois' educational system was the inspirational motivation which kept each specialist moving forward. Undoubtedly, these same feelings were felt and shared by Dr. Bakalis. For the first time on record a citation was issued to an entire section.

As time progressed during the summer of 1974, each Curriculum Development Specialist continued the continuing responsibilities to his school districts.

SUMMARY

The knowledge and rewards gained from this unique

experience are far too numerous to delineate. However, the three most significant personal conclusions drawn from the experience are:

1. Because the field of education is alive and growing, when one stops learning he stops teaching.
2. The most valuable educational resources are human.
3. Experience is second to nothing.

One cannot become a part of something without that something becoming a part of him. So it is with program planning. To be successful, program planning must be precisely executed with well formulated plans. Too often educators replace the old with the new without close and rational scrutiny of the reasons why, consequently, progressive educational change often stands little chance of survival. Dr. Michael J. Bakalis took many precautionary measures to prevent program planning from finding an early grave. Of course, total acceptance of program planning is not universal in the State; it will, in fact, probably be a very long time before such acceptance is realized. However, with the advent of Educational Program Planning, Illinois has taken a giant step toward providing its children with a quality education. Perhaps program planning could not be defined any better than P.H. Coombs in his 1970 manuscript: "What is Educational Planning". Dr.

Coombs stated:

"Educational Planning, in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. Educational planning deals with the future, drawing enlightenment from the past. It is the springboard for future discussions and actions but it is more than a mere blueprint. Planning is a continuous process, concerned not only with where to go but with how to get there and by what best route."

Another dimension P.H. Coombs could have added to his definition is; after we arrived how do we know that we have taken the best possible route?

CHAPTER II

Log of Activities

Week of March 8 - 9, 1973

Attempted to visit with school district #2. However, the superintendent was called out of his office on an emergency. Another appointment will be scheduled in the future. I then visited school district #4. There I attempted to discuss program planning with the superintendent. Since the superintendent was engrossed in the passing of a bond issue he requested that I return at a future date. From school district #4 I traveled to school district #1. Although this is the superintendent's last year he has a most positive attitude toward Program Planning. I anticipate no serious problems in this school's ability to develop Program Plans.

Other activities this week included a visit to district #27. I accompanied Harold Bookout to a teachers meeting being held in the district. While there we explained program planning and answered all questions. During the evening the group broke into interest sessions and proceeded to write goals. I acted as a consultant, moving from group to group to facilitate the activities. The school staff has a positive attitude toward Program Planning. From district #27 I went to district #30. I was accompanied to district #30 by SESR. There we discussed guidelines with the superintendent and his assistant.

Initially, they were most confused, but when we left it appeared they had a good understanding of the requirements of the Program Plan.

Week of March 12 - 16, 1973

Spent time in the Mt. Vernon Office making future appointments and attending other office duties. Later in the day I visited a Title III, ESEA, formal proposal development. The following day I was at district #7. Discovered that both the superintendent and principal were familiar with the Guidelines for Program Plan. As soon as they get started I am to be called back for a consultant visit. On a visit to district #5 I discovered that the superintendent was not very enthused over the work that was involved with writing the plan. However, we had an enjoyable discussion on the basic format and plans for action. While at district #8, I was pleased to find the superintendent had a positive attitude, thought the concept of the program was good and he anticipated no problems. On Wednesday, I went to district #33. There the superintendent explained the plan and suggested way that the community might become involved. He indicated that he would get started immediately. The teachers appeared most cooperative. I anticipate no problems with this school. Across the town at district #32, the superintendent dis-

played a much different attitude. He considered the plan nothing more than extra work which was mandated by the State. I felt some concern about his ability as a leader in developing a plan. Since our meeting I was contacted by a member of his faculty asking pertinent questions about planning. I explained to the teacher I would be pleased to return in the very near future to help in any way I could but I explained she must first discuss the matter with the superintendent. Later in the day, I was at district #31. Had a long visit with the superintendent, explaining the plan in great detail and answering his questions. Later met with a committee doing somewhat the same thing. All the people involved seemed anxious to get started. I would predict a good, realistic plan will be written. A follow-up visit is scheduled for 3/30, at which time the total staff will be present.

Thursday, I was at district #29. There I found the superintendent well aware of the plan and he stated that he viewed the plan quite favorably, yet he did not seem eager to start. I will be better able to appraise this situation after another visit. At district #34, I basically explained the plan concept and September the 1st. requirements. At district #21, I had an extremely interesting visitation with the superintendent. The faculty of the school is composed of the superintendent and one teacher,

with only seven students. I was accompanied by the SESR on all my visits today. The superintendent of district # 21 is most anxious to develop the plan. I was told by the SESR that the plan would not be forwarded to the Office of the Superintendent of Public Instruction because of the non-recognition status of district #21. Nevertheless, I explained the plan requirements to the superintendent and answered his questions regarding the plan.

On Friday, I visited three other districts. Since district #25 and district #26 are only a few yards apart, I met with both superintendents. The superintendent of district #26 will take the lead in developing the plan as the superintendent of district #25 is superintendent in name only (this is a story in itself). I met with the superintendent of district #26, the person functioning as superintendent of district #25, the SESR, and a teacher/graduate student. District plans are to utilize some of the same committees and resources in an attempt to correlate their respective plans. They had started the planning stages so there should be no real problems. At district #22, the superintendent couldn't get excited over the plan. He indicated the plan would be in on time, but he seriously doubted he could solicit any community involvement. Made suggestions for getting the community involved. I am most concerned about the quality of his

plan and if, in fact, the plan will be submitted on time.

Week of March 19 - 23, 1973

On Monday I visited district #24. I was there for a couple hours. I do not anticipate any problems with the superintendent in regards to his ability to submit a comprehensible Program Plan. I next visited school district #10. The superintendent and I discussed community involvement; went through the general format of Program Plan and ways to get started. The superintendent seems eager to write a good plan. The following day I was at district #9. There I discovered the superintendent was not at all certain as to his role in developing a Program Plan. Since he had not read the guidelines for developing such a plan, we went through the requirements and format to be used in developing the plan. From this district, I went to district #27, I found much the same situation. The superintendent had very limited knowledge of the requirements of Program Plan. I anticipate many problems for according to the superintendent, his board is extremely uncooperative. On the same day I went to district #23. The superintendent in this district is an extremely friendly person. He is most willing to take whatever steps necessary to submit a good Plan, however, he is extremely concerned about the solicitation of community involvement.

On Wednesday I journeyed to district #13. I am very much concerned about the superintendents ability to submit a Plan. As a matter of fact, I suspect he will have minimal input into the Plan development. The superintendent was either too busy or most unconcerned during my visitation. My entire time was spent explaining the Program Plan to a teacher (his wife). On Thursday and Friday of that week I was in the Mt. Vernon Office. In the office I took care of routine office affairs, made calls, took care of correspondence, made appointments and had a consultation with the Team Leader, Harold Bookout.

Week of March 26 - 30, 1973

On Monday I was in the office of the superintendent of district #2. The superintendent was called out of the office on an emergency. I was unable to see him, therefore, I left a packet of materials with his secretary and discussed the possibility of a future appointment. I returned to the office in Mt. Vernon to perform routine office duties for the remainder of the day. Tuesday morning found me in the office of the superintendent of district #3. There I talked with two very knowledgeable men, they have an excellent understanding of what is required. Initial steps in developing a Program Plan have begun. I anticipate a superior Plan, encountering

minimum difficulties. From district #3 I went to district #4. No work has been done on the Plan at this district. We went through the Guidelines and Requirements in some detail. He plans on starting work on the Plans in the immediate future. The rest of the day was spent at the Mt. Vernon, Illinois Office performing office duties.

On Wednesday I was pleasantly surprised on my visit to district #6. The superintendent feels it is certainly time for such a plan and has started soliciting community, staff, faculty and student involvement. There will be no problems with this district. Thursday was spent in the Mt. Vernon Office making future appointments. On Friday I had a very fine visitation with the superintendent of district #12. The superintendent has a very positive approach and attitude toward development of a Plan. In the afternoon I was confronted with a totally different situation. I found on my visit to district #14 the superintendent was totally unfamiliar with the Plan even though he attended the Carbondale meeting. My time was utilized in clearing up his misunderstanding and misconceptions concerning the Plan. We will receive a Plan from the superintendent, but the quality is questionable.

Week of April 2 - 6, 1973

At district #27, I met with the superintendent and assistant. Progress is satisfactory; student and system goals have been established. Community input has been solicited and they are now working on inventory of needs. This was my fourth visit and I feel they will develop a plan without too many difficulties. On Tuesday, I went to district #24. Consulted with the superintendent, he is doing an outstanding job. The superintendent is well underway with the Plan and will surely produce an excellent, realistic plan for district #24.

The following day I visited districts #33 and #30. At district #30 I found the superintendent was not progressing at a very fast pace. Thus far, he has appointed a teachers' committee to begin the writing of student goals. I will probably find it necessary to give him much additional assistance. He seems to be a very capable individual but very much a procrastinator. In the afternoon I was at district #30. Consulted with the superintendent. Most of the time was spent answering questions and discussing concerns over the Plan. Perhaps the only future assistance required will be periodic visitations to review their progress and to help keep them progressing in the right direction.

On Thursday, I was at district #10, the superintendent is taking action which will ultimately produce a professional plan. Friday, I was at district #9. The Program Plan had been very confusing to the superintendent but I found he now has a much better understanding of the philosophy and guidelines for the Plan. I shall continue to be of assistance to him during the developmental processes concerning the Plan. At district #7, I talked with the superintendent and several teachers concerning the writing of the Program Plan. They all seemed to have a positive attitude regarding the Plan. No problem is anticipated in their ability to develop a realistic Plan.

Week of April 9 - 13, 1973

At the beginning of this week I first visited districts #25 and 26, met with the two superintendents. Both superintendents are coordinating their resources in an attempt to correlate their respective plans. The machinery of progress is running smoothly. On the following day, I met with the superintendents of districts #2 and 3. At district #2, I found the superintendent and the advisory council had met to familiarize themselves with the Program Plan. The superintendent has a good understanding and a positive attitude toward the Plan.

He and the council were very appreciative of my help. At district #3, I found an extremely professional and positive attitude toward the Plan. I suspect their community involvement and the validity of their input will probably be superior to all that I have serviced. On Wednesday, I was in district #23. There I met with the superintendent and the entire faculty. I answered questions, discussed concerns, and suggested plans for action. They expressed concern about getting community involvement. However, I feel with their eagerness and good attitude they will overcome this. On the two following days, I was attending a meeting in Springfield; Harold Bookout kept the appointments that I had in districts #6 and #17. Mr. Bookout reported satisfactory progress is being made. He met with several superintendents. His biggest concern was the somewhat negative attitude many of the superintendents had toward the Plan.

Week of April 16 - 20, 1973

Monday was spent in Mt. Vernon at informational meeting: nongradeness, open classrooms, and alternatives to one teacher per grade. Workshop was successful. Tuesday met with superintendents from districts #27, reviewed the work that had been accomplished since our meeting earlier this month. They are "righton" track.

Spent the next day in the office clearing up appointments. Thursday and Friday were spent in district #29. Met with the superintendent and some faculty members. Although this is the superintendents last year he is making an extreme effort to formulate a good plan. Mr. Bookout worked with me one day discussing the plan. Miss. Roberts was present the second day; she gave a presentation to the faculty, or rather two members on the individualization of instructions. All went well.

Week of April 23 - 30, 1973

On Monday, visited districts #15 and 16. At district #15 met with the superintendent and about 25-30 people consisting of teachers, lay people, students, and parents. These people will all be utilized in the development of the Plan. No problems anticipated. District #16 has made no progress on the Plan. I feel the superintendent will probably use the entire extension time. The superintendent is capable but needs constant motivation. I foresee numerous trips there in the future. On April 24, I visited two districts; Districts #17 and #11. The Plan at district #17 is off to a slow move--in fact there has been no progress beyond the thought process. The superintendent will need both help and motivation and lots of both. Had a pleasant surprise

at district #11--the superintendent and principal are making adequate strides in their Program Plan and should write a good Plan with a minimum of difficulty.

The following day Harold Bookout and I visited three districts. These districts were districts #19, #20, and #18. Overall, the attitudes of the three superintendent's were much more positive than on previous visits. Districts #19 and #20 will be consolidating so only one Plan will be forth coming. Both districts have started writing their Plan. As I had to attend a meeting in Springfield on the following day, my appointments were met by the Team Leader. He visited districts #12 and #14 and reported the superintendent at district #12 was making adequate progress and that he felt good about the situation. He expressed much concern about the progress at district #14. He was particularly concerned about the quality of work we could expect. On Friday, I visited district #4; the superintendent has begun work even though he is off to a slow start. However, I feel certain he will produce a professional Plan in accordance to his district's needs. Later in the day I was at district #1, met with the superintendent and five principals. These men are making satisfactory progress. They have requested that I return at intervals to monitor their progress.

Week of May 1 - 4, 1973

May 1 and 2 spent in Mt. Vernon Office attending routine office duties--reports, future appointments, etc.. On May 3, I visited district #30. I reviewed the forms which the districts plans to use to assess inventory of needs and solicit community input both for the students and system goals. The forms developed are practical and will surely, because of their simplicity, be well received by the various publics in the town. The superintendent is working very closely with his Program Planning Advisory Committee. The Plan will probably be submitted on the deadline. In the afternoon, I was at district #33. The superintendent and his committee are in the process of compiling statistical information received from the community. His immediate plans are to make an inventory and statement of needs and then proceed with the development of the Program Plan.

Week of May 7 - 11, 1973

On a visit to district #27, I found that progress on the Plan had come to a halt. The person compiling the Plan was off for the summer. I do not foresee any further development during the summer. The superintendent is contemplating the use of the S.I.U.'s Task Force Team

in assisting with the Plan. In the afternoon I was at district #31--met with the superintendent and his Program Planning Advisory Council. The district has written a draft copy covering the first one half of their Plan. During this meeting, I made suggestions, answered questions and concerns pertaining to their Plan. The superintendent is going to rewrite his draft and call me for another review. I feel comfortable about the work they are doing. At district #27, there is a certain amount of confusion that may hinder the writing of the Plan. A new superintendent is to be in the district after July 1. He has not begun formal development of the Program Plan and will not begin until he has taken over officially and is functioning as the District Superintendent. However, he seems most anxious and interested in starting the job and making a good job of it. We went over the guidelines and requirements for Program Development Plan. I will return for a visit after July 1. The next day, I was faced with a rather bleak situation. The district, which is #22, is currently operating under a PR status. I find it extremely difficult in my attempts to motivate the superintendent concerning the Plan. I am somewhat frightened of the quality of work on the Plan when it is finished. On May 10, I had a most enjoyable meeting with the superintendent of district #34. His attitude toward

the Plan is positive, but his production is basically non-existent. His plans are, basically, waiting until September to dive into the Plan. On the 11th, I visited two districts, #7 and #10. The superintendent at district #10 is taking the sophisticated approach to the Program Plan. He is making maximum use of the community and committees. Presently, he is in the process of tabulating input from his community involvement. Expect a quality Plan to be born here. On the visit to district #10, found that the superintendent had compiled his community input. We discussed the possibility of an in-service workshop for his faculty, outlining how they might be of assistance in developing their Program Plan.

Week of May 14 - 18, 1973

Spent the week in the Mt. Vernon Office. Time spent in correspondence, consultations, arranging appointments and routine office chores.

Week of May 21 - June 1, 1973

This is really part of two weeks, but due to the fact there were appointment changes the days are put together as one week. May 22 was a busy day, it consisted of three appointments and the distance of two counties.

The first visits were at districts #25 and #26. At district #25 I found the superintendent had completed a rough draft of his Program Plan. I reviewed the draft with him and a couple of members of the committee. Made suggestions for improvement, which were readily received. At the next district #26, I found the superintendent had not made quite the progress that had been made in the other district. They have both utilized the same instruments for soliciting community input. Formal development of this proposal will not begin until September, 1973. From there, I went into another county. I met with the superintendent and five principals of district #1. They have, with community involvement, formulated their student and systems goals. Plans are to present these goals to the Board for approval prior to the beginning of the writing stages of the Plan. Although this is the superintendent's last year, he is definitely taking a lead role in the development of the Plan. On the 23rd. I was also in two counties. At the first district, #23, I met with the faculty of the district. The superintendent was preoccupied with other business. The rough draft of the Plan was discussed in great depth. Will review the rough draft at our next meeting on June 20, 1973. Anticipate no problems. Believe this will be a realistic Plan. At district #3, found that the person

making the Plan was doing an outstanding job. His Program Plan will indeed be an instrument that will enhance his school district.

The following day I was in Saline County, where I conducted informational workshops on Program Plan. There were many misconceptions and misunderstandings. Many of these were cleared up. Teachers demonstrated very positive attitudes toward Program Plan Development and Implementation. On May 30, 1973, I was in another county. There I visited two districts. District #13--this superintendent would receive a grade of A+ for procrastination. After a discussion I came to the conclusion he had not even looked at the guidelines for Program Planning nor the circular series A-160. He feels certain that his school will be put on NR status and can see no reason to develop a plan should that be the case. However, the superintendent has indicated he will dive into the Plan beginning September, 1973. If the Plan is produced at this time, I would question the quality of the workmanship, involvement and feasibility. At district #33, the superintendent and his committee presented me with a rough draft of Program Plan Development. We discussed this rough draft in detail, made recommendations for corrections and improvements. Appears as though this district will develop a very useable Plan. Will return

in June to review their revisions of the draft Plan.

On Friday, June 1, visited district #29. I was accompanied by the Team Leader. The first half of the visit was utilized in reviewing the draft copy of the district's Program Plan. The only major suggestion for change in the Plan concerned dates and more indepth development of individual instructions. The rest of the time was spent presenting the Plan to the faculty.

Week of June 4 - 8, 1973

On June 4, visited district #30. The Curriculum Area Supervisor accompanied me. Later in the evening, met with the superintendent and the Program Planning Advisory Council. The Specialist considered this a very valuable meeting; many misconceptions and misunderstandings were clarified. A situation that was previously viewed as on with very threatening elements is now transformed into an educationally useful project. Next visit was to district #26. There I reviewed the rewritten draft of Program Plan. The draft copy documents community and teacher involvement. Because of the extreme difficulty in soliciting assistants during the summer months, the superintendent will be letting the Plan rest until early fall. At district #31, the superintendent had not progressed beyond the point of making plans for developing

his program. I might say he is producing some indepth approaches to the development of his Plan. I do not expect any real progress to occur prior to fall. However, I do feel that he will certainly meet the deadlines. In district #33, the superintendent has completed their copy of the Plan, with the help of his committees. Only minimum changes are necessary. Final documents should be completed by September 1, 1973.

Week of June 11 - 15, 1973

Most of the week was utilized in doing office duties. On June 14, I visited district #8. The superintendent is using a committee and departmental head approach in developing student and systems objectives. Progress has been and will be slow until this coming fall at which time, the superintendent has indicated he will make maximum effort in producing his plan.

Week of June 18 - 22, 1973

The superintendent of district #6 has a clear and concise understanding of Program Plan Development-- therefore, I do not anticipate any problem with his ability to produce a good Plan. On June 20, I was in district #2. No visible progress had been made since my

last visit. Currently, the superintendent is in the process of organizing different people in groups to whom he plans on assigning specific responsibilities. Later, at district #23, I met with the superintendent and a committee of teachers. There was only minimal output from the superintendent, however, the teachers are doing an outstanding job. They are to be commended, for unlike any other district I service, this is the only district where the teachers are donating their time and effort because of a personal commitment to their school district.

Week of June 25 - 29, 1973

To close out the month of June, most of the last week was spent in the office at Mt. Vernon. Here I completed the monthly report, caught up with correspondence, made appointments for the future and completed the routine office duties. However, on June 27, I visited district #11 and I found that the superintendent and his assistant were making very positive gains with their Program Plan. Although they had not progressed as rapidly as I had expected, I feel certain the quality and usability of their Plan will be realistic.

Week of July 2 - 6, 1973

On July 2, I was in district #27. I met with the superintendent and we reviewed the work done on the draft copy. Made suggestions for improving the format and objectives. I am a little concerned with their student goals. Currently, they have only two, both of which are very similar and address themselves to the affective domain. There are no student goals making reference to the knowledge or skills. I suggested to the superintendent he might want to review the community and school input and perhaps formulate additional student goals. The next day I visited districts #3 and #28. The new superintendent had just started at district #28. His predecessor had made no headway with the Program Plan. We went through the guidelines and requirements in detail. The new superintendent impressed me as a very ambitious individual who seemed anxious to get started. Although district #28 is getting off to a late start, I anticipate no problems. At district #3 the superintendent had gathered and organized statistical information gathered in the development of their plan. Am not certain all ways to "plug" this information in but it certainly looks impressive. Will report more detailed information as it is finished.

Week of July 9 - 13, 1973

Visited district #2. The time was mostly utilized in conference with the high school and elementary school principals. Before proceeding any further with the plan, they intend to get board approval of the work they have accomplished so far. The following day I was in district #22, reviewed a draft copy with the superintendent. The superintendent is exerting a maximum effort to get his school full recognition. Much work must be done on his plan. We decided it would be wise if he would include complete section on his proposed plans for individualization. Plan on meeting with him the 19th of this month to put the gears in motion. The rest of the week was spent in the Mt. Vernon Office caring for routine office chores, such as future appointments and correspondence.

Week of July 16 - 20, 1973

Made a call on the superintendent of district #8. Met with the superintendent and the high and elementary school principals. The principals are heading up the committees for Program Plan. Both men seem ambitious and concerned. The plan seems to be progressing slowly at this time, yet there is much transpiring behind the

scene. The following day I was in district #32. The superintendent exhibited little evidence to indicate that much progress was being made during the summer recess. However, he was very pleased with how well the community had responded to the district's questionnaire. On July 19 went to district #22. There the superintendent and I reviewed the work that had been done on the Plan. I made several suggestions for improvement. The superintendent will be calling the faculty together on July 31. During this meeting we will begin planning for developing an individualized reading program. Spent the next two days on vacation days.

Week of July 23 - 27, 1973

Spent this week in the office at Mt. Vernon. Attended inter office conferences, made appointments, made telephone calls (pertinent to office affairs) and routine office duties. However, I made two calls on July 25. I first went to district #27. There I found that the draft copy of Plan was completed. The superintendent and I went through the copy. I took a draft copy so I could read it at a later date. From district #27 I went to district #31 and found that since my last visit, the final draft copy had been presented to the Citizens Advisory Committee.

This committee thought the plan was well written, with the exception of some of the student goals. The superintendent is starting the process all over again for developing student goals. He has already received input from 90 summer school students.

Week of July 30 - August 3, 1973

Spent Monday, July 30, in Mt. Vernon Office doing routine office duties. On the 31st. I visited the superintendents of districts #22 and #27. At district #22, I met with the superintendent and his faculty to discuss ways in developing a program of continuing progress in the area of reading. Teachers were assigned to investigate different diagnostic instruments. Superintendent also assigned teachers to investigate various audio-visual materials on the market which could be utilized in an individualized program. The faculty seems eager to get started. I appraise these people as being the type of educators who have a commitment to the children in their school and will take whatever steps are necessary to develop an acceptable individualized program. This commitment is reflected in their willingness to devote, without pay, their time to accomplish this challenge. I then went to district #4. Visible progress on the Program

Plan is lacking due to the fact, I feel, that the superintendent is taking on too much of the responsibility of the plan. I suggested to him that he involve more of his administrators and faculty in the plan development. Although he is not progressing rapidly, I feel comfortable about what he has done and what he has yet to do. On August 1, I went to two districts. At district #15, I talked with the superintendent and found he is still using procrastination as a defense mechanism against writing his plan. He did indicate he would have a Plan written prior to the January deadline. From there I went to district #11. The superintendent talked about the ways he plans on writing a Plan. He has no tangible evidence of having completed more than developing his goals. I do feel however, that he will present no problem. The following day I was in three districts. At district #12 I found that the superintendent is taking on a great deal of the responsibility. His future plans include making maximum use of his staff and community. Conversation led me to believe that he will produce a quality Plan. I then went to district #20. This superintendent is progressing very nicely. He is in the final stages of writing his Program Plan. Yet in district #19, I found a completely different manner. Only a minimal amount of work has been accomplished. The superintendent has been preoccupied with

a building program. During the latter part of September I plan on visiting and working with the superintendent in all areas where I can be of assistance. On Friday, I was again in the Mt. Vernon Office caring for office duties.

Week of August 6 - 10, 1973

Started the week at district #26. Met with the superintendent and reviewed his completed draft copy of his Program Plan. I suggested areas where he might make improvement in the evaluation and reporting to the public sections. His Plan is simple but realistic. On the 7th., I was in districts #9 and #5. District #9 had suddenly and most unexpectedly found themselves without a superintendent. The work that the ex-superintendent had completed will be of value and use to the new superintendent. At district #5, I discussed with the superintendent ways of conducting a needs assessment and ways of involving various publics in developing the Plan. We set up a date in September to continue brainstorming with the departmental heads and administrative staff. On the next day, I was at district #6. I was most pleased to see the progress that has been made in this district. The superintendent had completed at least 50% of the Plan. It seems to be a useable one. I anticipate no problems here. The next day was spent in district #24. Met with the super-

intendent and reviewed the work that had been done and discussed the plans for future involvement. The superintendent plans on at least starting the development of Developmental Learner Objectives for student goals. I made a future appointment to meet with the superintendent and his entire faculty for the purpose of conducting a workshop on writing DLO's. Because of the magnitude of this undertaking, I shall approach Team Leader Bookout and solicit his support in conducting this workshop. From district #24, I went to district #34. I had a brief but most revealing meeting with the superintendent. He still lacks the necessary motivation that is required to produce a quality Plan. Of course, there is much interest on behalf of the teachers in developing a practical plan. Ultimately, I believe that district #34 will meet the deadline and produce a useable Plan. On the 10th. I used a Leave Day to attend to some personal business.

Week of August 13 - 17, 1973

VACATION

Week of August 20 - 24, 1973

Was on VACATION until the 24th., at which time I returned due to prior commitments. On the 24th., I

visited district #1. Here I found that the superintendent had resigned and had been replaced. The new superintendent had designated his assistant as the person responsible for developing the Program Plan. The assistant is an extremely capable individual, and, with reins in hand, he was driving forward and onward at an accelerated rate of speed and will ultimately produce a good Plan. I went from there to district #23. Met with the superintendent and the entire faculty. I reviewed, with them, for the third time, their completed draft copy of the Plan. Hopefully, upon completion of this forthcoming Plan, it will be in a state which can be forwarded to the local SESR.

Week of August 27 - 31, 1973

Started the week with a visit to a school district outside of my district. I conducted two informational type meetings at district #0. These meetings were on A160 and Program Planning. I was substituting for Mr. Davis who was on vacation. The next trip was made to district #22. Met with the superintendent and discussed additional means of procuring audio-visual equipment and materials for individualization, etc.. Pressure has been relieved that his OSPI school approval follow-up visitation has

been postponed. Spent Wednesday in the office. Thursday was at the DUQUOIN STATE FAIR MOBILE VAN UNIT. On Friday, I was at district #29. I was accompanied by Team Leader Bookout and cohort Sharon Roberts. We discussed ways in which a continuous progress Plan could be developed and implemented in their school district.

Week of September 3 - 7, 1973

ATTENDED A TRAINING PROGRAM IN SPRINGFIELD

Week of September 10 - 14, 1973

ATTENDED A TRAINING WORKSHOP IN SPRINGFIELD

Week of September 17 - 21, 1973

September 17 was in the Office at Mt. Vernon attending to office duties. On the 18th. I was in districts #25 and #26. In the morning I visited with the superintendent. We discussed and reviewed his plans for completing the Program Plan. In the afternoon, I consulted with the superintendent of district #26, after which I worked with a teacher's committee on the individualization of Reading Instructions. On September 19, I was in four districts. I went first to district #15 where I consulted with the superintendent on the Program Plan. I found that

work was progressing slowly, but he assured me that he would have the Plan in the office on time. Went from district #15 to district #11 where I discussed Chapters IV, V, and VI with the superintendent and principal. In the afternoon, I first went to district #12 and had a Plan consultation with the superintendent. Answered questions and discussed concerns. I then went to district #14, met with the superintendent. I was accompanied by the SESR and an Educational Specialist. The superintendent had miraculously completed the draft copy of his Plan. I offered the assistance of our office and my assistance in helping his school develop a plan of individualization. N.R. will be the recommendation of the Educational Specialist. The following day I visited four more districts. At district #17, I discussed the Plan with the superintendent, answering questions and discussing the concerns he had. Work is progressing slowly. Next I was at district #13. Visited the school with SESR Trampe and J. Kincade of School Approval. Appears a N.R. will be recommended here also. Offered assistance once again for developing an individualization plan. No work has been started on the Plan. We went on to district #16, reviewed draft copy of the Plan. Some minor changes in format will be made prior to submission. September 21, I called on the superintendent of district

#20. We discussed the progress being made on the Plan. We discussed his concerns on the parts to be developed. The district is developing a good Plan. I then went to district #29, met with the superintendent, principal, and a science teacher. We discussed in detail their many questions. Work on the Plan has been at a standstill because of a building program. The superintendent now appears to be ready to move ahead with Program Planning. In the afternoon, I visited with the superintendent of district #18. He had made no progress during the summer months. I believe he is now ready to make it his priority item. The superintendent has a very positive attitude toward the Plan.

Week of September 24 - 28, 1973

Started the week by spending the 24th. and the 25th. at Departmental meetings in Springfield. On the 26th., I went to district #1, there I met with the Curriculum Supervisor who has been assigned the primary responsibility for the Plan. We discussed the work that had been accomplished by the former superintendent. After our meeting, I felt the supervisor had an excellent understanding of the Plan. Change in superintendents had somewhat set the district back with the Program Plan develop-

ment. In the afternoon, I went to district #24. There I conducted a workshop concerning Developmental Learner Objectives. The superintendent and his staff seem very ambitious. Although the Plan is incomplete, they are thinking about the development of D.L.O.'s. The next day I was at district #34 in the morning. Met with the superintendent and his advisory committee. Majority of the time was spent discussing concerns and answering questions of the advisory committee. All went well. In the afternoon I went to district #18. The superintendent has made the Plan his No. 1 priority. We discussed his concerns and projected ways by which he could get maximum involvement of his community and staff. As with many other superintendents, this superintendent has realized how quickly the time is passing and is making a real conscientious effort to produce a good Plan in the time that remains. On Friday, I visited district #29. They have had a change in superintendents which has caused some changes in the Plan. The district is on PR and was concerned with developing an alternate plan to one teacher per grade. The new superintendent and board decided to and has hired teachers to meet the one teacher per grade recommendation. Team Leader Bookout, Media Specialist Brown, and I consulted with the superintendent and the

principal on possible ways for setting up a Media Center. Harold Bookout and I reviewed work done on the Plan and discussed concerns and answered the questions. Went back to the Mt. Vernon Office and completed office duties.

Week of October 1 - 5, 1973

October 1, Mt. Vernon Office taking care of office duties. On the next day, I was on Sick Leave, yet in the evening, I went to district #21 where I led a discussion of how the parents and community might be involved in Program Planning. This was a 7:00 P.M. meeting. On Wednesday, I went with Educational Specialists Jay and Roberts, we observed classrooms and discussed methods of implementing a continuous progress program in district #35. During the evening, met with the faculty answering questions, discussing concerns and making recommendations for implementation of individualized techniques. On Thursday, I met with the superintendent of district #30 and discussed with him his progress with the Plan. In the afternoon, I went to district #22. SESR Nolen, Library Specialist Brown and I met with the superintendent. We discussed ways in which this district could implement a functional media center. On Friday, October 5, I was Guest Speaker at the Perry County Teacher Institute.

Spoke on Individualization--An Approach to Behavioral Problems. All went well. In the afternoon was at the Mt. Vernon Office, routine office duties.

Week of October 8 - 12, 1973

October 8, 1973 Columbus Day--Holiday

On Tuesday, I met with the acting superintendent of district #25. He is progressing slowly but surely. This district has now produced their draft copy of student and system goals, and is now engaged in assessing their system goals needs. I do not anticipate any problems. In the afternoon, I went to district #22 where we reviewed the draft copy of Plan. Much progress has been made with the Plan; the outline of how they intend to design the program is weak but is being improved. This district is also concerned with writing a continuous progress plan in reading. Although this district is on PR, I feel with the completion of their Program Plan and plan for individualization, they will surely be placed on full R. On October 10, I met with the director of the project in district #3. This district has adopted the complete Phi Delta Kappa package to meet their own particular needs. All of this has resulted in a very sophisticated and practical approach to program planning.

I feel the results of the total effort by this district will culminate into a quality plan. In the p.m. had an extremely productive visit with the superintendent of district #8. This represented the first time in several months we discussed the plan without the presence of members of his administrative staff and faculty. The superintendent and I planned strategies he might utilize in completing the development of this system goals. Went to district #4 on the 11th.. We discussed methods by which he might involve members of his staff in writing the introduction and chapter IV, V and VI. From there, I went to district #7. No progress has been made since my last visit in July. I believe the superintendent is now motivated to continue his work on the plan. We discussed methods for developing areas of the plan which are incomplete or not started. On Friday, I went to district #9. They had hired a new superintendent, in fact, the former superintendent had been rehired. I was pleased to see him for he had initiated the work on the Plan. After some time, he managed to find the work completed. We discussed what he had completed and discussed ways in which he could complete the plan. A new assistant superintendent will be working with him on the Plan. He seems to be a very capable person. On a visit to district #10,

I found that the superintendent was planning his strategies for developing their system goals. However, this district will probably not finish their plan prior to the deadline.

Week of October 15 - 19, 1973

Monday was set aside for Team Meeting, Plan Reading and other office duties. Team leader Harold Bookout went with me today. I might add that the travel time with Harold gave us an opportunity to discuss the activities and direction of our team. I believe that the Team Leader should continue to travel on occasions with team members for the purpose of professional interaction. Our first stop was with the superintendent of district #14. I have mixed feelings about this district. The superintendent believes that there will not be such a district next year. He thinks that before any further action is taken toward writing an individualization, he would rather await the decision of the board. Mr. Bookout and I reviewed the completed Plan of district #16. The primary responsibility of their plan has been placed in the hands of one of the faculty. Their plan will, after a few minor corrections, be reproduced and forwarded. No problems experienced. In the late P.M. we went to district #19. There we found that major steps had been taken forward by

moving backwards. The original student and system goals which were established some months ago are being re-identified and assessed. Mr. Bookout and I met with a newly established advisory committee. We explained the purposes of program planning, answered their questions, and made some suggestions for proceeding. Although they are starting again, I believe the end results will make it worthwhile. On October 17, there was a Region VI SESR meeting. Approximately 80% of the superintendents I work with were present at this meeting. The last half of the afternoon was spent in the office. On the next day, I was in district #18 where the superintendent and I rolled up our sleeves and had a work session. The plan is nearly completed. With the completion of a plan for evaluation, this plan will be duplicated and forwarded. Friday was spent in district #17. Met with the superintendent and his total faculty. One of his half day workshops was used for this purpose. Work, to this point, had been progressing very slowly. Now that the total faculty is involved, I believe the progress will gain in momentum. It has taken this superintendent a long time to realize that the Plan is a requirement and will not be "killed".

Week of October 22 - 26, 1973

On Monday, was in the Mt. Vernon Office. Attended Team Meeting, did some Program Plan reading and other office duties. The next day I met with the superintendent of district #2. This superintendent has a positive attitude toward Program Planning and will be finished prior to the deadline time. In the afternoon, I journeyed to district #8. Reviewed with the superintendent the progress he had made on the Program Plan. He is progressing nicely and will finish without experiencing too many difficulties prior to the deadline. The next morning found me in the Mt. Vernon Office. The superintendent of district #28 called that he was unable to keep our appointment on that morning. In the afternoon, I talked with the faculties of four buildings in district #27. Four meetings in one afternoon is very ambitious, but I hope I am not called on to do it again in the future. All went well and the faculties of district #27 have a positive attitude toward Program Planning. On Thursday I met with the superintendent and administrative staff of district #30. The superintendent has assigned various members of his administrative staff the responsibility of components of the Program Plan. We discussed their concerns and answered questions. Indications are that

district #30 will produce a realistic Plan. The afternoon found me in district #22. There I reviewed the draft copy of the individualization program in reading. The superintendent has utilized his whole staff in the development of his Plan. With some revisions, I feel certain it will be approved by OSPI. In district #4, I engaged in a coffee in honor of Dr. Bakalis. The superintendent emphasized the importance of community involvement in education. This coffee was so successful that this district is tentatively planning similar coffees in the future. On Friday, I was in Springfield where I received inservice training for administering the Illinois Inventory of Educational Progress Test.

Week of October 29 - November 2, 1973

Monday and Tuesday of this week I attended Departmental Workshop in Springfield. On the 31st. due to the illness of the superintendent of district #13, I met with his wife who is a teacher in the school district. Two board members were present during our discussion of the Plan and the Individualization Plan. This district had an invitation to meet in Springfield on October 30 with School approval to review their NR status. No one from the county attended the meeting. The direction this district

will take is questionable; it appears some people want the district to be absorbed by adjacent districts while many others want to hang on to their school. For the first time this specialist noticed an interest by the teacher in regards to Program Planning and individualization. I offered any and all assistance they might desire. I have encouraged them to begin with the Plan. Final decision will be based on an inventory of the community. Educational Specialist, Willadene Brown, plans on making a visitation there regarding the Media Center. In the afternoon, I went to district #18. There I discussed the Program Plan with the superintendent and his assistant. The superintendent said, because of the confusion with his building program, it will be necessary for him to get away from the physical school in order to make further headway. Although district #18 will not finish too early they will finish prior to the deadline. On November 1, met with the superintendent of district #17. Since our meeting of October 19, much progress had been made by the faculty. For the first time I believe that this district will produce a practical, acceptable Plan. District #29, I discovered, is still being carried by the momentum gained at the last two advisory council meetings. In spite of all the under current between the administration,

board, faculty and advisory council, progress in happening. A teacher is taking the lead role in developing performance objectives for system goals. Most of the afternoon was utilized in reviewing the draft work done by the superintendent and the district #12. They were very appreciative of my assistance and suggestions. Met briefly with the superintendent of district #11. We reviewed the work his district had accomplished. Also talked briefly with his curriculum committee concerning the Plan. Later met with the teacher in charge to discuss the comments she had in reference to district #22's Plan for Individualization. We both agreed this type of review has merit and may ultimately save the district time and labor. On November 2, in the morning, I administered I.I.E.P. test in a school out of my service region. In the afternoon, I was in the Mt. Vernon Office taking care of office duties.

Week of November 5 - 9, 1973

Spent all day Monday in the Mt. Vernon Office--Program reading and other office duties. On Tuesday, I met with the superintendent of district #25. He is making steady progress with his Program Plan. He may find himself under some last minute pressure, but I feel certain he will meet the deadline. I then visited the acting

superintendent of district #29. He presented to me his completed Program Plan. Yet he was receptive to my suggestion for improvement. His plan will be submitted in the very near future. On Wednesday, I issued the Illinois Inventory of Educational Progress Test at district #36. I assisted the superintendent with areas of concern on his Program Plan. I appraised his Plan as one which will be extremely realistic. On Thursday, did research at Southern Illinois University at Carbondale on Delphi Technique. Visited with the superintendents of three districts on Friday. At district #9, I found the superintendent had completely omitted objectives from his Plan. I have given him repeated explanations concerning objectives yet he omits them. I believe there is some hope here, but not too much. He will, however, have a completed Program prior to deadline. In the afternoon I went to district #10. The superintendent there is doing a very thorough and complete job with his Program Plan. He has found himself behind his own time schedule but will accelerate his work toward completing the Plan. I later met with the superintendent of district #8 to review his completed draft copy of his Program Plan. I found that improvement could be made in just a few areas. The Plan will be forwarded shortly.

Week of November 12 - 16, 1973

Spent all day Monday at Southern Illinois University at Carbondale doing research on Delphi Technique. On Tuesday morning, I visited with the superintendents of districts #4 and #22. At district #4, I reviewed the draft copy with the superintendent. This plan is nearing the stage of completion. At district #22, I found that the Plan **was** completed. The superintendent and his faculty are working on their individualization plan in reading. I suspect this plan will be completed within two weeks. In the afternoon, I attended a Team Meeting at Mt. Vernon. Wednesday morning, I was at district #35 for Illinois Inventory of Educational Progress testing. In the afternoon I was in the Mt. Vernon Office for office duties. On Thursday I visited four districts. District #13 has finally made some progress with their Plan; initial writing has begun. This specialist reviewed the work and made some suggestions for improvement. It appears as though the district may construct additional classrooms and a media center; this is, however, an uncertainty. Ground work on the individualized plan is starting. At district #17, I found the Plan progressing nicely. This district will finish their plan with little difficulty. At district #18 found that chapters 1-3 have been completed and they are working on chapters 4-6. No problems with this district.

In district #11, found the draft copy was completed. We discussed concerns he had in various areas. After some minor revisions the plan will be submitted. Friday, November 16, 1973, took a Vacation Day.

Week of November 19 - 23, 1973

Monday, in the Mt. Vernon Office, plan reading. On Tuesday, in the Mt. Vernon Office performing office duties. Met with the superintendent of district #7. He has gained considerable momentum in the writing of his Plan. Plan will be completed this week. Went to district #32 in the afternoon. They are making satisfactory process with their Plan. Although they won't be finished prior to the deadline, the Plan will be submitted by December 31, 1973. The next two days November 22, 23 were Holidays.

Week of November 26 - 30, 1973

Monday, Departmental Meeting in Springfield. Tuesday, a Departmental Meeting in Springfield. Wednesday, November 28, 1973, was on sick leave. Thursday morning, I visited two schools. At district #12, I found that the Plan was in the final stages. Will review his plan with him this week. It has been a pleasure working with this

superintendent. From there I went to district #13. They have completed their initial draft of the Plan. They are investigating ways in which they might write and implement an individualization program. I feel this district has a long, hard road in front of them to meet A-160 standards. In the P.M., I visited district #17, the superintendent and his faculty are putting their Plan in its final form. This Plan should be submitted shortly. On Friday, I found district #34 was finalizing its Plan. Considerable community effort has gone into this plan. Worked with the superintendent in district #33. This Plan is in it's final stages and will be submitted a little prior to the deadline. In the afternoon, I visited district #23. The Plan here was finished some 3 or 4 weeks ago. We discussed areas where he was not entirely satisfied. With a few minor adjustments this Plan will be submitted.

Week of December 3 - 7, 1973

Mt. Vernon Office--Team Meeting, Program Plan reading, routine office duties. On Tuesday morning, met with the superintendent of district #30. This district has completed a rough draft of their Plan. Will return on December 12th. to review final draft. In the afternoon I visited district #25. Found that the superintendent had

completed his plan. The only remaining job they must do is to make some minor corrections and duplicate. Went from there to district #31, worked with the superintendent, Steering Committee, and Professional Competencies Committees. They are working on their D.L.O.'s and are starting the development of Professional Competencies. Their Program Plan has been submitted and I suspect they will be the first district in this specialist's area to develop list of professional competencies. On Wednesday, was in district #37 for Illinois Inventory of Educational Progress Testing. Thursday, I reviewed the work that was completed in district #24. The superintendent should have his Plan completed within the week. As from the beginning, the superintendent has made maximum effort to insure their Plan will improve the educational program of the district. In the afternoon, I met with the Curriculum Coordinator of district #1. This district has just completed their draft copy and will present it to the board at the next meeting. The superintendent has been very cordial and professional during my experiences with him and his personal beliefs are that he applauds OSPI in regards to educational planning. On Friday morning, was in district #38 for the Illinois Inventory of Educational Progress Testing. In the afternoon, I met with the superintendent of district #19. He has finalized the

draft copy of the Plan, but is extremely pessimistic over the possibility of gaining full board approval. Both the student and system goals were formulated after many hours of public involvement and meetings by Advisory Council. The major concern this specialist has is if there will be sufficient time to re-develop the system goals should the board disapprove the development of the goals. Upon departure I assured the superintendent I would be available to be of assistance should the need arise.

Week of December 10 - 14, 1973

Mt. Vernon Office on the 10th. to formulate plans and care for routine office duties. On December 11, I checked the final draft copy of district #30 with the superintendent. Their Plan reflects the total spirit of Program Planning. It was a pleasure to work with this district during the developmental stages. The afternoon I was in district #28. Most of their Plan has been completed and all will be in before the deadline. We discussed what he had done and I made a few suggestions for improvement. I was asked to make a return visit on December 19 to review his final copy. On Wednesday morning, I visited district #12. The superintendent here has completed his Plan. It is a very practical Plan and

will help give directions in improving the education picture of the district. In the afternoon went to district #14. The superintendent has forwarded his Plan even though he doesn't expect that district to be in existence next school year. The district is on N.R. and it does not appear they will attempt to be placed on full R. The superintendent has certainly been a gentleman in all my relations with him. In district #15, they are putting together their formal copy of the Plan. The superintendent said their Plan would be forwarded early in the week of December 17. In the afternoon, I found that the superintendent of district #18 had only a few minutes work remaining to do on his formal Plan. His Plan is a reflection of total school and community involvement. The superintendent already seems a little anxious to complete systems goals and start developing new goals. On the 14th. I visited three districts. In district #34, the superintendent has only to duplicate his Plan before submitting it. This district has produced a very meaningful and well-written Plan. In district #9, the Program Plan has been finalized under the leadership of the superintendent. Although this specialist pointed out some "weak" areas in the Plan, I feel it will be acceptable as written. After arriving at district #10, I found they had produced an excellent

Plan in area of goals, needs, objectives and program development. This superintendent is an exceptional administrator and will implement his Plan accordingly.

Week of December 17 - 21, 1973

On December 17 and 18, was in Springfield for Departmental Inservice Workshop. On the morning of the following day, I was in district #28. They have completed their Plan. The superintendent was just appointed this past fall; he has done a fine job and is to be commended for the professional way in which he approached and developed the Plan. In the afternoon, I was in district #32. The superintendent has utilized the principal in the mechanical aspects of the Plan. After making a couple of minor changes this Plan will be forwarded. Spent December 20 and 21 in the Mt. Vernon Office clearing up office chores.

Week of December 24 - 28, 1973

December 24 through 25 Holiday. Spent December 26 through December 28, 1973 in the Mt. Vernon Office reading Program Plans and attending to office duties.

MONTH OF DECEMBER 28, 1973 to JANUARY 21, 1974

I was on SPECIAL LEAVE during this period.

Week of January 21 - 25, 1974

Spent January 21, 22 and 23 in the Mt. Vernon Office reading Plans and office duties. On January 24, 1974, I met with the superintendent of district #30. I answered his questions and discussed concerns on D.L.O.'s. We planned a workshop for February 26. This workshop will be attended by members of his administrative team and curriculum committee. These people in turn, will be responsible for developing strategies and procedures for the writing of D.L.O.'s. In the afternoon, I met with the superintendent of district #10. We discussed both professional competencies and D.L.O.'s. The enthusiasm of these people was evidenced by the meeting continuing past the dismissal time. Tentative plans for this district are very sophisticated; they include starting with a very general D.L.O.'s and going through task level objectives with specific criteria for satisfactory performance and defined methods of measurement. On January 25, 1974, I was again in the Mt. Vernon Office--much to do after a month's leave.

Week of January 28 - February 1, 1974

Mt. Vernon Office for January 28 and 30. On January 29, in Springfield for a Sectional Meeting. On January 31, I was in district #23, met with the superintendent. We reviewed his plan and discussed various approaches he might pursue in writing his objectives and competencies. He plans to use the total staff. Use of the total staff will be preceded by the selection of a planning committee. On February 1, 1974, conducted a DLO Workshop at a combined meeting of people from 25 and 26. The meeting was held at the high school in district #25. Both districts have defined developmental levels and will follow the model from student goals to DLO's to TLO's.

Week of February 4 - 8, 1974

Met with the superintendent of district #18 and the acting principal to discuss strategies for writing objectives for student goals. This district will allow the faculty to make final decisions as to the type of objectives which will be constructed. They are finalizing their list of professional competencies and are discussing methods by which they can be tied into staff development and inservice training. On the 5th., I met with the superintendent of district #15 in the morning, and dis-

cussed DLO's. I explained DLO's and discussed concerns, answered questions, and suggested possible alternative methods that he might use in writing objectives. In the afternoon, visited with the superintendent of district #16. They are planning strategies for developing DLO's. I enjoyed a lengthy meeting with the superintendent and the curriculum planning committee. I feel the members of this committee have an excellent understanding of DLO's and will undoubtedly be the first district in the county to complete the writing of the objectives. On the day I took part in a very interesting and worthwhile day at district #27. I initially met with the superintendent where I acted as consultant by suggesting ways in which we could correlate the activities of his nine program committees. Utilized remainder of the a.m. and most of the p.m. meeting individually with each committee chairperson. After school was dismissed, the superintendent, the nine committee chairpeople and I met to cumulate the day's individual meetings. This, of course, provided an opportunity for each chairperson to ask questions, discuss concerns, and to bring into sharper focus his exact role. On Thursday had a Team V meeting and office duties. Friday I was in the office at Mt. Vernon performing routine duties.

Week of February 11 - 15, 1974

February 11, Mt. Vernon Office--office duties.

February 12 was a holiday. On Wednesday, I attended an Executive Board of Employees Council meeting in Springfield. On Thursday, February 14, I met with the superintendent of district #7. We discussed various methods that might be utilized in the development of their DLO's. Much of the basic work of the high school has been completed; the elementary school is further behind. The superintendent expressed some concern about the district's financial ability to implement some of their system goals. In the afternoon, went to district #9, answered questions, discussed concerns the superintendent had relative to the DLO's. He plans on using many of the objectives found within their curriculum guides. The main difficulty this district will encounter will be the writing of affective objectives. On Friday, I was in two other districts. In district #4, the superintendent and this specialist talked about the methods of obtaining total faculty involvement in the development of DLO's and professional competencies. The superintendent indicated their objectives will be realistic and will serve as the framework for instructions. In the afternoon, I met with the superintendent of district #34. He is formulating

plans for writing DLO's. To date, no ground work has been done; this district has no written objectives of any nature. We discussed alternate avenues they have available to them in writing the DLO's.

Week of February 18 - 22, 1974

February 18--holiday. February 19--office duties. February 20, I met with the superintendent of district #19. During this meeting, he conveyed to me that some of his teachers objected to developing DLO's and P.C.'s. However, in the committee meeting, I found the exact opposite to be true; the committee members are anxious to become involved in the writing. I assume this committee reflected the attitude of the other members of the faculty. Hopefully, the involvement of the faculty will assist in breaking down the barrier which exists between the administrator and the faculty. In the p.m., I was in district #20. This district portrays a correlation between adequate finances, congeniality among faculty, and a sound educational program. The administrators are indeed anxious to begin the development of DLO's and P.C.'s. Their attitude is very positive and will undoubtedly result in making a good program even better. On February 21, went to districts #5 and #1. At #5, I met with the superintendent and two of his administrators.

This district requires less direct assistance than most that I serve. My largest task is nothing more than giving directions and answering questions and discussing professional concerns. Much of the ground work for DLO's and P.C.'s has been accomplished. In the p.m., I was in district #1. The superintendent here is perhaps one of the most sincere, dedicated individuals with whom I engage. We discussed the various approaches and methods he might use in developing objectives. He is extremely supportive of our office and is pleased to be involved in the progressive direction in which we are heading in curriculum. On the 22nd. Harold Bookout and I went to district #2. We met with the principal of the elementary and high school. The superintendent had delegated the responsibility of DLO's and P.C.'s to these men. Both seem to be very capable individuals and intend to have complete faculty involvement in the development of these. Mr. Bookout and I discussed, defined and explained DLO's and P.C.'s and suggested various avenues they might utilize in writing them. In the p.m. we went to district #29 and had a very brief meeting with the acting superintendent and faculty. The faculty will be gathering materials in preparation for a more in-depth workshop in early March.

Week of February 25 - March 1, 1974

February 25 and 26, Departmental Inservice Meetings in Springfield. February 27, spent the morning in the office at Mt. Vernon. In the afternoon, I conducted a workshop on DLO's and P.C.'s at district #2. Faculty is approaching this phase of program planning in a positive manner. This district will develop both DLO's and T.L.O.'s. A committee on P.C.'s has been appointed; they plan on directly relating P.C.'s and staff development. February 28 - March 1, in the Mt. Vernon Office performing office duties.

Week of March 4 - 8, 1974

Conducted a faculty workshop in district #34. This workshop was on DLO's. We discussed various approaches to the development of DLO's and P.C.'s. No decision was finalized as to the type of objectives they will write, but whatever the decision, there will be total involvement by all staff members. In the afternoon, I stopped at the ESR office of Franklin County and discussed program planning with the ESR Superintendent. He accompanied me to district #33 where we discussed DLO's and P.C.'s with the superintendent. On March 5, met with the superinten-

dent of district #30. Committees are starting to function on the development of DLO's and P.C.'s. The superintendent is extremely pleased with the service he is receiving from the Mt. Vernon Office. In the p.m., met with the superintendent of district #3. This is a very progressive district who are well ahead of most regarding the development and utilization of objectives. This specialist anticipates they will develop sophisticated lists of DLO's and P.C.'s. On March 6 and 7, was in the Mt. Vernon Office for Team Meetings and office duties. On the 8th., I conducted a workshop in district #37. We discussed the basic concepts and definitions of DLO's and P.C.'s. I left feeling comfortable that this district at least had a basic understanding of the concepts and some notion as how they might approach the writing stage. In the p.m., I conducted the same type of workshop in district #29. SESR Nolen was in attendance at this workshop. Many objections have already been written in the cognitive domain which can easily be used in fulfilling Plan requirements. Faculty seemed anxious to get started with DLO's and the P.C.'s. In several instances, I have discovered superintendents who hadn't taken time to read "Implementation of the Program Plan". When I pointed out the significance of this publication, they were grateful. On the other hand, those superintendents who had read the

publication were pleased with it. These guidelines receive an A+.

Week of March 11 - 15, 1974

On Monday, had office duties at the Mt. Vernon Office. On Tuesday I participated in a school approval visitation at district #12. This was my first opportunity to play an active role in school approval visitation. The superintendent provided each evaluator with a copy of the Plan. During the orientation, I gave an overview of the Plan pointing out the system goals, objectives and activities. Several questions were asked, including one concerning indirect relationships of the Program Plan and the probes. I explained new probes sheets are being designed which will result in making the Plan a more integral part of the visitation. The superintendent was pleased to have a curriculum specialist on-site. I also had the distinct feeling the other superintendents present were pleased to see the Plan represented and explained. Although I was available for questions during the day, there were none. Upon request, during the noon recess I sent to district #18 to look over the progress they were making on their DLO's. On Wednesday, I was in the Mt. Vernon Office. Thursday morning I was in the office; in the afternoon, I

met with the superintendent of district #27 and eight committee chairpeople. These people are doing an excellent job in tying the challenges of their individual committees into the Plan. On Friday morning, I was again in the Mt. Vernon Office. In the p.m., I met with the teachers of districts #25 and #26. This half day was utilized in writing DLO's. I rotated from group to group answering questions and offering advice. No problems were presented; I feel these districts will both generate a good set of objectives.

Week of March 18 - 22, 1974

On Monday morning, I consulted with the superintendent, two principals and a board member of district #9. We discussed DLO's and P.C.'s. Much of the work on objectives had been done at the high school level, but nothing has transpired on the elementary level. Plans were made for the workshop in the elementary school on April 11. Made a brief stop in district #31, gave some materials to the superintendent and answered several questions. Returned to Mt. Vernon for office duties in the p.m.. The next day I functioned as a resource person during the school approval visitation at district #3. This district has produced a master evaluation chart for

system goals. They also are implementing their strategies for developing DLO's and P.C.'s. During the a.m. of March 20, had a staff meeting in the office. In the p.m., conducted a total faculty workshop at district #16. This district has already developed a list of P.C.'s as well as a plan for their implementation. Committees will be meeting to write DLO's. Worked with the DLO and P.C. committee at district #20 on Thursday. These people had a good understanding of objectives and P.C.'s and will undoubtedly produce a very practical list of each. In the afternoon, I met with the superintendent and faculty of district #19. Initially, many faculty members viewed DLO's and P.C.'s as a threatening situation. However, I feel confident that after this meeting, the attitude changed drastically from negative to positive. I feel they now see a challenge ahead of them where they have an important, active voice. On Friday I was guest speaker at a meeting in district #10. Topic of the speech was, naturally, DLO's and P.C.'s. Approximately 175 people attended this meeting. Some general and specific questions were asked by the audience. I feel much was gained as the entire faculty had an opportunity to learn about DLO's and P.C.'s at one time. Had a consultation with the superintendent of district #22. SESR

Nolen was in attendance during this consultation, session went smoothly.

Week of March 25 - 29, 1974

This week was mostly utilized in abstracting and office duties. However, on Wednesday, March 27, 1974, I attended a Franklin County Administrators' Meeting. There I spoke briefly on both DLO's and P.C.'s. Through an exchange of questions and answers much headway was made toward clarifying some minor misconceptions.

Week of April 1 - 5, 1974

Spent the morning in the Mt. Vernon Office caring for office duties. In the p.m. I talked with the superintendent of district #29 about possible methods of writing DLO's and P.C.'s. I doubt if much of the actual writing will transpire this school year. The superintendent will be in touch with his staff concerning the development of the DLO's and P.C.'s but the actual writing process will not begin until September, 1974. On Tuesday, I was in district #13. This district is currently on PR status. The deficiency with which I am primarily concerned is that of less than one teacher per grade or an acceptable alternative. The superintendent has decided to write an

individualized program in reading. Although they have made an attempt at putting together a program, it lacks several of the components of an acceptable individualized program. I am now scheduled to assist them in their endeavors on the 24th. and 25th. of this month. The situation here is strange, if not unique. The superintendent has repeatedly stated that the children in the district would be better off if the state would close the school. With this attitude, I am not certain as to the quality of a program he and his staff will develop. However, I have been asked to give them assistance and have agreed to give them what help I can. The school approval visitation revealed the building could not be physically supportive of a comprehensive educational program. The community has passed a bond issue for 69 thousand dollars hoping these monies will be sufficient to bring both the building and educational program up to par. Frankly, I question if this amount is sufficient. From this money, they plan on constructing two additional classrooms and a media center, as well as complying with the Fire and Safety Code in regards to their existing facilities. On Tuesday afternoon, I conducted a DLO workshop in district #18. The faculty as well as the superintendent are extremely enthusiastic about the writing of DLO's; consequently, I believe their final product will enhance their

educational program. On Wednesday, I was in the Mt. Vernon Office attending to office duties. Thursday and Friday of this week, I attended the Innovations and Recent Issues in Education Conference at SIU-C. Specialist Sharon Roberts and I conducted sessions on "Translating Student Goals into Developmental Learner Objectives." Each session was two hours in duration and went very smoothly. This was my first experience in utilizing the "team approach" in conducting a session on DLO's. I think this approach has much merit and could be plugged into other situations. On April 5, 1974, Specialist Roberts and I conducted a similar session at the Williamson County Institute.

Week of April 8 - 12, 1974

The week of April 8 through 12 was utilized mostly in office duties and meetings. I attended a departmental meeting in Springfield on April 8. April 9, I attended the Executive Board of Employee Council Meeting and on April 10 and the morning of April 11, I utilized my time on office duties and discussing KRA's with Assistant Director Harold Bookout. During the afternoon of the 11th., I conducted a DLO workshop for the elementary teachers of district #9. The teachers had many

questions and concerns regarding DLO's. They have already begun the writing process and will continue until the DLO's have been developed for each subject area within each grade level. Assistant Director Harold Bookout accompanied me and assisted. April 12, 1974, Holiday - Good Friday.

Week of April 15 - 19, 1974

On April 15, in Springfield, received contract and brief explanation of same. April 16, Mt. Vernon Office, had a Staff Meeting with Angela D'Aversa explaining contract and personnel code. On Wednesday, I had a Team V meeting at Rend Lake Junior College to work on MBO. The setting was most conducive to work performance. On Thursday I returned to the Mt. Vernon Office. There I continued work on MBO's and other office duties. Spent Friday morning in the Mt. Vernon Office continuing with office duties. In the afternoon, I attended a $\frac{1}{2}$ day workshop in district #26. Worked with the faculty on behavioral objectives. Without too much effort, this district could finalize their objectives prior to the end of this school year.

Week of April 22 - May 3, 1974

Had a consultation visitation with the superintendent of district #32. Through the use of DLO's this district will be restructuring their curriculum to include the 6th. grade in their open classroom concept. In the p.m., I visited district #1, discussed with the superintendent, the various approaches that might be utilized in the development of their P.C.'s. As before the curriculum director is extremely positive toward program planning. He presented me with a job description package which might be helpful in providing assistance to districts in the writing of job descriptions. On April 30, met with the superintendent of district #30 and some members of the curriculum committee. Will do further work with the different grouping levels in the writing of DLO's. I anticipate this district will develop a good set of objectives. In the p.m., attended a Team Meeting at Rend Lake Junior College on MBO's. On April 25 was in the Mt. Vernon Office attending to office duties and MBO's development. In the afternoon, I conducted a workshop on DLO's and P.C.'s with the faculty of district #17. The faculty is extremely friendly and cooperative. They are appreciative of my assistance and really appreciate a formal opportunity into shaping their

curriculum. On April 26, I attended a semi-county teachers' institute in Massac County. Enjoyed the opportunity to talk with several administrators from the county. During the presentation, I gave on DLO's and P.C.'s, the room was so crowded we ran out of standing room. April 29 through May 3, 1974, Vacation Days.

Week of May 6 - 9, 1974

The 6th. through the 9th. were utilized as office days during which the majority of the time was spent in developing MEA's. After having spent the prior week in sunny Florida, these four days also gave me an opportunity to catch up on correspondence, phone calls, etc.. Assistant Director Harold Bookout accompanied me on Friday, May 10. Our first stop was the Massac County SESR's office. We had a brief but interesting discussion with Superintendent Trampe concerning districts #13 and #14. Stop number two took us to the office of superintendent of district #12. We discussed methods and approaches to writing Professional Competencies and Developmental Learner Objectives. During the afternoon, Mr. Bookout assisted me in conducting a workshop at district #15. In all honesty, I must confess that there seemed to be less interest displayed by the faculty in

this workshop than any other I have conducted. Perhaps the reason could be nothing more than an end of a long, hard week. At any rate, I feel they have an understanding of their responsibilities concerning their Program Plan.

Week of May 13 - 17, 1974

The 13th. was utilized in Mt. Vernon doing routine office duties. The 14th. was also in the office; during the a.m. I participated in a Team meeting with Lyn Wharton on KRS's and MEA's. The p.m. was used for office duties. Finalized office duties during the morning of the 15th.. In the p.m., I met with the superintendent of district #32, the Guidance Director and Junior High faculty. Assistant Director Bookout accompanied me on this visitation. Format of meeting was open forum, brainstorming with questions being asked and concerns discussed. The superintendent desires to revise curriculum in the 6th. through 8th. grades which will allow for teaching to individual differences. This was a successful initial session and will have follow-up sessions this summer. Made two visits on the 16th.. Consulted with the superintendent of district #6. We had an indepth discussion of DLO's and P.C.'s. This is a very progressive district which will produce a good set of

DLO's and P.C.'s. Accepted an invitation to speak at the County Institute on August 22. In the afternoon, I talked with superintendent and principal of district #11. Not much has happened on the development, but firm plans are being made for involvement in the writing process. I made three stops on the 17th. First, I had a brief discussion with SESR Trampe in Metropolis. From our discussion it appears Massac County will have two less districts next school year. It appears as though districts #13 and #14 will be absorbed by joining districts. Secondly, I met with the superintendent and DLO committee at district #20. They have finalized their P.C. lists and are working on a plan for implementation. All goes well in district #20. Finally, I conducted a workshop on DLO's at district #17. Faculty is reacting in a very positive manner in the development of DLO's and will produce very usable lists.

Week of May 20 - 24, 1974

On May 20, I participated in a team meeting on revising KRA's. Although there was initially much confusion this day, all ended well, or so we thought at the time. After spending the morning in the office on May 21, I met with the superintendent of district #21. We

discussed his plan and talked, in length, about development of DLO's and P.C.'s. On May 22, an emergency team meeting was called to make individual adjustments on our specific objectives. Each specialist adjusted his percentages on the tasks in the objectives. On the morning of May 23, I had a consultation with the superintendent of district #24. The superintendent has designed the most sophisticated strategy for community involvement I have ever seen. He, of course, is making maximum use of the community in the implementation of his system goals. In the afternoon, I met with the superintendent of district #4. We discussed both DLO and P.C. development. While performing office duties during the a.m. of May 24, I received a call from the superintendent of district #34 wanting me to conduct a workshop this p.m. on DLO. I quickly gathered materials together, went to district #34, and enjoyed a very successful faculty workshop.

Week of May 27 - 31, 1974

May 27 was used performing office duties and signing of contract. On May 28, I reviewed the work accomplished on DLO's at district #27. Approximately 80% of their high school DLO's are completed. Elementary and junior

high DLO's are progressing nicely. I will meet with their curriculum committee this summer for further refinement of their objectives. During the same day I met with the superintendent of district #8. Reviewed the DLO's they have written in Language Arts and Math. They have an excellent format for DLO development. On May 29 I worked with high school and elementary principals of district #2. Answered questions, discussed concerns and made suggestions relative to the development of DLO's and P.C.'s. May 30 - 31 were holidays.

Week of June 3 - 7, 1974

Highlight of the week of June 3-7 was our Divisional Meeting. Much can be said for any organization who puts the facts on the line--as was the case during this meeting. I was particularly impressed with the recognition given to the staff by both the associate and assistant superintendents. Of course, most meaningful of all, was the credit and praise given to the curriculum section by its director. Perhaps my greatest current concern is that of district reassignments. Although I am not anticipating any major difficulties in acquiring Marion County and relinquishing Massac and Pope Counties, I believe these transitions should be made with the

greatest amount of care. Positive working relationships are being planned between members of the recognition and supervision teams and the curriculum team. Jerry Kinkade and I have made plans for the up-coming visitations in the districts we serve. All goes well in this area. Business in the field has been somewhat slow with the closing of the school year. Elementary district #22 will be writing an individualized math program. This school has come a long way during the year.

Week of June 10 - 14, 1974

There was no excitement or problems during the week of June 10-14. Attended the Executive Board of Employee Council meeting on the 11th. Received and transmitted information relative to workmen's compensation and personnel code. One thing of interest did come to my attention at district #29. The superintendent reported to me the Board was not in favor of utilizing the half days nor early dismissal for any reason. They want the children in school each day for the complete day. The same attitude is reflected in giving members of the faculty any time off for visitation purposes. It will indeed be interesting to see how the implementation of professional competencies occur. Participated in a long

discussion with the superintendent and assistant superintendent at district #10. This district has made some real progress in the development of objectives. However, most activities have come to an abrupt halt in order that they might concentrate their efforts on the passing of a referendum. Although district #10 is ear marked for assistance from Capitol Development, the superintendent is apprehensive about the passing of the referendum.

Week of June 17 - 21, 1974

Participated in two interesting Team Meetings during the week. Drs. Winsor and Bedient of SIU Learning Resource Center discussed with us ways in which we could utilize their expertise and services in developing Learning Activity Packets. Although no decisions were made nor plans finalized we tentatively plan to follow-up with some sort of training sessions. Mr. Grossner, Director of PPS, talked with us about ways his section might assist us. Mr. Grossner also explained the model they are presently working on and invited us to submit the names of some Southern Illinois districts who would like to participate in his training program. I was only able to see the superintendent of district #8 for a very short period. He was engaged in a conversation with a

\$60.00 per hour lawyer. It seems the superintendent inherited a \$600,000 law suit with which he is currently pre-occupied. Stopped at Harrisburg and Marion to visit SESR's. In both instances, I went through the Guidelines for Implementation of the Program Plan. Assisted Harold Bookout and Sharon Roberts with the selection of materials from I.M.C. at Carbondale. We identified and selected many items which can be used at informational workshops on individualization and evaluation. Had an opportunity to go through my Work Plan with Ray Schaljo. Ray's trip, in my opinion, was certainly worthwhile in that he was able to clear up many misconceptions concerning the individualized work plans.