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ABSTRACT

This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume outlines a design for the delivery of educational services that was developed to facilitate the implementation of that curriculum. Emphasis of the booklet is on the different objectives and functions of the delivery system and on the organizational and functional relationships between district personnel that form the framework of the delivery system. (JG)

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A DESIGN FOR THE DELIVERY OF EDUCATIONAL SERVICES

VOLUME II

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FULFILLING THE MISSION...

A PROGRAM FOR EXCELLENCE, EFFICIENCY AND EFFECTIVENESS

EA 009 021

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

FULFILLING THE MISSION . . .

A Design
For the
Delivery
Of Educational
Services

Volume II

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Vincent E. Reed
Superintendent

MISSION OF THE PUBLIC SCHOOLS

DISTRICT OF COLUMBIA

To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

October 1976

A Design for the Delivery
of
Educational Services
Pre-K - 12

CONTENTS

INTRODUCTION iv

GOALS OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS v

OUTCOMES 1

INSTRUCTION 1

Office of Instruction 3

Executive Office of the Associate Superintendent 4
CBC Coordinating Team 6
CBC Implementation Team 8
Instructional Support Team 9

Support Services 11

Central 11
Regional 12
Local School 13

QUALITY VERIFICATION AND MONITORING 16

Data Collection and Analysis 17

PROCUREMENT 17

INFORMATION 18

INTERFACES 18

PERSONNEL AND ORGANIZATION 20

IMPLEMENTATION TASKS 21

A DESIGN FOR THE DELIVERY OF EDUCATIONAL SERVICES

INTRODUCTION

A commitment has been made by the District of Columbia Public Schools to design and implement a Competency-Based Curriculum for its students. A concomitant requirement is a mechanism for facilitating that commitment through efficient utilization of educational services and resources.

A Design for the Delivery of Educational Services has been developed to provide a framework for a systemic approach to the delivery of educational services. Elements of the Design are:

- Outcomes
- Instruction
- Quality Verification and Monitoring
- Procurement
- Information
- Interfaces
- Personnel and Organization

Efforts have been made to produce a Design which is practical, logical, and flexible enough in structure that changes may be made in its elements without doing violence to the delivery system.

MAJOR GOALS OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

- To promote academic excellence for the attainment of knowledge, competencies, and skills.
- To ensure the active participation of all components of the D.C. Public Schools in the implementation of a systemwide Competency-Based Curriculum.
- To develop a systematic plan for the continuous assessment and evaluation of educational needs and achievement.
- To make significant improvements in the level of service and the efficiency of operations in the major support areas of Management Services and to maintain those levels of support services necessary to the mission of the School System.

Each student will have:

- A command of the fundamental communication skills: listening, speaking, reading, writing, visual and non-verbal skills;
- A command of the fundamental computational, analytical and problem solving skills that constitute mathematical literacy;
- The ability to think critically, constructively, and creatively;
- An awareness of the relationship of knowledge and capabilities to adult needs and aspirations;
- Skills and attitudes necessary to planning one's future;
- Attitudes and self-discipline necessary to meet everyday situations realistically;
- Knowledge, appreciation, and understanding of literature and the visual and performing arts;
- Sound physical, mental, and emotional health;
- An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group;
- An understanding and knowledge of governmental processes and changing political climates;
- A knowledge and understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships;
- An understanding of the need for the attainment of one's economic independence;
- The analytical skills which lead to sound consumer practices;
- The ability to use leisure time wisely and constructively.

A DESIGN FOR THE DELIVERY OF EDUCATIONAL SERVICES

1. EXPECTED OUTCOMES OF THE DESIGN

- Systematic delivery of educational programs and services to students
- Improvement in students' educational performance
- Direct instructional support to the classroom teacher
- Maximum utilization of the diversified talents and skills of instructional and instructional support personnel
- Complete mobilization of instructional personnel in the development, implementation, and maintenance of a Competency-Based Curriculum
- Integration of Career Education, Adult and Continuing Education, Special Education, Pupil Personnel Services, Research and Evaluation, and Instructional Services into a delivery system
- Utilization of research in the development and application of instructional techniques, strategies, and materials
- Production and/or selection of instructional materials and equipment which will meet the needs of students
- Effective and efficient use of educational technology in the solution of instructional problems
- Delineation of competencies and performance tasks for students, teachers, and administrators
- Evaluation of techniques, strategies, and procedures used in training staff, implementing programs, and instructing students
- Systematic monitoring of central, regional, and local school practices and procedures to determine consistency with school system's goals, objectives, and priorities
- Development and utilization of instruments and/or strategies to determine the achievement of performance tasks by students, teachers, and administrators
- Improved communication and accountability through established line and staff interfaces among central, regional, and local school levels

2. INSTRUCTION

A Competency-Based Curriculum consisting of: (1) goals and objectives, (2) competencies, (3) performance tasks, (4) enabling objectives, (5) learning hierarchies, and (6) criterion-referenced tests in all subject areas and in special education, career development, and adult and continuing education, will serve as the nucleus of the educational services delivery system.

Robert G. Smith has identified the critical functions necessary for a complete instructional system as: practice of performance, practice of knowledge, presentation of knowledge, management of students, and control of quality. The delivery system will provide and/or support these five critical functions described below:

- **Practice of Performance** - Specific performance on the part of the student which will enable him to develop this performance to a reasonable criterion of accuracy or speed. Cues to which the student should react must be provided or simulated and the student must have the opportunity to make the proper response. The student must then be provided with proper knowledge concerning the correctness of his response. Additional factors contributing to effective practice of performance include distribution of rest and practice, verbalization during practice, pacing, overlearning, and mental practice.

- **Practice of Knowledge** - Refers to symbolic processes, including the use of maps, pictures, and codes. It is important to base the knowledge to be practiced upon the analysis of the performance required by the objective. Otherwise, excessive amounts of knowledge, not enough knowledge, or the wrong kind of knowledge may be practiced. Methods and tools for practicing knowledge include recitation, workbooks, programmed texts, coach-and-pupil methods, and a variety of classroom feedback devices.

- **Presentation of Knowledge** - The way to begin the process of instruction is generally with the presentation of knowledge in such forms as directions and demonstrations. The function of presentation is distinguished from that of practice in that presentation is made in a one-way direction. The common forms of presentation of knowledge include books, lectures, films, television, tape recordings, and graphics.

- **Management of Students** - The purpose of the student-management functions is to motivate the student to learn. Three major factors--individualization, sequencing, and contingency management--may be expected to accomplish this motivation.

- **Control of Quality** - The function of quality control determines, on a continuing basis, whether the instructional system is accomplishing its objectives. Since systems are not static, it is not enough simply to check once on effectiveness. In quality control, a set of tests to measure the attainment of objectives is administered to all of or a sample of students at the conclusion of the instructional process. The results are fed back to the managers of the system. Necessary changes are then made. Since quality control is continuous, it is possible to see whether the changes have been effective. The tests used in the quality-control function are criterion based rather than norm based. To determine whether the students have accomplished the objectives, the tests should reflect the objectives closely. Organizationally, it is necessary to separate the quality-control system to resist degradation. [1]

In practical application, the critical functions will be adapted, where necessary, to conform with the philosophy and practices of the District of Columbia Public Schools.

The persons, offices, and groups which will be responsible for performing the required functions are delineated on the chart on page 15.

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[1] The Encyclopedia of Education, VIII, 1971 ed. "Systems Concept in Education," by Robert G. Smith, Jr., pp. 585-586.

2.1 OFFICE OF INSTRUCTION

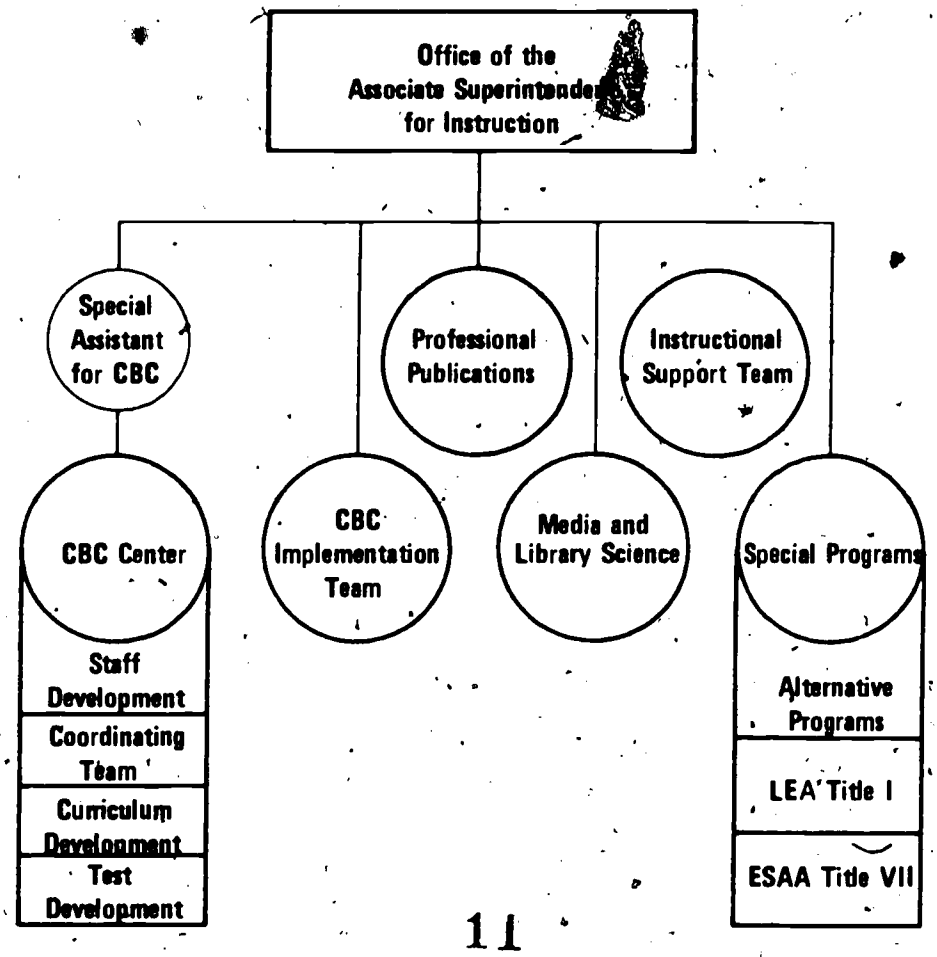
The Office of Instruction will be reorganized in order to facilitate the effective development and implementation of the Competency-Based Curriculum. The four major components of the Office will be: (1) Executive Office of the Associate Superintendent, (2) CBC Coordinating Team, (3) CBC Implementation Team, and (4) Instructional Support Team. Competencies and performance tasks will be developed for each of the components. The organizational structure, functional relationships, and missions of the various components are described on the following pages.

A Competency-Based Curriculum Center will be established in a central location. The Center will house the CBC Coordinating Team and serve as the major facility for curriculum development, staff development, test development, and professional publications.

2.1.1 EXECUTIVE OFFICE OF THE ASSOCIATE SUPERINTENDENT

The Executive Office of the Associate Superintendent will be responsible for:

- Directing the development and implementation of the Competency-Based Curriculum;
- Supervising the development of professional publications and curriculum guides;
- Providing educational, technical, and library/media support on a city-wide basis;
- Directing the operation of the CBC Coordinating Team, CBC Implementation Team, and the Instructional Support Team;
- Directing the operation of ESEA, Title I and ESAA, Title VII;
- Directing the operation of alternative programs and providing for the necessary interfacing of these programs with the system's goals and curriculum thrust.



ORGANIZATION AND FUNCTIONAL RELATIONSHIPS

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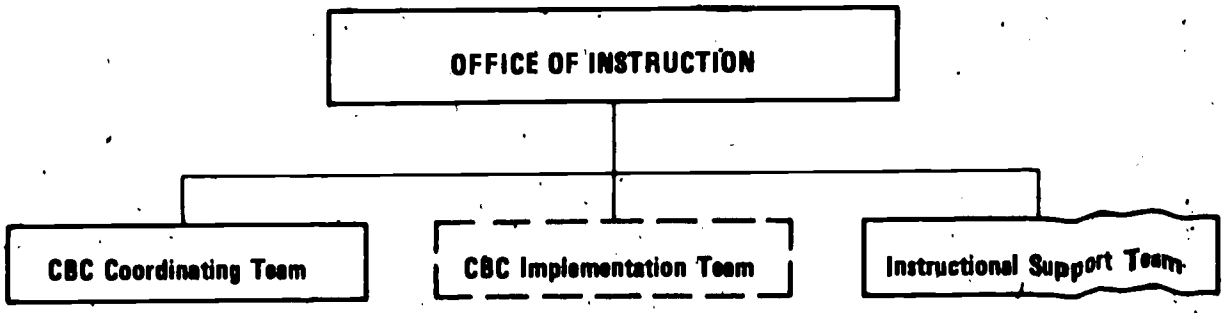
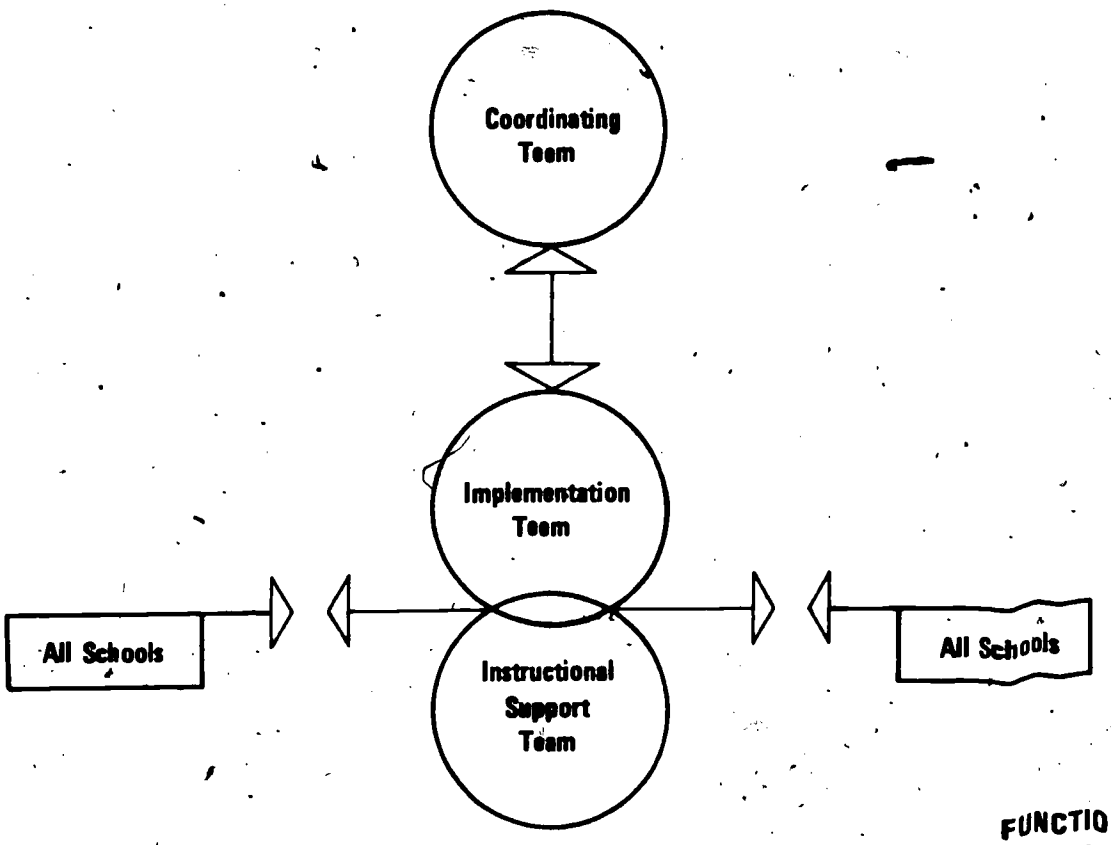


ORGANIZATION



FUNCTIONAL RELATIONSHIPS

2.1.2 CBC COORDINATING TEAM

Composition: The following instructional and support areas will be represented on the CBC Coordinating Team:

- Mathematics
- Reading
- Science
- Social Studies
- English
- Communication Skills
- Art/Media
- Career Education
- Special Education
- Testing
- Career Development

Mission: To provide the overall leadership and direction for the city-wide CBC thrust of the school system.

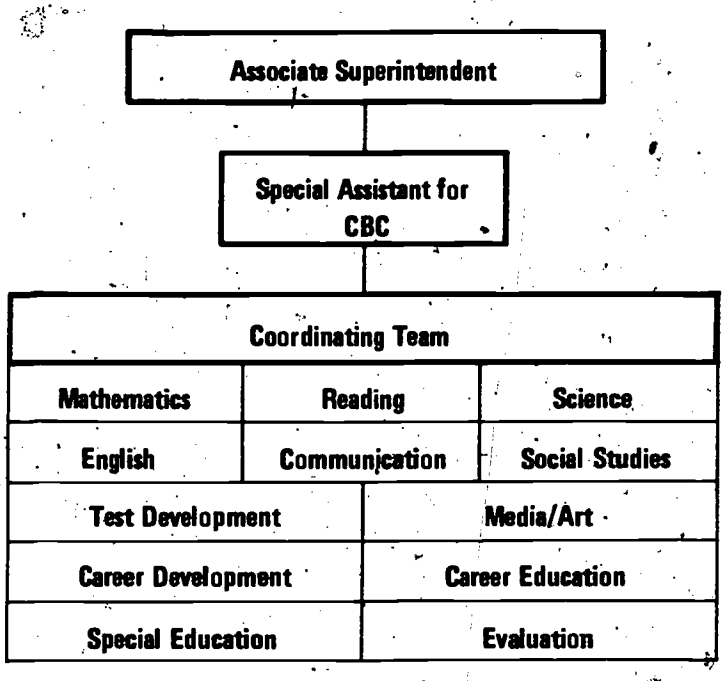
Rationale: Utilization of existing resources to develop concentrated expertise of instructional personnel to address the immediate and long-range demands of CBC.

Strategies for Implementation:

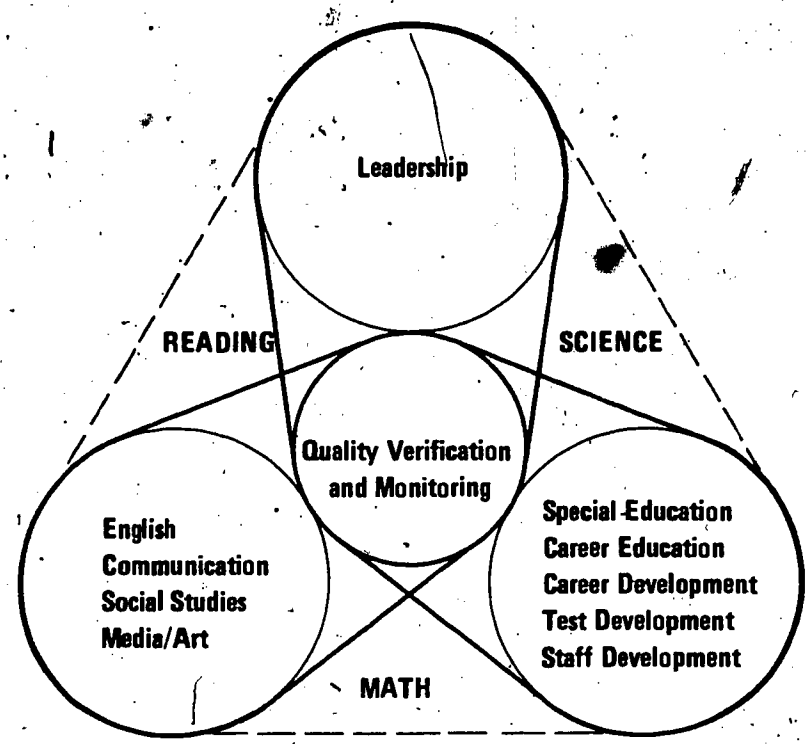
The City-wide CBC Coordinating Team will be responsible for the following:

- Designing and developing staff and curriculum development activities related to the priority areas of reading, mathematics, and science;
- Designing and developing staff and curriculum development activities related to secondary priority areas of subject fields other than mathematics, reading, and science;
- Delineating competencies in each subject area;
- Screening and selecting those instructional programs and materials that are commercially developed and consistent with CBC;
- Encouraging and assisting in the development of prototype classrooms and schools for CBC activities;
- Promoting and conducting demonstrations of exemplary practices in classrooms and schools which relate both to development and implementation activities for CBC;
- Identifying and disseminating CBC curriculum and staff development ideas;
- Designing and developing a criterion-referenced testing program for mathematics, reading, and science.

The above activities constitute broad functions of the Coordinating Team for CBC. The Team will function under the direct leadership of the Special Assistant for the Competency-Based Curriculum Program.



ORGANIZATIONAL RELATIONSHIPS



FUNCTIONAL RELATIONSHIPS

2.1.3 CBC IMPLEMENTATION TEAM

Composition: Regional Curriculum and Staff Development Coordinators
Three teachers from each Region, one from each level
Three principals from each Region, one from each level
One representative of Special Education and Career Development from each Region
One representative from Federal Programs
One representative from Adult Education
One Management Services representative
Three Pupil Personnel Services Center Directors
One Division of Evaluation representative
Three counselors, one from each level

Mission: To facilitate implementation of all instructional activities relative to CBC and to mobilize school system expertise and resources at the city-wide, regional, and local school level.

Rationale: A large-scale effort such as the CBC program necessitates the services of a city-wide representative body to provide a two-way conduit of ideas, processes, and expertise at various levels of the system.

Strategies for Implementation: (To be determined by the Implementation Team)

CBC Implementation Team	
Staff Development / Curriculum Coordinators	
Principals	Counselors
Teachers	Evaluation
Adult Education	Special Education
Career Development	Federal Programs
Management Services	Pupil Personnel Services

2.1.4 INSTRUCTIONAL SUPPORT TEAM

Composition: City-wide coordinators for subject-matter areas reporting to the Associate Superintendent, Office of Instruction.

Mission: To develop a team approach to improve the quality of teaching-learning in the classroom focusing on the areas of reading, mathematics, and science as priorities for the school year 1976-77.

Rationale: Since limited resources are a critical factor in the educational process, it is necessary for team members to develop working models which will enable us to use our resources most effectively.

Strategies for Implementation:

The members of the Instructional Support Team will develop a leadership cadre which will include the following members:

- Building administrator
- Departmental chairperson
- Grade level chairperson
- Regional instructional team member

Under the leadership of the Instructional Team each group will:

- Organize workshops in:
  - content enrichment
  - interdisciplinary approaches
  - terminal objectives
  - Tyler Triads (behavioral objectives, instructional activities, and assessment tasks)
  - subordinate objectives
  - learning hierarchies
  - assessment procedures
- Plan for inter-intra school visitations;
- Design courses for teacher certification requirements;
- Develop criteria for effective selection of materials in each content area;
- Work with the Division of Logistical Support to establish a consolidated textbook list;

- Provide technical assistance in the field-testing of Tyler Triads for CBC;
- Establish a lending library of materials for teacher use in the content areas.

ORGANIZATIONAL RELATIONSHIPS

Instructional Support Team		
Mathematics	Science	English
Foreign Language	History	Music
Physical Education	Art	Media
Military Science	Library Science	Career Development Business Education Distributive Education Industrial Arts Health Occupations Home Economics Trade and Industry

2.2 SUPPORT SERVICES

2.2.1 CENTRAL

The instructional system requires five major central support services: (1) Pupil Personnel Services, (2) Planning, (3) Research and Evaluation, (4) Management Services, and (5) State Administration.

- **Pupil Personnel Services** - The Division of Pupil Personnel Services consists of six Branches: Appeals; Attendance, Work Permits and Census; Child and Youth Study; Guidance; Pupil Appraisal; and Speech Correction and Hearing. Services are delivered to students, parents, and staff through the regional extension of the Branches. Each Branch subscribes to objectives that are interdisciplinary in approach and in nature, and which are designed to enhance the probability of a successful learning experience. A restructuring of Pupil Personnel Services will involve the integration of all guidance and counseling functions and a realignment of interdisciplinary relationships through consolidation into two Branches, namely: Child and Youth Study and School Attendance and Work Permits.

- **Planning** - The Division of Planning is responsible for providing technical assistance to the various elements of the school system in the planning of programs and operations and for the design, implementation, and monitoring of a system-wide planning process and a comprehensive educational facilities plan. The Division will perform the assessment of real and perceived needs at all levels of the school system and the community at-large, and assist in coordinating efforts and programs aimed at meeting these needs on a continuing basis. The Division will also share responsibility in certifying the relevancy of new and auxiliary programs to the total CBC program.

- **Research and Evaluation** - The Division of Research and Evaluation's major goals are: to develop evaluation strategies and to conduct systematic evaluation of the educational programs of the school system; to provide research and statistical information about and to the school system. The quality verification and monitoring of this Design require the provision of adequate resources for evaluation purposes. The implementation of a Competency-Based Curriculum carries with it the need for educational research in the areas of curriculum, practice of knowledge, management of students, and control of quality.

- **Management Services** - The Office of Management Services has responsibility for many support areas which are critical to the instructional system: budget, finance, personnel, supplies, equipment, data processing, buildings and grounds, food services, security and safety. One of the Superintendent's priorities involves significant improvements in the level of service and the efficiency of operations in the major support areas of Management Services. The accomplishment of this priority will greatly enhance the effective implementation of the Design for the Delivery of Educational Services.

- **State Administration** - The Office of State Administration is charged with state-level responsibilities which impact on the support of various educational programs. These include the approval and funding of federal programs and projects, project reporting and evaluation, consultative and technical assistance, assessing student needs, and dissemination of information concerning innovative and exemplary educational practices and programs. It is vital to develop a plan for the interfacing of federal programs with CBC, including staff development for program directors, and for involving local universities, private industry, and federal agencies.

2.2.2 REGIONAL

Regional Offices have the responsibility for providing the leadership for the delivery of educational services on the regional level. Regional Superintendents will develop a plan for the implementation of CBC which will include: cooperative use of resource teachers; staffing patterns; models for interchange of ideas; material and human resources; prototype schools; clusters of schools; or classes within a school; staff development; etc.

Regional Offices will design specific strategies which are applicable to current situations in the region. Plans for instructional support services for CBC will be developed which may be implemented through existing curriculum and staff development models or through new models if required.

Major regional responsibilities include:

- Operation of a team approach to curriculum, staff development, and test development with the local schools in the Region on a regular basis;
- Provision of resources for implementation of the **Design for Competency-Based Curriculum, Pre-Kindergarten - Grade Twelve;**
- Training of building resource staff in transmitting ideas, techniques, and materials to building personnel through workshops, meetings, mini-courses, and other activities;
- Development of leadership skills in resource personnel and others;
- Operation of an in-service program for teachers, administrators, and others in the Region;
- Provision of innovative materials and instructions for the use of regional staff;
- Liaison with the city-wide CBC Implementation Team;
- Maintenance of a regular method for dissemination;
- Participation in the regional monitoring process;
- Development of a request system for schools to use for assistance;
- Dissemination of information about the regional program to parents and community.

The Regional Superintendents will direct the establishment of a Local School Competency Based Curriculum Committee in each school. The composition of this committee will be based on guidelines established by the Regional Office and dependent upon staff resources and staffing patterns at the local school.

Regional participation on the city-wide CBC Implementation Team will provide opportunities for interregional cooperation and interfacing with the Office of Instruction.

2.2.3 LOCAL SCHOOL

The Local School is the major setting for the performance of the five critical functions, namely: practice of performance, presentation of knowledge, practice of knowledge, management of students, and control of quality. It is, therefore, essential that the local school personnel be provided with the necessary training, resources, and instructional support services that will ensure effective delivery of services to the student.

Local school personnel must be fully aware of the delivery system and its implications, be knowledgeable in use of the delivery system, and be committed to utilizing the delivery system in meeting instructional goals.

In the selection of personnel, instructional materials, supplies, and equipment, local schools will give major consideration to the school system's priorities.

Local Schools will have these major responsibilities:

- Assessment of needs, strengths, and interests of school population for curriculum, staff, and test development at the building level;
- Determination of priorities in these areas;
- Cooperation with regional staff in planning, implementation, and assessment of instructional activities;
- Initiation of projects;
- Provision of peer support for instruction;
- Involvement of administrators, teachers, students, parents, and community in curriculum and program planning.

The Local School CBC Committee will perform the following tasks:

- Identification of ways resource teachers will be used to assist in implementation of CBC;
- Development of a plan for CBC implementation;
- Initiation of study of CBC by grade, level, subject area, or by grade groups;
- Determination of ways to modify building organization to facilitate CBC;
- Inventory of resources;
- Identification of teacher talents and teacher needs;
- Determination of ways to share human and material resources;
- Planning ways to schedule time to meet, attend workshops, participate on tasks forces, etc.;

- Planning monitoring of implementation of CBC;
- Involvement of subject matter or grade level representatives in
  - reviewing subject areas in CBC
  - identifying enabling objectives
  - planning strategies
  - developing informal tests
  - refining ways to individualize instruction;
- Requesting assistance from regional staff and city-wide CBC Coordinating Team and the Instructional Support Team;
- Dissemination of information to parents and community.

Several approaches may be considered by the local school:

- The elementary level
  - Team members may plan ways to provide this support assistance.
  - Teachers with special skills may be encouraged to share their talents.
  - Special resource teachers may be involved in providing assistance in their particular areas.
  - Special consideration may be given to the assignment of special resource teachers within one region to work with regional and school teams. The opportunity for a region to "buy time of a core of special teachers" to be assigned 100% within the region may be explored.
- The secondary level
  - Plans might be developed to assign partial programs to one secondary reading teacher and one mathematics teacher in order for them to assist teachers in the school and to work with the regional instructional staff.
  - A partial program may be assigned to department chairmen so they can assist teachers within the buildings, serve on task forces, plan for various CBC activities, etc.
  - Specific subject matter resource teachers may be designated who would give assistance and support to teachers in that subject area in any of the secondary schools in the region as requested.

Example:

School 1	_____	English	_____ Schools 2, 1, 4
School 2	_____	Mathematics	_____ Schools 3, 4, 5
School 3	_____	Science	_____ Schools 3, 1
School 4	_____	Art/Music	_____ School 1
School 5	_____	Social Studies	_____ Schools 2, 4, 5

These teachers may be assigned part-time for teaching and part-time as a resource teacher.

CRITICAL FUNCTIONS

OF THE

INSTRUCTIONAL SYSTEM

PRACTICE OF PERFORMANCE
Direct Responsibility - Classroom Teacher Support Responsibility Principal Regional Superintendent Regional Instructional Staff Office of Instruction CBC Coordinating Team CBC Instructional Support Team Implementation Team Division of Adult and Continuing Education Division of Career Development Division of Special Education

PRACTICE OF KNOWLEDGE	PRESENTATION OF KNOWLEDGE
Direct Responsibility - Classroom Teacher Support Responsibility Principal Regional Superintendent Regional Instructional Staff Office of Instruction CBC Coordinating Team CBC Instructional Support Team Implementation Team Division of Adult and Continuing Education Division of Career Development Division of Special Education Office of Management Services Division of Research and Evaluation	**Direct Responsibility - Classroom Teacher** Support Responsibility Principal Regional Superintendent Regional Instructional Staff Office of Instruction CBC Coordinating Team CBC Instructional Support Team Implementation Team Division of Adult and Continuing Education Division of Career Development Division of Special Education Office of Management Services Division of Research and Evaluation
MANAGEMENT OF STUDENTS	**CONTROL OF QUALITY**
Direct Responsibility - Classroom Teacher Support Responsibility Principal Regional Superintendent Regional Instructional Staff Division of Research and Evaluation Division of Adult and Continuing Education Division of Career Development Division of Special Education Office of Instruction CBC Coordinating Team CBC Instructional Support Team Implementation Team	**Direct Responsibility - Pupil Appraisal** Support Responsibility Division of Research and Evaluation Office of Instruction CBC Coordinating Team Test Development Unit Office of Management Services Classroom Teacher Counselor Principal

3. QUALITY VERIFICATION AND MONITORING

It is essential that we have assurance that the **Design for the Delivery of Educational Services** is effective and serves the purposes for which it is designed. This means that we need to know, in a minimum sense, whether the design works in terms of accomplishing the previously established outcomes. More importantly, we need to be able to find out if the design works better than the present structure.

Indications of how well the delivery system performs are best obtained from systematically gathered evidence. The gathering, analyzing, and interpreting of such evidence constitute the process of quality verification.

It is highly unlikely that the delivery system will function to a maximum degree when it is initially implemented. Quality verification, therefore, will provide the successive trial-revision cycles required to bring the **Design** to an acceptable level of performance under complex "real-world" conditions. Corrective cycles consisting of three key components – tryout, evaluation, and revision – must be developed.

The following questions for which evidence must be sought form the basis for the quality verification of the **Design for the Delivery of Educational Services:**

- In what ways and to what degree are the elements of the **Design** in place and functioning?
- To what degree is the implementation having an impact on students and teachers in the classroom?
- To what extent are the expected outcomes being met?
- What is the level of accomplishment of assigned responsibilities and initial functions by designated personnel and/or offices?
- What are the indications of required revisions in the **Design** elements?

Quality verification and monitoring will provide a continuous flow of information to decision-makers. The information must be timely, relevant, accurate, and in usable form. A major task stemming from the process is the creation and utilization of an interrelated data base. The Division of Research and Evaluation will design the instruments required for the quality verification and monitoring process.

In addition to the specific questions for which evidence must be sought, the specifications for quality verification and monitoring will include:

- Provisions for timely, relevant, accurate information related to **Design** operation and progress to decision-makers and in usable form;
- Provisions for the collection, organization, and storage of data relative to the Design and goals of the system;
- Provisions for the analysis and interpretation of collected data;
- Provisions for the communication of information within and outside of the system;
- Provisions for an on-going evaluation of the quality verification and monitoring process.

3.1 DATA COLLECTION AND ANALYSIS

The delivery of educational services in and of itself produces a wealth of data which is used both formally and informally to assess the effectiveness of the educational program. The greater part of these data are student related, providing such factors as general socio-economic status, subject area achievements and, on occasion, school related behaviors.

While these data and specific student performance data will be necessary and useful in determining student achievements in a Competency-Based Curriculum thrust, it is obvious that additional data will be required to measure the achievement of the goals and objectives as well as the proposed outcomes of the **Design for the Delivery of Educational Services.** Components of the **Design** are expected to generate information in a number of areas including:

- CBC performance objectives and test results;
- Staff Development Program aimed at facilitating the implementation of the delivery system;
- Impact of staff development programs on student achievement and projected **Design** outcomes;
- CBC instructional materials, equipment, and facilities;
- Regional and local school practices and procedures;
- Quality verification and monitoring process of the **Design** and its components;
- CBC literature and research;
- Proposals, projects, and contractual services in support of CBC.

An invaluable aid in formulating the continuing development of the delivery system is a file of data reflecting the real and perceived needs of the larger community served by the school system. It is, therefore, imperative that a needs assessment be conducted to provide these data and also to point out specific items which can be used as an index for future assessments. The Division of Planning will conduct the required needs assessment.

The Division of Research and Evaluation will have the major responsibility for the quality verification and monitoring of the **Design** and will determine what additional data needs exist and the most effective process for collecting these data.

4. PROCUREMENT

Critical to the effectiveness of the delivery system is a procurement process which will ensure the availability of the necessary instructional materials, supplies and equipment in the classroom where they are needed to facilitate the instructional program. The CBC Coordinating Team, the Instructional Support Team, and the Regional Instructional Staff must also have access to a procurement process which will make available to them, in a timely fashion, the materials, equipment and services needed to support the critical functions.

The Office of Management Services is exploring the feasibility of automating the procurement process. The Office of Instruction and the Division of Planning are charged with the task of upgrading the textbook, supply, and equipment lists to meet the requirements of the Competency-Based Curriculum. The combination of these two efforts should lead to the implementation of a procurement process which will support the delivery system.

5. INFORMATION

It is essential that all consumers of the delivery system have complete knowledge of the various components and processes. A brochure will be developed which will give a concise description of each component, the organizational structure, and suggestions on how the consumer may use the delivery system. Workshops, seminars, and conferences will be conducted on the central, regional, and local level.

The technical expertise of the Media Center and the Penn Center will be used to develop audio-visual presentations, i.e. films, filmstrips, videotapes, and slide tapes which describe the delivery system.

Information on the progress of the Design toward expected outcomes will be collected, analyzed and communicated to appropriate units at the central, regional, and local level for corrective and improvement purposes as well as for overall evaluation.

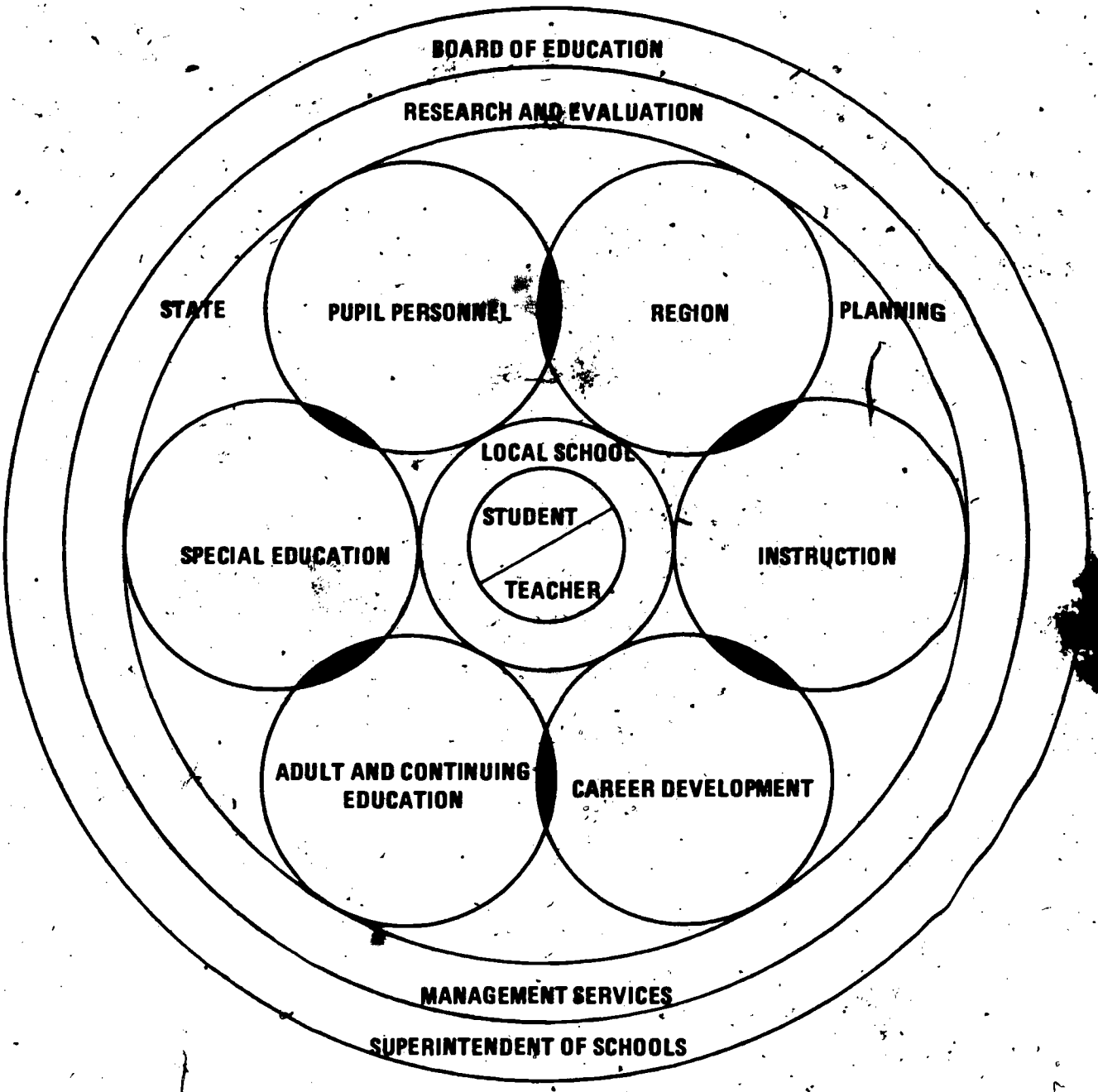
In cooperation with the Office of Communication and Public Information, brochures, bulletins, news releases, etc., will be prepared to explain the delivery system to parents and the community.

6. INTERFACES

The successful delivery of educational services depends on a series of continuing interfaces among and between people, policies, programs, and services.

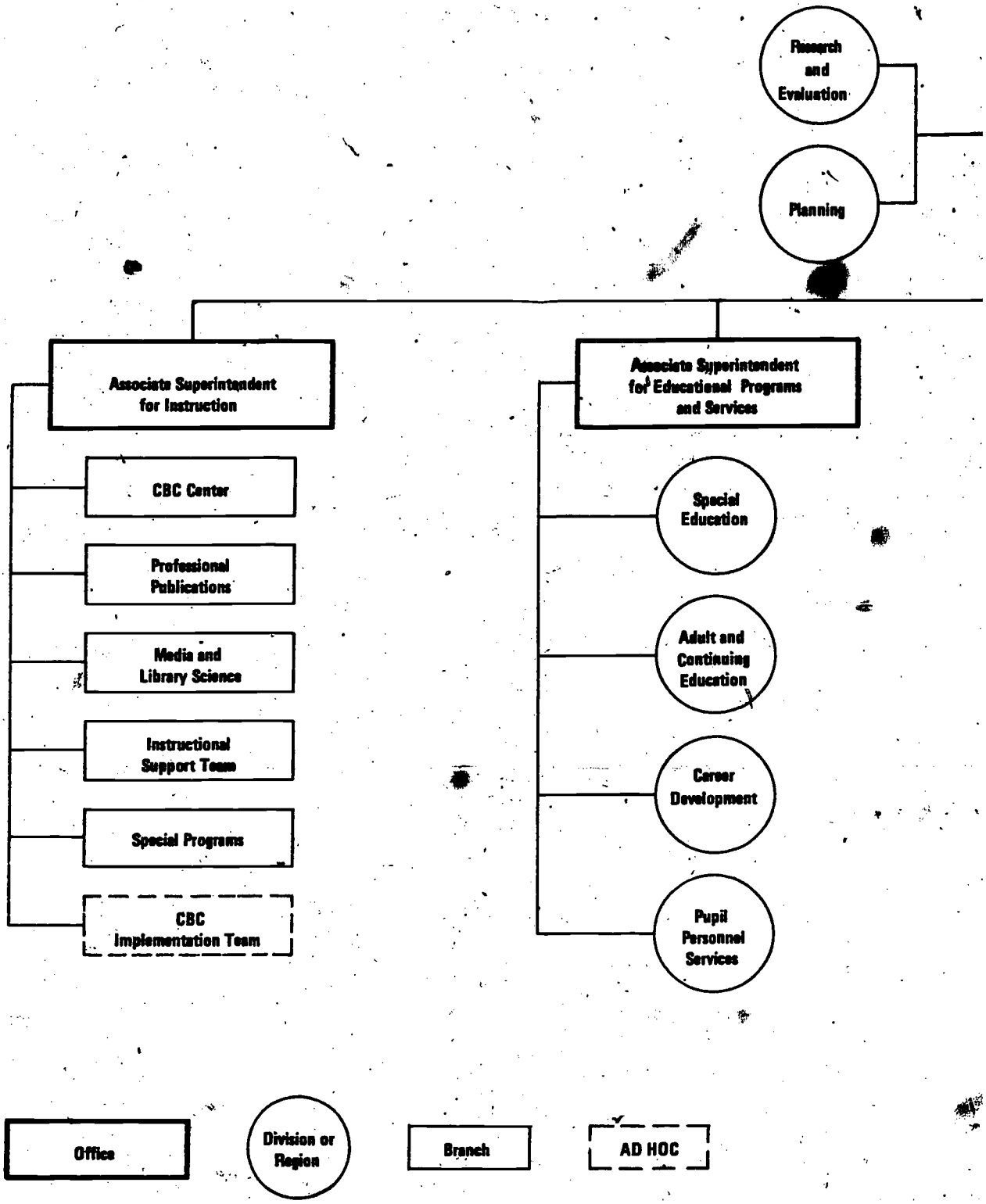
There is a need for a mechanism for interfacing among local schools, Regional Offices, Instructional Services, Pupil Personnel Services, Research and Evaluation, Career Development, Special Education, Adult and Continuing Education, Management Services, State Administration, Planning, the Superintendent's Office, and the Board of Education.

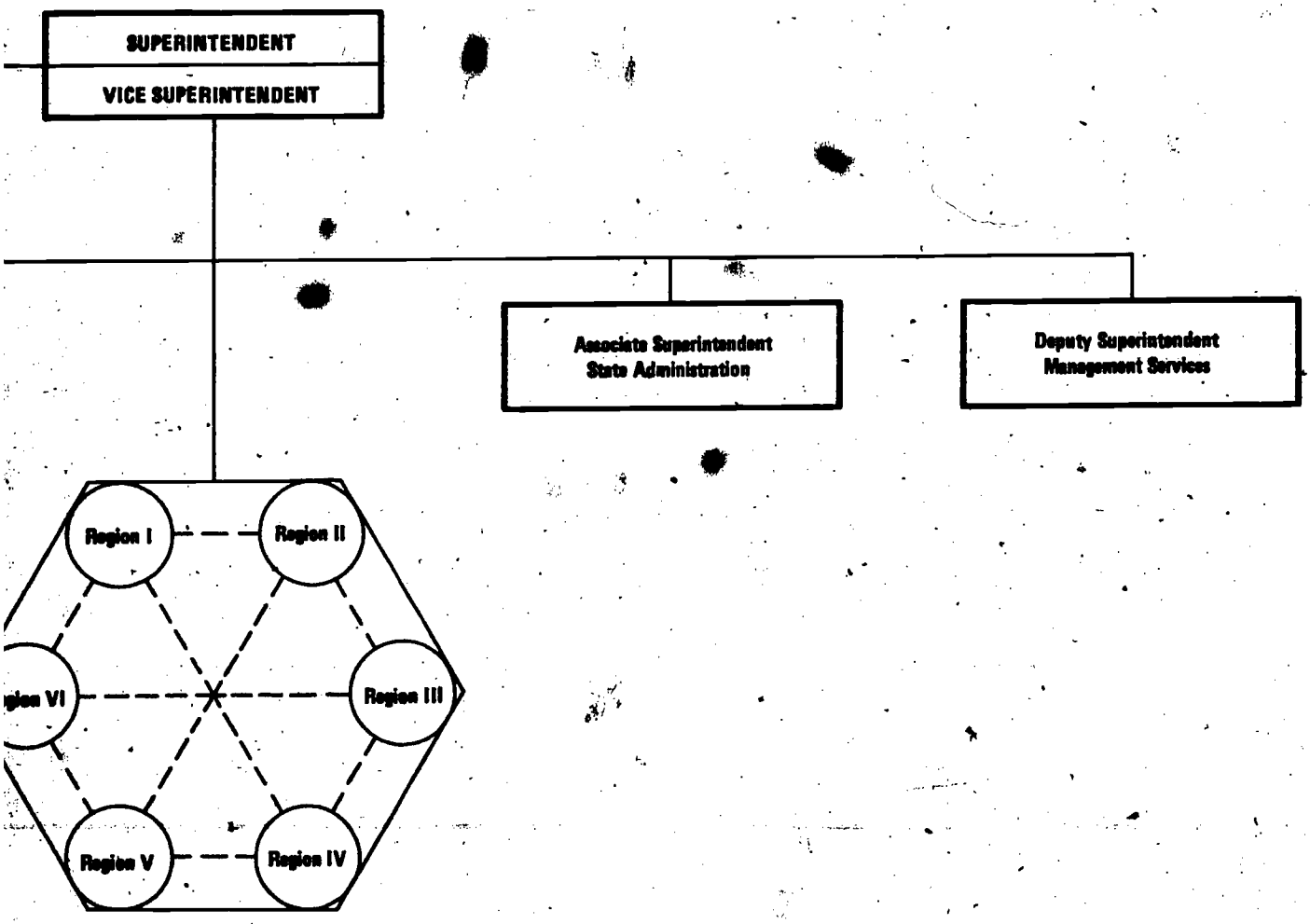
The Design for the Delivery of Educational Services, with its CBC thrust, is focused on comprehensive support for students and teachers as illustrated in the accompanying diagram which reflects only the primary and formal interfaces that must occur for successful implementation of the Design. It is anticipated that these formal interfaces will lead to a network of informal relationships which will also enhance the attainment of system outcomes.


BOARD OF EDUCATION
RESEARCH AND EVALUATION
STATE
PUPIL PERSONNEL
REGION
PLANNING
LOCAL SCHOOL
STUDENT
TEACHER
SPECIAL EDUCATION
INSTRUCTION
ADULT AND CONTINUING EDUCATION
CAREER DEVELOPMENT
MANAGEMENT SERVICES
SUPERINTENDENT OF SCHOOLS

INTERFACES

7. PERSONNEL AND ORGANIZATION




SUPERINTENDENT
VICE SUPERINTENDENT
Associate Superintendent
State Administration
Deputy Superintendent
Management Services
Region I
Region II
Region III
Region IV
Region V

IMPLEMENTATION TASKS

	ACTIONS	TIME FRAME		
		August	September	October
001	Approve the Design for the Delivery of Educational Services	→		
002	Establish the Office of the Associate Superintendent for Educational Programs and Services	→	→	→
003	Reorganize the Office of the Associate Superintendent for Instruction	→	→	→
004	Develop mission statements and performance tasks for each Office	→	→	→
005	Initiate development of the instruments for Monitoring and Quality Verification System for Delivery of Educational Services	→	→	
006	Refine program for Procurement System for CBC	→	→	
007	Implement the Monitoring and Quality Verification Process	→	→	→
008	Develop and disseminate informative documents on the elements of the Delivery System	→	→	→

Prepared by

The Division of Planning