THE ESD AND CURRICULUM:
UNIQUE ROLES AND RESPONSIBILITIES

Frank B. Brouillet

During the past several years a metamorphosis has taken place as thirty-nine separate offices of the County Superintendent of Schools have become nine Educational Service Districts (ESD's).

Although the number and structure of this significant agency in our educational system has changed, the roles and responsibilities of the ESD relative to curriculum remain paramount among the ESD's many functions. Curriculum-relevant responsibilities of the ESD are specified and implied in Chapter 28A-21 of the Revised Code of Washington. Among the responsibilities are those to:

1. provide informational services to local school districts relevant to a variety of curriculum matters
2. facilitate—and in some instances administer—cooperative curricular/instructional programs
3. assist in ensuring equal educational opportunities for all students
4. encourage—and at certain times conduct—staff development/inservice activities
5. serve as liaison between the SPI and State Board and local school districts
6. assist the SPI and State Board to meet their statutory responsibilities in matters related to curriculum
7. house and make available to local school districts materials and equipment essential to curriculum development implementation

In curriculum areas, the Educational Service Districts are called upon by this agency, the State Board of Education, the Legislature, and local school districts to offer direct services and technical assistance, to regulate and monitor certain activities, and to provide pro-active leadership in curriculum design, development and implementation.

Currently, and within the recent past, the Educational Service Districts have provided significant assistance to local districts charged with developing and implementing curriculum related legislative mandates. For example, ESD's offered considerable technical assistance to local school districts concerning student learning objectives. ESD services have included training workshops, coordination of information meetings and materials, and provision of models and examples of learning objectives. Each ESD has also identified an individual who is responsible for and assists local school districts in matters related to equity education. These individuals help districts implement programs and provide assistance as districts interpret state and federal laws relevant to equity in education. In the past, the ESD's have offered many direct curricular and support services essential to handicapped children and special education programming. If legislation currently being considered is passed, ESD's will provide limited service to private schools in that the same materials and films will be made available to such schools on a prorata cost basis. In addition, the ESD will doubt become involved as new programs dealing with bilingual education and remediation are implemented.

The preceding are but a few examples of the many curriculum-relevant services offered by Educational Service Districts.

The ESD is in a unique position to carry out leadership, service, technical assistance, and regulatory responsibilities related to curriculum. It is close to the main action and to the major actors—the local school district, its students, parents, and staff. At the same time, it is not of the local school district and therefore, can provide an objective perspective in many curricular and instructional matters. The ESD provides an invaluable link between SPI and the local school districts. It serves as receiver, translator, and transmitter of communication from and between both agencies. Finally, because of its position, the ESD can provide a key service—that of coordinating a variety of curriculum related activities. The ESD is in an excellent position to know what is happening at both the state and local school district levels; to facilitate cooperation among agencies; to disseminate information; and to identify possible conflicts, overlap and wasteful duplication.

The Superintendent of Public Instruction will continue to work closely with the Educational Service District, and to meet regularly with the ESD Superintendents and Curriculum Directors, to ensure the kind of communication and coordination of curriculum-relevant services which will be of most benefit to local school districts, their students and constituents.

Frank B. Brouillet is Superintendent of Public Instruction for the state of Washington.
EDITOR'S COMMENTS


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Service districts can come to better understand each other and find cooperation to work towards improving the services provided.

Walt Bigly, Wapato School District

EDUCATIONAL SERVICE DISTRICTS—FACT OR FANCY

James L. Hager

Educational and political planners are continually seeking ways to develop and maintain cost effective structures for educating youth in public schools. Although several basic approaches have emerged in recent years, one of the most dominant movements in the past decade has been the development of service units situated between local and state education agencies. In states throughout the country networks of regional service units have been initiated to assist in local school district programs and the operations of the individual school districts (1) of regional service units within states claim that they: 1. Provide easily accessible and self-determined supplemental and supportive services at high quality to local districts; 2. Contribute to the development and/or provision of state mandated programs and services to local districts in the event that the local units are unable to do so; 3. Contribute to the development and/or provision of educational opportunities for all children by minimizing accidents of geography and consolidating educational resources which determine the educational programs available; 4. Promote utilization of known applications and stimulate the assured delivery of educational benefits and cost effective policies in the delivery of educational programs in services within the state school system; 5. Contribute to the healthy communications between urban, suburban, and rural interests in the search for solutions to area-wide educational issues; 6. Contribute to the development of a statewide research, development, evaluation, and dissemination network and promote the best resource use to foster the network once it is in place; 7. Contribute to the establishment of a statewide network of resident change agents possessing both credibility in the eyes of their peers in educational communities and legal mandates, where necessary. They can more readily implement the staffing and resources necessary to affect fundamental changes in school system on a regular and planned basis; and 8. Substantially promote effective local and school district involvement in state and regional planning and decision making.

Currently, the State of Washington is one of eleven states to develop a complete statewide network of regional service agencies whose primary thrust is to provide services to local school districts.

In a recent pamphlet from one of the state's educational service districts entitled "Guide to Service Districts," the State Education Agency is cited specifically as providing some of the services provided by the educational service districts. Specifically, the services are divided into five categories:

1. Administration and Planning
2. Curriculum and Instruction
3. Educational Media
4. Special Services
5. Special Projects

These categories are then subdivided into 7-15 components with a description of each service provided.

In theory and on paper, the leadership and consulting services provided by service districts appears to be meeting their primary goal of providing services to local school districts. However, in some cases, the question of whether the educational service district actually provides services to the districts which they purport to serve.

In a recent assessment of an educational service district with which the writer is associated, it was assessed that only 8% of the services provided by the educational service district actually was being used consistently by the districts. All of the other services were either not being used at all or were used so infrequently that each use could be discontinued without any inconvenience to the district.

A critical question emerges: Why is there such a significant discrepancy between what the educational service district is supposed to provide to a district and what a school district actually receives in services (2)? There are undoubtedly many responses to this question and the writer provides only a few to generate discussion.

1. The quality of the programs and services offered by the educational service districts are not as high as other alternative models.
2. The cost benefits and cost effectiveness of programs and services offered by the educational service districts are not as significant as other alternative models for school districts.
3. The programs and services offered by the educational service district are not matched in internal and external resources of the personnel employed by the unit and the needs of the district receiving school districts.
4. The size of the receiving school district may allow to provide the services in a more effective and efficient way than can be provided by the educational service district.

Whatever the cause(s) for the apparent discrepancy between what ought to be done and what is done, the educational service district is not a system within the educational system. For educational service districts to become a more useful part of the system and to fulfill their primary functions to districts, I believe that they must seriously analyze their service, structure, and staff in order to more effectively provide services to school districts.

Dr. James L. Hager is Deputy Superintendent of Lake Washington School District No. 414.

EDS CURRICULUM DEPARTMENTS AND THE SMALL SCHOOLS

Edison Blanford

The Educational Service Districts are in a very unique position regarding curriculum. The services offered local districts are neither expected in the court of law to provide services to districts any more than the state education agency is to provide services to districts. The Educational Service Districts, on the other hand, are the fiscal agent of the school districts within their boundaries, and by virtue of the power of taxation by the ESD personnel and the nature of their relationships with the local administrators and teachers. If the ESD—small school relationship has survived this first hurdle, the discussions of meeting times and availability of staff becomes a focus of concern. This usually is compromised by travel considerations and whether the local district has backed curriculum development with a financial commitment. There are three areas that offer exceptional potential for the ESD to assist local school districts. They are (1) Textbook selection, (2) Textbook evaluation, and (3) Requested Special Services.

INSERVICE

The pooling of resources from several small schools allows an Inservice program that is of potentially longer duration with more highly recognized presenters than is possible with one or two small selecting districts. Development of the program should be cooperatively developed on the basis of common focus. Most recently the SLOs have provided this community. It is anticipated that evaluation, record keeping, revisions, and maintenance of the SLOs could continue to be handled on a cooperative meeting basis.

Evaluation of programs, certified, and classified staff could benefit from cooperative input, however, the final decision rests in the hands of the district.

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ESD CURRICULUM SERVICES
A LEGISLATIVE POINT OF VIEW
Dennis Beck and Douglas E. Goodlett

Over the past several years the Washington State Legislature has had the opportunity to observe and evaluate the services and
related regional educational activities provided by the regional education agencies. In 1969 the legislature established 14 regional educational agencies to replace the regional educational districts. These regional offices went through a period of metamorphosis to the present system of nine educational service districts with significant enlargement during the transitional period. These were the decisions to phase out county funding of ESD by June 30, 1979. This then left the legislators with the responsibility of planning the future of regional of
care offices in the state. During the ESD legislative session the legislature
needed to replace a portion of the county funds to simply allow the ESD's to slowly wither away due to lack of funding.

At this time, the legislature, however, took positive action by passing ESD legislation which defined the role of ESD and provided monies to equal those lost by the phase out of county funds. Why did the legislature choose to support ESD's at this time?

First of all, with increasing demands and requirements being placed on local education agencies (LEA's), as witnessed by the recent decade, it was felt by the legislators that the deficiency of funds
would not be possible to fulfill the mandates without additional support and service. ESD's, therefore, provided
the vehicle for a logical and necessary guarantee of services to all LEA's in the state. Through the cooperative efforts of the
local office and the ESD's, a delivery system was already in place to meet the varied needs of LEA's. The student
curriculum was based on the newest instructional objective for the direction of ESD's in this delivery system. It specifically stated that "school districts may obtain an ESD from the service center to deliver the services from the educational service district of which they are a part." Among the most prominent of the service centers was the Special Education Service Center which, under the direction of ESD, usually provides the service to the LEA.

In conclusion, it is the responsibility of the ESD to ensure that all school districts receive adequate services to fulfill the
requirements of the legislature. The ESD's must be aware of the resources available within the ESD's or local areas.

SUMMARY
The ESD's can provide a real service to small districts in
curriculum development. The lack of common goals and priorities
within the local districts can seriously hamper the potential
delivery of services from the ESD. The development of a long term program by the ESD's would allow districts to bring their curriculum programs into a similar timeframe without loss of local options. At the same time, this would improve the programs for the boy and girl in each of their respective small schools.

In conclusion, the existence of a district between districts with the ESD serving as a facilitator is an accelerating factor. Small
districts can use this to great advantage if they can coordinate a
district direction that will allow the ESD to form curriculum work into a manageable number of
Eldon Blanford is Superintendent of Zillah School Dist.

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Eldon Blanford is Superintendent of Zillah School Dist.
Continued from page 5

lish a need and desire for quality services to LEAs. ESD's offer a range of services under its 100 grants program, each designed to help local districts meet specific educational needs. The services provided by ESD are essential in reducing the barriers to education at the local level. The ESD is a place to escape from the local district and share ideas with colleagues, to get up to date on new ideas, and to get ideas from their peers on how to improve their students' experiences. The ESD is the home of the Educational Service Districts at the local level, and the state districts are the distributors of those resources to the local districts. ESD staff is committed to supporting the needs of local districts, providing resources and funding to help them succeed. ESD's work is essential in ensuring that all students across the state have access to quality educational opportunities. The ESD staff is dedicated to helping local districts improve their educational programs and provide the best possible education for all students.
Continued from page 7
ommends for purchase curriculum materials which will support program objectives.
Testing of students to determine language dominance and proficiency is also increased by project personnel and pupil per-
profiles of language testing are placed in ESD 105 data banks. In-
cluded in the data banks are specific areas of students' linguis-
tical capabilities to ensure the use of both languages. All ES.
SDS currently have the framework for providing these services. What
might be an ideal system of education?

CURRICULUM LIBRARY

The Curriculum Library provides an invaluable support in

two principal areas. The Professional Collection contains books,

liquid, and educational materials which support the school personnel efforts
to improve the professional service capacity of the individual and
effectiveness of the curriculum. A variety of material covering research,
philosophy, methodology and trends is available to personnel
interested in broadening their understanding of education.

The Curriculum Materials collection contains student
tests at all achievement and achievement levels in the

basic program. Additionally, examples of children's books are avail-
able for a teacher's use in the classroom, as a supplement to children's

books in the school and public libraries. Kits are also available

for teachers to teach specific skills. A more precise analysis of

commercially available materials in advance of its being recom-
pended for purchase. Teachers may select Curriculum Materials to enrich classroom instruction or to facilitate the

teaching of Student Learning Objectives.

In general, both professional and curriculum-based materials assist authors who seek new information or tools, access to the support needed at the classroom level.

Technical assistance in identifying and coordinating existing resources is also provided. Additionally, ESD staff sup-
ports, at district request, coordination of special in-service de-
veloped to meet specific needs. Efforts are made to supply oppor-
tunities for administrative staff to meet more frequently to discuss problems and generate answers to concerns in a variety of areas and at a variety of levels. The ESD exhibits leadership in anticipating the needs of educators and prepares itself to respond affirmatively to requests for assistance. The ESD helps LEAs meet the expec-
tations and regulations from the Office of the Superintendent of Public Instruction.

The program description must sound familiar to the reader, as

all inclusive of the current services offered by the ESD. The IDEAL

system is one in which service is supplied in English and the

language(s) other than standard English. The ESD also promotes the

Curriculum Library should parallel for content the materials available in English.

The other ESD services available should include such bilin-
gual programs as Espanola Habla, a Second-Language, the

teaching of reading in the primary language of the limited or the

traditional teaching methods to support the teaching of

students of all the primary subjects in the language and other curriculum-

based in-service should also be included. This will help the ESD

personnel deal with the challenges of a bilingual program.

FANTASY?

Can services of this nature actually be delivered as suggested here? Is it possible to disregard the social and political exigencies to a large extent the social service discussed exists today in ESD 105?

To meet the challenges that bilingual education funding will bring the ESD must make all the services available to teachers to maximize workable solutions to pressing problems. ESD services are available to the needs of students dependent on a language other than English for Instruction, while they acquire the capac-

ity to sufficiently understand and be academically successful in English. By taking advantage of the technical assistance now

available, ESDs can devise the parallel resources necessary for a successful LEA implementation of bilingual education in the '80s.

Dorothy Martinez, Bilingual Curriculum Coordinator for ESD 105's Title VII Project.

Linda Hoveter is Director of Title VII Columbia Basin

Bilingual Coordination at Moses Lake-Othello.

Mr. J. Whitehead is a State Representative for Washington.

LOCAL SCHOOL DISTRICT CO-OPERATIVES

Brian Bronzel

Program coordination, curriculum committees, budget cap-

City, needs of children, professional development, basic

education, the idea that the public schools are the first and most significant teachers

of the child. What leadership have we extended toward parent education?

Could we (a) implement parent education classes or seminars for parents of the very young? (b) Keep in mind the needs of single-parent families, blended families, working families, and families which want to think of themselves as the first and most significant teachers of their children? Thermal High School and Home Base programs of the Yakima Schools found it helpful to concentrate on a list of themes, which they present to interested parents and grew.

To study whether there may be others, below are the teaching methods which have proven helpful for discussion in local parent education programs, particularly when home tasks or learning problems are being addressed.

1. Explain what is going to happen before you start. What do you want them to expect before they start... they learn to think about what they will be doing.

2. Give time to look at the materials before start-

ing to work. If children become familiar with the materials they use, they learn to become organized and better prepared to do the task.

3. Ask questions that have more than one right answer. If children are used to more than one way to look at a view... they learn to be open to ideas.

4. Ask questions that require children to do one or two things to want answers. If children learn to give more than a "yes" or "no" answer... they learn to think above the level of yes or no to want answers.

5. Get children to talk about their answers. If children talk about their answers... they learn to think through their answers.

6. Get children to ask questions. If you encourage

Continued on page 10

ESD CURRICULUM LEADERSHIP—FACT OR FANCY? EARLY CHILDHOOD

Helen Peterson

This writer does not purport to know the extent of contin-

ued leadership support for ESD's Title I and II programs in the Early Childhood

Educational Service District level of our state. No doubts it varies from service district to district in central, eastern and western segments. Rather than to discuss whether Early Childhood leadership is fact or fancy, it seems more appropriate to look at what it might be, and ask ourselves pertinent questions in our own service district leadership in this vital field.

In many, if not all counties, Early Childhood programs are not supported through regular state funds. For this reason, curriculum leaders often feel that their responsibilities do not, or cannot extend to the Early Childhood areas. Perhaps each leader needs to look at the validity of this thinking, should it exist. We all know the old saying about the “power of authority to the power of respect.” Maybe it is in the latter area (the power of respect) where we can exert our greatest influence—perhaps only in our total daily work—but particularly in the field of Early Childhood. Early Childhood education is below some of the questions we (as curricu-

lum leaders) might need to ask ourselves to increase our leadership and influ-

ence in Early Childhood programs:

1. Do we recognize the home and the first and most significant learning center for the child and use all means possible to encourage a meaningful, growth-producing, learning environment? We probably all subscribe to the idea that the parents are the first and most significant teachers of the child. What leadership have we extended toward parent education?

Could we (a) implement parent education classes or seminars for parents of the very young? (b) Keep in mind the needs of single-parent families, blended families, working families, and families which want to think of themselves as the first and most significant teachers of their children? Thermal High School and Home Base programs of the Yakima Schools found it helpful to concentrate on a list of themes, which they present to interested parents and grew further. To study whether there may be others, below are the teaching methods which have proven helpful for discussion in local parent education programs, particularly when home tasks or learning problems are being addressed.

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5. Get children to talk about their answers. If children talk about their answers... they learn to think through their answers.

6. Get children to ask questions. If you encourage

Continued on page 10
children to ask questions, ... led to looking for answers. 

5. To give time to think about a problem. If children are given time to think, ... led to thinking for answers.

6. To get children back up answers with facts and evidence. To explain how they got an answer, ... they have learned to find the correct answer without guessing. 

7. To practice children's ability to do well, or when they take small steps in the right direction. If children hear from you how well they are doing, ... they learn to keep working until they find the correct answer.

(b) Cooperate with hospitals and other agencies which work with parents and young children? For example, the Yakima Valley Memorial Hospital co-operates with local Early Childhood educators in the conducting of their pre-natal parent classes. The Early Childhood Educators do all of the development from the viewpoint of the "educational" component. Among many other topics taught, young parents are given practical suggestions for:

- The development of those vital early language skills for the baby, reading to the young child (books, finger rhymes, songs, are presented—audience participation) 
- The development of a positive self-concept in the young child 
- Use public media in creative ways to enhance parent-child home activities. (Local newspapers have been used in publishing weekly columns which feature home learning activities. )
- Create a continuous dialogue with the K-1 teachers and administrators as to the importance of the very early years "turn-on" to their work with the home.
- Develop the coordination between these Early Childhood programs which do exist and the requirements for the two programs.

(c) recognizing and enhancing common goals and objectives 

(d) transforming of vital data including health and medical information? 

(e) relationships between Early Childhood teachers and primary school teachers and administrators.

(f) making possible the sharing of expertise and information which develops continuing sequence in education.

5. The way carefully at all caregiving groups for young children and exert all the influence we possibly can to see that the best possible nurturing environment is maintained. Pioneers whom most important of all, do curriculum leaders themselves "know the basis" of a positive nurturing environment for the very young is in order that we can exert our influence in such areas as literacy education, or with our vote as the ballot box on issues about young children.

Do we consider at least K-3 grades as Early Childhood? If we so we have a myriad of opportunities to take direct and positive leadership in Early Childhood education. Again let us not forget the home or caregivers, as we face issues surrounding with teaching and mathematics programs. How can we bring the home into the fullest possible cooperation with the school? Do we encourage parents to volunteer in classrooms in meaningful ways? Do we foster home visits by teachers? Do we take leadership in establishing a system of parent/teacher conferences, the local district, or for meaningful, too-way communication between the home and the school? How can we truly build a home/school/community partnership which will enhance and support children's education? It is a World Year of the Child. This is not a good time for us to take stock of our strengths and our needs as an educational community. The ground is only slightly plowed. Perhaps now is the time to move out into this most influential and vital field. Time, work, and money are always required for projects. The exploration of even more needed are creative ideas, a belief in the importance of the very early years "turn-on" to their work with the home. If we, as curriculum leaders, can give positive, productive assistance, we can make a remarkable difference in the lives of young children and parents—A REMOLDING INVESTMENT?

Helen Peterson is Manager of Curriculum and Instruction for Yakima School District Number 7.

ESD's OPPORTUNITY FOR LEADERSHIP

By Joe K. King

Educational Service Districts in Washington State have a unique opportunity to make a contribution to an area where there are few precedents to guide them. First, a glance at some of the history of how this opportunity developed.

(a) In the 1970's, educational service district staff were faced with a rapidly changing school setting. On the one hand, there were a number of exciting new developments in curriculum, including the introduction of new concepts in education. On the other hand, there were a number of challenges facing schools. These included the increasing demands of students and parents, as well as the need to provide a high-quality education to all students. In response to these challenges, the educational service districts established a number of programs and initiatives to support schools and teachers. These included various forms of professional development, curriculum improvement, and other initiatives designed to help schools and teachers meet the needs of students.

(b) In the 1970's, the educational service districts established a number of programs and initiatives to support schools and teachers. These included various forms of professional development, curriculum improvement, and other initiatives designed to help schools and teachers meet the needs of students.

The following are some general approaches to educational change at face, but only partially effective. The ESD approach is: a) a "bottom-up" approach, b) a "top-down" approach, and c) a "fuzzy" approach. The ESD approach is based on the idea that educational change should be driven from the bottom up, by those who are doing the work and who have the most knowledge and experience in the field. This approach recognizes the importance of engaging all stakeholders in the process of educational change, including students, teachers, parents, administrators, and community members. The ESD approach also emphasizes the importance of ongoing evaluation and reflection in the implementation of educational change.

The ESD approach is based on the idea that educational change should be driven from the bottom up, by those who are doing the work and who have the most knowledge and experience in the field. This approach recognizes the importance of engaging all stakeholders in the process of educational change, including students, teachers, parents, administrators, and community members. The ESD approach also emphasizes the importance of ongoing evaluation and reflection in the implementation of educational change.

The ESD approach is the result of several years of collaboration and research among educators and administrators in the state's educational service districts. The ESD approach is based on a number of key principles, including:

1. Educational change should be driven from the bottom up, by those who are doing the work and who have the most knowledge and experience in the field.

2. Engaging all stakeholders in the process of educational change is essential to ensuring its success.

3. Ongoing evaluation and reflection are critical to the implementation of educational change.

The ESD approach has been adopted by educational service districts throughout the state, and has been used to support a wide range of initiatives, including curriculum improvement, professional development, and other educational change efforts. The ESD approach has been found to be effective in a variety of contexts, and has been recognized for its potential to drive educational change in a meaningful and sustainable way.

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