ABSTRACT
         Project SEIC (State Educational Information Center)
was funded to increase the demand for and use of educational
information, especially ERIC (Educational Resources Information
Center) information, and to make more cost effective the delivery of
information services. To accomplish these goals, Project SEIC first
assessed the state-of-the-art of computer technology and then
developed systematic programs of information dissemination/diffusion
known as RSVP (Responsive Services for a Variety of Practitioners)
and SID (Searches-In-Depth). This third volume of the three volume
report contains the analysis of the statewide practitioner evaluation
of comprehensive information services, including RSVP and SID.
Included are (1) a description of the services evaluated, (2) a
framework for interpreting the data provided in the appendixes, (3) a
summary of the major findings, and (4) a statement of conclusions
together with recommendations for further improvements in the
service. (JY/DGC)

Massachusetts State Educational Information Center (SEIC)
Final Report
Submitted by
MASSACHUSETTS DEPARTMENT OF EDUCATION

FEBRUARY 1975

Massachusetts State Educational Information Center (SEIC)
Final Report
Submitted by
MASSACHUSETTS DEPARTMENT OF EDUCATION

FEBRUARY 1975

The Project SEIC Teams

DEVELOPMENTAL TEAMS

**MASSACHUSETTS DEPARTMENT
OF EDUCATION**

James F. Baker
James Bowler
E. Martin Dieckmann

THE MITRE CORPORATION

John A. Evans
Patricia J. Chatta
Marvin F. Cook
Linda C. Scannell
Alice L. Schafer
Catherine A. Wilson

OPERATIONAL TEAMS

**MASSACHUSETTS DEPARTMENT
OF EDUCATION**

Douglas Chandler
Richard Gilman

INSTITUTE FOR EDUCATIONAL SERVICES

Paul A. Ross
Holly R. Stengel
Angelynne Theodore

ABSTRACT

Project SEIC (State Educational Information Center) was funded by the National Institute for Education for three major purposes:

1. to increase the demand for educational information, especially ERIC (Educational Resources Information Center) information,

2. to increase the use of educational information, particularly in decision making, and

3. to make more cost effective the delivery of information services.

To accomplish these goals the Project SEIC developmental team first assessed the state-of-the-art in computer technology, validating that software packages capable of meeting Project needs existed. This resulted in selecting the appropriate packages for installation at a "neutral" facility, i.e., the MITRE computer facility, and in achieving a prototype operational system during the first year of the developmental effort while governance, privacy, and confidentiality issues were being resolved. Concurrently, the Project focused on defining the problems in information dissemination and utilization, and on the relationship between these functions and the diffusion of innovations.

Two major design considerations were applied in accomplishing these goals. First, systems and management insights were applied to supplement the basic understanding of the diffusion process originally observed by psychologists and sociologists. Second, the Project itself was cast into a framework of planned change. This approach and these insights enabled the conception of improved dissemination and diffusion services. The computer then was used to lower the cost of delivering services as well as to

provide the governance and linking agencies with fine-grained community and target-group profile data. This, in turn, stimulated greater understanding of needs and led to more systematic management of a more coherent dissemination/diffusion process known as RSVP — Responsive Services for a Variety of Practitioners.

A feature of RSVP is that it assists first-generation information users more easily access responsive low-cost information which they both define and evaluate and, during later stages, helps them introduce and implement the innovation identified on the basis of more informed judgment. Significant progress has been made over the past three years in the conceptualization, development, and implementation of this information dissemination and innovation diffusion process, which should serve as a national model.

Specific activities carried out under the contract include:

1. differentiating the roles among the governance agency, the service network, and the users;

2. evaluating existing ERIC computer system options and selecting one for adaptation to the MITRE computer;

3. developing an information dissemination and innovation diffusion process within the framework of a planned change strategy;

4. providing a variety of operational services for the whole educational community;

5. developing and implementing strategies to ensure self-sustaining information service operations;

6. implementing strategies to ensure continuous enrichment and evaluation of the service; and

7. building a sound basis for future developmental efforts focusing on a shared governance approach to delivering multipurpose information services for the Massachusetts State Department of Education, its regional offices, and local districts.

Volume I of this report is a stand-alone document which relates the story of the SEIC Project: its goals, how they were accomplished, and the conclusions and recommendations. Volume II details and amplifies the material in Volume I. Volume III contains the analysis of the statewide practitioner evaluation of comprehensive information services including RSVP and SID (Searches-in-Depth).

Volume II is available only from Massachusetts Department of Education

ACKNOWLEDGMENTS

TABLE OF CONTENTS

ix

TABLE OF CONTENTS (Continued)

LIST OF ILLUSTRATIONS

10

LIST OF ILLUSTRATIONS (Continued)

11

LIST OF ILLUSTRATIONS (Continued)

LIST OF ILLUSTRATIONS (Continued)

LIST OF ILLUSTRATIONS (Concluded)

RESULTS OF THE FIRST ANNUAL PRACTITIONERS' EVALUATION OF PROJECT SEIC INFORMATION SERVICES: INTRODUCTION

PURPOSE OF EVALUATION

This volume contains the results of the first annual survey conducted to obtain insights on (1) the educational practitioner as an information user and, (2) his evaluation of the SEIC (State Educational Information Center) services.

The survey was conducted in January 1975. The results are of interest because (1) they provide a profile of the practitioner as a general user of information; (2) they provide a means for analyzing the demand for and nature of information use among the various client groups; (3) they provide an appraisal of a service which, because it is financed by the user, can survive only if the educational broker (i.e., the Institute for Educational Services) remains responsive to user requirements; and (4) they demonstrate how the computer can be used not only to facilitate the delivery of services but to provide a fine-grained analysis of the results.

SPECIFIC OBJECTIVES

The objectives of conducting the evaluation were to:

● gain insights on the practitioner as a user of information;

1

- facilitate two-way communication between the user and the educational broker, and thereby maintain the former's interest in and awareness of the service;

- determine the current responsiveness of the service and thereby establish a basis for assessing the value of and needed improvements in the services; and

- determine specific actions to be taken to improve the service.

ORGANIZATION OF REPORT

The report is organized to provide the reader with

- an understanding of the services being evaluated;

- a context for interpreting the detailed data included in the appendixes;

- a summary of major findings;

- conclusions and recommendations; and

- support materials, graphs, comments, etc. , to enable the reader to derive his own conclusions.

2

16

SECTION II

AN OVERVIEW OF THE INFORMATION
SERVICES EVALUATED

INTRODUCTION

The results of the evaluation reported in this document relate to

two types of information services: RSVP (Responsive Services for a Variety

of Practitioners) and SID (Searches-in-Depth). The major difference be-

tween the two services* is that the former aggregates the users' information

needs and prepares prestructured packages responsive to common questions

regarding a high-priority issue, e.g., teacher effectiveness, open education,

and educational finance. The user is involved in defining his needs which

then are aggregated to formulate common questions.

RSVP responses are more generalized in content than SID products

which are the result of a personalized service provided to individual users

who have specific questions. Users of the SID service work with an infor-

mation specialist who clarifies their requests and structures searches

designed to provide in-depth responses to a request. Access to information

generated through the RSVP process is facilitated by a coded index (grid),

and the responses provided are meant to cover in general the several dimen-

sions of a common question on a specific issue. (An example of a grid is

shown in Figure 1.) As can be anticipated, the turnaround time and the

costs of the RSVP service are considerably less than those of the SID service.

_____

*RSVP and SID are described in Volume I; the results of earlier
 evaluations are contained in Volumes I and II.

3

Educational Finance

BACKGROUND AND DEFINITIONS		CURRENT SOURCES AND FINANCIAL ARRANGEMENTS	
1 What special terminology relates to educational finance? General Aid Categorical Aid Equalizing Aid Flat Rate Aid Reimbursement Weighting* Foundation Program Resource Equalizing Program Percentage Equalizing Program Strayer-Haig Formula (M) Serrano v. Priest Rodriguez v. San Antonio Robinson v. Cahill EF 1	**2** What factors influence educational costs? Salaries Fringe Benefits Collective Bargaining Equipment Facilities Inflation Program Enrichment Enrollment Shifts Tenure Identification of Growing Needs* EF 2	**3** What roles and responsibilities interact in financing education? Citizens School Committee State Board of Education Superintendent and Staff State & Federal Legislature Finance Advisory Committees Courts City Council/Town Meeting Fiscal Autonomy (M) Budget Hearing (M) Open Meeting Law (M) EF 3	**4** What are the present sources of funds for education and how are they allocated? State Aid Federal Aid Local Taxes EF 4
CURRENT SOURCES AND FINANCIAL ARRANGEMENTS		**ALTERNATIVES**	
6 How are specific programs financed? Special Education* Bilingual Education Innovative Education Construction Libraries Transportation Food Service Open Education Vocational Education EF 6	**7** To what extent are public funds available to private schools? Text Books Support Services Transportation Constitutional Considerations Court Rulings EF 7	**8** What are some alternative finance plans? Common State Plans Federal Revenue Sharing State Tax Capacity Vouchers Alternative Schools Bonds Alternative State Plans Alternative Tax Structures National Educational Trust Fund Redistricting EF 8	**9** How can schools use their dollars effectively and efficiently? New Budget Techniques Management Practices Cost Effectiveness Analysis Year round Schools Teacher Effectiveness Collaborative Approaches Accountability Performance Contracts Planning EF 9

Column 5 (CURRENT SOURCES AND FINANCIAL ARRANGEMENTS):

5 What special programs provide funds to improve the quality of education for low income people?

ESEA Title I
Equalizing Aid
Compensatory Aid
Headstart
METCO (M)
Weighting
Parent Advisory Councils
Economic Opportunity Act
Child Development Act

EF 5

Column 10 (IMPROVED USE OF FUNDS):

10 What is the financial impact of meeting special educational needs?

Present Funding (CH 766)
Proposed Funding
Reimbursements
Entitlements
Tapping Other Agencies
Programs
Relation to Chapters 70 and 792
Collaborative Approaches to Cost Reduction
Federal Proposals

(Information on EF 1-10 will be issued as it becomes available)

EF 10

*Related to Special Education
(M) Massachusetts only

*See Specific Teacher Effectiveness and Open Education packages

Figure 1. Educational Finance Grid

4

UNDERLYING CONCEPTS OF THE INFORMATION SERVICE

The information services traditionally provided to the educational community tend to be of the producer-push or broadcast type and, as such, are largely attractive to research-oriented users. The neophyte, or first-generation, information user is not involved in determining his information requirements in any systematic way. While he has questions and concerns, traditional information service agencies cannot easily respond to them. The information they provide <u>assumes</u> a level of understanding which the first-generation user has not yet acquired. Even if the first-generation user does receive a relevant response, he often fails to visualize how to apply what he has learned to a larger process, e.g., planned change.

The Project SEIC team viewed the dissemination of information as one step in a planned change process which, to be fully effective, must also account for the diffusion of innovations. To involve the user in the process effectively required an innovative approach which was based on the following propositions:

1. Information usually is sought by an elite group, e.g., researchers, graduate students, teachers, and administrators, already familiar with the value and benefits of using information to make better decisions.

2. Information is needed by the whole educational community in order to effectively involve them, at various stages and degrees, in the educational decision-making process.

3. At any given time, a large percentage of the educational community probably has questions about a rather limited number of pragmatic issues, e.g., open education, educational finance, and teacher effectiveness, which, at some level of aggregation, are fundamentally the same.

5

4. No one asks the vast majority of the public what they want to know or shows them how to use what they have learned to bring about goal-oriented change in education; therefore, the public has no real incentive to use information.

It was believed that a process could be designed to effectively and sys- tematically involve multiple publics in the educational decision-making process to the maximum extent feasible by:

1. Providing easy access to information responsive to the users' questions on a variety of topics.

2. Improving the dissemination and utilization of information sought by the consumer.

3. Creating natural alliances across multiple publics who collectively and individually are at various levels of readiness for change, using as a cohesive agent their interests in a specific educational issue.

4. Creating task forces across publics, across collaboratives, across regions, or within single units of each of these and around a specific issue as. a strategy for building problem-solving capacity and accelerating the diffusion of innovations.

5. Creating linkages to resources and to producers of successful practices, e.g., research laboratories, universities, and other agencies, to facilitate acquisition and evaluation of alternative solutions to the needs iden- tified by a task force.

6. Facilitating the identification and adoption of the exemplary practice selected by means of inservice training, organizational analysis (to identify those affected by or effecting change), etc.

6

It was believed that this process could cause citizens to seek and use information to make more effective decisions and take appropriate actions.

RSVP, therefore, has been designed to provide information on issues and innovations, and to accommodate the management of diffusing those innovations selected for adoption and implementation. Its design draws upon the research of Ronald Havelock and Everett Rogers; it allows for effective use of the computer to provide information. Information is viewed as (1) the starting point: as the means by which issues are explored, perspectives enhanced, alternative solutions identified; (2) as the sustaining continuum: the basis on which natural alliances are formed and collaborative action plans for the implementation of the selected solution are developed; and (3) as the product: new information for future dissemination and utilization. It is, in short, a viable framework within which strategy can be conceived, designed, and implemented.

The process provided is viewed as a basis for subsequent activities and decisions, as a "magnet" for attracting diverse publics with different backgrounds and levels of understanding to seek information and solutions to issues of common concern. It is a basis for relating concepts, e.g., the effective teacher in an open education environment for collaborative approaches to implementing cost-effective solutions to common problems, and for validation that what is being done is effective and correct. RSVP begins with organizing the user network as a prelude to defining the service network. It puts the information user in the "driver's seat" by asking him what he wants to know, and why he wants to know it. Input is sought from the whole educational community, not just the administrators, teachers, and other professional staff within the educational system. Thus RSVP enables the aggregation of concerns of single or multiple publics within a single district or region, or of single or multiple publics across districts and regions.

7

RSVP also includes the concept of a practitioner evaluation board. This board is the users' own "insurance agency" to evaluate the products and the service network tapped to provide them. The feedback generated by the board enables the governance agency, in this case, the Massachusetts Department of Education, to more effectively exert leadership in governing the overall service.

RSVP also views the change agency as a catalytic broker, a linker of people, ideas, resources, and products, and as a facilitator of planned change. It is a vehicle for identifying, pulling together, and organizing, in a need-responsive way, the contents of formal and informal data bases housed in various national, regional, and local information centers.

In summary, the RSVP concept recognizes that the dissemination of information is not in and of itself a change strategy but a process that triggers the application and implementation of change strategies. For example, the dissemination of information might show better ways of achieving familiar goals; however, the information itself must be acted upon for the desired change to be accomplished. The comprehensiveness of the RSVP process ensures that such actions can occur. Its design acknowledges that while information can, as Lippitt[1] says, create "images of potentiality," change will not be effected unless successive steps are identified and implemented. This is why RSVP is a process that, in part, provides linkages not only to relevant information but to producers of successful practices and to flexible, interdisciplinary teams in order to support the introduction of planned change.

Description of the RSVP Information Package

The contents of each package include information in a variety of formats to satisfy the various requirements of the potential multiple-public user. Abstracts of relevant documents, copies of selected significant articles, and a

selected reading list constitute the fundamental package. Also included is an evaluation form to facilitate immediate feedback as the user tries and adopts the service. A variable pricing structure is used to encourage the purchase of multiple packages, and a client ordering these packages from a readily available supply can be assured of the timeliness of the information through periodic updating conducted by IES.

The total content of an RSVP package consists of the following items:

- Table of Contents

  A list of ERIC abstracts and articles in each package for each "hot" topic.

- How to Interpret an Abstract

  Helpful hints to guide users in understanding an abstract.

- ERIC Abstracts

  Abstracts selected for their relevance to a specific information package.

- User's Guide

  A listing of statewide facilities that can furnish complete copies of the documents described by the enclosed abstracts.

- Selected Journal Articles

  A package of several articles selected for their relevance to the topic.

- A List of Selected Readings

  Some suggested references for users who want more information.

- An Evaluation Form

  A vehicle that enables users to provide suggestions on improving the RSVP service.

- Order Forms

  An order form including an envelope addressed to IES for order-ing other RSVP packages.

9

The total package represents the Project's best efforts to provide users with a state-of-the-art of the literature and does not represent any one point of view or opinion.

Description of SID Package

The SID package contains much of the same types of materials as the RSVP package with one exception: it includes microfiche, a film negative which contains up to 98 pages of a document.

Summary

In summary, both of these efforts, SID and RSVP, are integral to a concentrated effort now being made in Massachusetts to increase the dissemination and effective utilization of information by the educational community in the Commonwealth. The response in volume by clients to date indicates that users are willing to try, evaluate, and adopt the services for day-to-day needs and for long range planning. A formal evaluation is a major part of this study and is addressed in the Appendixes.

SECTION III

EVALUATION DESIGN

INTRODUCTION

One of the goals of the evaluation is to analyze the demand for and the nature and extent of use of the information service among various client groups. This section describes the procedures used to gather and interpret that data.

The research design of this study involves data in three major areas:

1. The general characteristics of the client as a user of information (see Appendix III).

2. The information needs of the client and an assessment of how well the service was able to respond to them (see Appendix IV).

3. The use of the information provided — both as intended by the client and any unanticipated or "spinoff" benefits (see Appendix V).

APPROACH

The instrument used to gather this information was a questionnaire (see Appendix I), and, since no validated survey for this type of exercise existed, the instrument was designed by the Director of IES. The resulting questionnaire was a composite of instruments used by other information

11

centers, including SMERC, R. I. S. E. and INFORMS,[2] and an evaluation form previously used by IES. The instrument was reviewed by people knowledgeable in designing surveys, and alterations made were based on their comments and suggestions.

Two questionnaires have been designed: one for the RSVP service and one for the SID service.* Essentially the two surveys are the same but for some modifications which will be noted as the survey itself is discussed in greater depth.

The target audience for the SID survey consisted of all users of the service (300 people) from December 1973, through December 1974, that is, the period during which IES offered the service through collaborative arrangements with SMERC. It was a conscious decision not to involve initial users of the service — prior to December 1974 — because, as noted earlier, the type of service and actual product were so different during the initial period. Also, a large part of the initial clientele was made up of graduate students who would probably be difficult to locate.

The target audience for the RSVP survey are clients (175 people) who bought one or more packages of the Open Education and Teacher Effectiveness series. Both target audiences are heavily concentrated in Massachusetts but not exclusively; there are noticeable out-of-state returns as well.

---

*These services are fully described in Volume I.

As indicated by Ray,[3] a researcher must face two important issues
in obtaining a sample for an investigation: sample selection procedures
(random versus nonrandom methods of selection) and size of population
(large versus small). The ideal set of conditions permits randomization of
a large sample, but these ideal conditions do not exist. In regard to non-
random samples, Kerlinger says, "It is not so much that nonrandom
samples may not be representative; in many cases they may be representa-
tive. It is that we cannot say or assume that they are representative."[4]
Consequently, Kerlinger states, "When working with samples that have not
been selected at random, generalization to the characteristics or relations
between characteristics in the population is, strictly speaking, not possible."[5]
The Project SEIC staff is confident, however, that the sampling is large
enough to establish the users' conclusions about the program. It should be
emphasized, however, that interpretations made from the findings of the
investigation are limited to the specific population investigated and are not
generalizable beyond that specific group.

The cover letter (see Appendix I) clearly states the purpose of the
study and the importance of user feedback. It conveys that the client's
opinion is of value and that the results will be shared. Since the client is
asked to reveal information about himself, the questionnaire does not re-
quire a signature. This is not to imply anonymity because it is known from
the search title to whom the questionnaire was sent but rather to indicate
that the primary interest is in impressions of the users of the system rather
than any evaluation of professionalism. Because several clients have done
more than one search, only the most recent one was listed as the product
to be evaluated.

DESIGN OF THE QUESTIONNAIRE

Section I of the questionnaire is the same for both surveys. Questions 1 — 6 attempt to obtain information about the client and deal with such basic items as community where employed, current role in that community, professional experience, and degree status. Question 7 identifies the sources of information available to the client, and Questions 8 and 9 attempt to seek some insight into the user's perception of himself as a user of information. This design is based on research done by Herbe.t Menzel[6] in identifying the characteristics of information users in the scientific and technical community. Two more questions dealing with the user's perception of himself are placed in SID, Section V (numbers 5 and 6), because of the logical flow of the questionnaire itself.

The major differences in both the SID and RSVP questionnaires can be seen in Appendix I. For purposes of clarity they will be treated separately.

Quality Searches-In-Depth depend largely on processes called "negotiation, " an interaction between the client and the information specialist. Even when a request arrives by mail, an information specialist telephones the client to further refine and clarify needs. To assess the effectiveness of this on the survey, the user is asked a series of questions, one of which (number 2) is a Likert-type scale ranging from very useful to not useful at all. This question is important because it reflects the expertise of the Center personnel in making the client feel comfortable and at ease while attempting to better determine what he really wants. In addition the user has an opportuni+y to add pertinent comments. Other questions deal with delivery time (number 3), general usefulness of the material (number 4), and overall awareness of the IES service (number 1).

14

Delivery time is of paramount importance because turnaround time can vary from center to center and be erratic within a center, depending on the availability of materials. IES attempts to rigidly keep within the 2-week time frame or better, particularly when a client gives a critical date. Many awareness techniques have been tried; it is important to know which ones work better than others, especially as they impact on the effectiveness of a new and not easily understood service.

The RSVP packages are predicated on two specific concepts, and Question 1 of Section II of that survey attempts to measure the awareness of those concepts. Awareness and understanding of these concepts are directly related to users' expectations of the product received. The user orders RSVP packages from a "grid," or index, to the kinds of materials available.

Specific questions (numbers 3, 4, 5) relate to: (1) effectiveness of the grid — content and design — as a vehicle for ordering the entire series or individual packages, and (2) relevancy of the questions on the grid to pertinent issues as the client perceives them. Questions 7, 8, and 9 deal with organization of the material itself, and the volume, balance, and usefulness of the information format (ERIC abstracts, actual articles, selected readings). As with SID, there is a question (number 6) relating to the delivery time of the packages.

A very important part of the investigation is to assess the use of the material in local districts by the requestor and an extended audience. Section III of both surveys asks questions that provide insight as to the original intent and actual use. Questions 1 — 6 deal directly with this issue by identifying:

1. The role of the user

2. The behavior exhibited when receiving the information

3. The original intent of the request

4. The ranking (1 — 5) of usefulness in four different categories

5. The overall assessment of the usefulness

6. The general characteristics of the information provided

Important, too is the need to know whether the information provided has been used beyond the original intent, either through direct or indirect actions of the user or someone else. Does most information essentially remain with the user or are there some related benefits that are either planned or unanticipated? It may well be that information received actually can be used for an entirely different purpose. Section IV of both surveys, therefore, attempts to assess usefulness of the information based on aspects of active or passive behavior. Questions in this section relate to use by other people, the reasons this occurred, and any followup actions as a result. Finally, there is (1) an attempt to assess from the user's point of view the value of the IES information service for the educational community as a whole and (2) an opportunity for the client to write about his impressions, concerns, and criticisms in greater detail.

16

RESULTS OF DISTRIBUTING THE QUESTIONNAIRE

The survey was mailed out on January 8, 1975, and a 3-week period was allowed for a return. The mailing date of January 8 was chosen to allow time for school personnel to adjust normal activities following, in some-cases, a 2-week break in the school calendar. Returns on the initial mailing were 50 percent for the SID survey and 20 percent for the RSVP survey. A followup letter was mailed on January 30, encouraging people to return their surveys as soon as possible. For convenience an additional survey was enclosed.

The impact of the second mailing brought the ultimate returns to 67.6 percent (203 out of 300) for the SID survey and 36.5 percent (64 out of 175) for the RSVP survey. Eight percent of the surveys were returned as unknown, and 5 percent were unanswerable for other reasons, i.e., large turnover in staff.

The number of returns is considered extremely high for a written questionnaire. In practice, a 60-percent response to a mail questionnaire is a very good accomplishment.[7] After surveying 14 publications on the topic, Lunney concludes that the return should be between 40 and 90 percent of the total group sampled.[8] The high rate of the return may be attributed perhaps to the identification of the user with the information specialist; what develops in most cases is a very personal commitment between them. The lower number of returns on RSVP packages may be attributed to two factors: (1) it is a broad-based series and more impersonal, whereas a SID is an in-depth search for a specific felt need; and (2) many of the packages were ordered by "central purchasing" and it may have been impossible to trace their final destination. If they were ordered this way and eventually located

within a specific system, i.e., a curriculum library, they may not be evaluated because of the general use of material by a variety of users.

Returns on the SID questionnaires came in from at least one respondent in 68 of the 92 towns surveyed in the Commonwealth and at least one respondent from 19 towns in 10 states outside Massachusetts. A consistent pattern was that multiple returns arrived from districts that had an IES subscription. Returns on the RSVP questionnaire came in from 40 of the 75 towns surveyed in the Commonwealth and from 42 towns in 19 states outside.

A breakdown of returns by user groups follows:

	SID	RSVP
Classroom teacher	39	13
Principal/building administrator	16	15
Central office administrator	50	21
Educational agency staff	14	4
Department head curriculum specialist	22	4
Other	55	7
No answer	2	0
Not applicable	4	0

PREPARATION OF THE DATA FOR COMPUTER PROCESSING

A coding system was set up to record the data as questionnaires came back to the center and the tabulations entered on computer code sheets. A special program, which will be used (with modification) for future annual evaluations, was designed. The advantages of a computer program included a greater degree of accuracy, more flexibility in the kinds of data reported, and a degree of permanence in that the program could be modified or used

as is at another time. It also allowed for an infinite number of questions and various correlations.

A brief description of the computerized SID/RSVP data reduction process follows. The program used to process the results of the SID and RSVP surveys is a two-step (compile and execute) PL/1 program. It consists of a set of self-contained modules, each of which produces two matrices showing the results of the comparison of a pair of questions. Input to the program is in the form of 80-column punched cards. The answer to each question has been given a code number from 0 to 9 and occupies a specific column on each card. A two-dimensional 10 x 10 array is then used to compute the various sums resulting from the comparison. The codes are used to position the appropriate array element and perform the summing operations as follows:

ARRAY (COLx + 1, COLy + 1) = ARRAY (COLx + 1, COLy + 1) + 1;

where ARRAY denotes the two-dimensional array of sums and COLx, COLy denote the answer codes to questions x and y. After all input cards have been processed, the total number of responses to the question is computed. The results of the array operation and the total number of responses received are then passed to the print section of the module. The first run through this section produces a two-dimensional table showing the actual count of responses to the two questions with appropriate headings. Percentages are then calculated from the array and total values, and a second run is then made through the print section, with the table values now expressed in percentages. After all the results of the requested comparisons have been printed, the job is terminated. Since each module is self-contained, it may be run singly or in combination with other modules, thus allowing easy modification to the program.

SECTION IV

SUMMARY OF EVALUATION RESULTS

INTRODUCTION

A major insight on the user's evaluation of the service can perhaps be derived from the number of responses to the survey itself. About 300 questionnaires were mailed to SID clients, and more than 200 were returned with useful data; 175 were mailed to RSVP clients, and 64 were completed and returned. Both responses represent a high rate-of-return for a direct-mail survey. Also significant is the fact that the majority of those who did respond appeared to be at least moderately satisfied with the services.

A CONTEXT FOR INTERPRETING THE RESULTS

Review of the text in this Section and examination of the data contained in the appendixes to this volume indicate that the largest user group is the educational administrator. While this may be true for the period covered by the evaluation (January to December 1974), the reader is cautioned against reaching premature conclusions. Several important facts will clarify this point.

1. Project SEIC began to offer information services to the educational community in November 1972.

2. The initial services consisted of Searches-in-Depth (see below), a product especially attractive to research-oriented information users; hence, during the first year of operations, the clientele was larger university-based.

21

3. By mid-1973 the services had expanded to include an innovative feature (Responsive Services for a Variety of Practitioners, see below), introduced through User Design Labs (see Volume I) and reinforced via Information Utilization Workshops.

4. A concerted effort to service educational practitioners (teachers and administrators) was planned in late 1973 and launched in early 1974.

5. Both types of information services (RSVP and SID) and problem-oriented workshops were incorporated into a comprehensive information service program which, since early 1974, has been offered to school districts and collaboratives on a subscription basis.

6. Administrators in subscribing districts were the first to take advantage of the comprehensive program; teacher participation has been significantly growing since the fall of 1974.

7. Since the evaluation questionnaires were mailed to clients who used the service during the last 12 months and since those who used it the most were practitioners in subscribing districts, it is reasonable to expect that the largest number of responses would come from educational administrators.

It is anticipated that the results of the second annual evaluation will include responses from a considerably larger number of teachers.

CLIENT CHARACTERISTICS

A review of responses to both the RSVP and SID questionnaires revealed the same insights about the client: namely, he tends to be an administrator with a Master's Degree (90 percent, of which 50 percent also have a Doctorate) and 5 or more years of administrative experience who

- reads one to five journals monthly;

- has access to journals primarily through personal subscription or association membership;

- is very likely to do a review of the literature, by hand if necessary, to keep constantly updated in his field; and

- seeks information as an individual, not as a member of a committee.

Responses to other questions appear to substantiate these findings: for example, information received was used most by respondents to plan an existing program not currently available (SID users) or to increase professional knowledge (RSVP users) and least by both SID and RSVP users to facilitate a classroom learning situation. Both types of utilization are more characteristic of an administrator than of a teacher. Additional comments are contained in the following paragraphs.

1. A variety of information sources is available to the evaluation respondents, but the most frequently used source, by an overwhelming margin is the journals received through professional association membership and individual subscriptions. Professional libraries within a school district are used frequently, but the use of a district-wide professional library is used with approximately the same frequency as an individual school library, teachers' room, or teachers' resource center. University libraries are often used by university professors and students, although university professors indicate that personal subscriptions are important. The Massachusetts Department of Education (including Regional Education Centers), the Institute for Educational Services, and Collaborative Collections are not used frequently.

2. Substantial numbers of clients indicate that they very often do a review of the literature before making a key educational decision and indicate they would have done a by-hand search if SID were not available. Over 90

percent, however, indicate that they could not have done as complete a search as the one they received.

3. Clients of the service have a positive self-image in regard to being professionally au courant: that is, they seek to remain constantly updated in events in their field. They overwhelmingly reject the notion that they seek information to support a decision already made. Rarely do they randomly skim outside their field.

4. Users of the SID service learned about it in three comparable ways: 1) word of mouth, 2) their district subscription, or 3) an IES presentation or workshop. Direct mail and articles in journals had minimal effect. For RSVP services, however, Kaliedoscope, a journal of the Massachusetts Department of Education supported by Title III of the Elementary and Secondary Education Act, was a powerful force, followed closely by direct mail and personal contact. It appears that the most successful mode of secondary distribution of the information received was by a "pleased disseminator," that is, a client who was very satisfied with his information package.

INFORMATION REQUEST AND RESPONSE

1. Most of the clients ordered information as individuals, but a significant number were chairpersons or members of a committee.

2. In ordering RSVP packages, clients found it extremely easy to order from the grid (index); rated the relevancy, comprehensiveness, and pertinency of the topics in relation to the grid extremely high; and found that the packages were easy to use and that the balance of the materials in the packages was overwhelmingly "about right." Figure 1 is an example of an RSVP grid.

24

37

3. The information request made of both services arrived in time and was read by the client carefully and selectively. Contents of the packages were considered well-balanced between practical and theoretical.

4. There was no consensus on the usefulness of the types of materials provided as sources of information. ERIC abstracts, in some cases, were considered most useful and, in other cases, were considered least useful (see Comments in Appendix VI). The same held true for actual materials. Microfiche cards were considered least useful for the SID service, and reading lists were considered least useful for RSVP services.

5. Information specialists "negotiating" and processing the request were rated very helpful. A significant number of written comments also attest to this (see Appendix VI).

6. The original intent of the information request varied in some measure, but the percentages for each purpose across both services are comparable. Ranking is as follows:

	SID	RSVP
Planning a program currently not available	1	2
Making a decision on an educational issue	2	5
Increasing professional knowledge	3	1
Modifying or improving a current program	4	3
Assisting in specific course work	5	4
Facilitating a classroom learning situation	6	6

7. The information provided was an important factor in providing new ideas, different approaches, and the reinforcement of current thinking and was less important in regard to providing better communication among faculty and administration or between the school and the community. Of the

25

two programs, RSVP services fared better. In rating overall utility, how-ever, SID services were weighted toward very useful and RSVP was balanced between moderately useful and very useful.

8. RSVP packages were used more frequently beyond the original intent than were Searches-in-Depth.

USE OF THE INFORMATION BY OTHERS

1. The evaluation established that the information very often was used by others for purposes beyond the intent of the original request. The reason for this was due to a combination of informal and formal dissemina-tion efforts because the client was pleased with the material.

2. Additional SID searches were ordered as a result of the initial search — more by the original user or other professionals and considerably less by other members of a committee. A considerable number were an extension of the original request, but most often it was a search of an entirely new subject.

3. Additional combinations of RSVP packages were ordered as a result of original orders by one-third of the clients.

4. Few people ordered a SID as a more in-depth followup to an RSVP package. This conflicted with the response to concept familiarity which in-dicated that the user was at least moderately familiar with RSVP concepts.

In an overall assessment of usefulness to the educational community, the clients evaluated the IES Information Services Program as being very useful. The average ratings by communities of the RSVP service are shown in Figures 2, 3, 4, and 5; for the SID service, comparable data is contained in Figures 6, 7, 8, and 9.

26

AVERAGE FACTOR

| 1 | 2 | 3 | 4 | 5 |

ACTON, MA
AMHERST, MA
ARLINGTON, MA
ATTLEBORO, MA
AVON, MA
BELMONT, MA
BOLTON, MA
BOSTON, MA
BRIDGEWATER, MA
BROCKTON, MA
BROOKLINE, MA
BURLINGTON, MA
(CANADA) QUEBEC
CONCORD, NH
DES MOINES, IA
EXETER, NH
FALMOUTH, MA
GREELEY, CO
GROVE CITY, OH
HAMILTON-WENHAM, MA
HARDWICK, VT
HULL, MA
KENT, WA
KINGSTON, NH
LAWRENCE, MA
LEBANON, CT
MADISON, WI, PUBLIC SCHOOLS
MANSFIELD, MA
MARLBORO, MA
MELROSE, MA
METHUEN, MA
MONTCLAIR, NJ
NORTH BROOKFIELD, MA
NEW BEDFORD, MA
NORTHBORO, MA
NEW YORK CITY, NY
ORONO, ME
PAWTUCKET, RI
PRINCE GEORGE'S COUNTY, MD
PLYMOUTH-CARVER, MA
RANDOLPH, MA
RICHMOND COUNTY, NS
SALEM, NH
SAULT, STE MARIE, MI
SHEFFIELD, MA
SOMERVILLE, MA
STOUGHTON, MA
SUDBURY, MA
SWAMPSCOTT, MA
UNIVERSITY OF WISCONSIN (MADISON)
WALTHAM, MA
WEST HARTFORD, CT
WEBSTER, NY
WESTFIELD, MA
WINCHENDON, MA
WRENTHAM, MA
WEST SPRINGFIELD, MA

1 = Not very useful

3 = Moderately useful

5 = Very useful

Average Utility = 3.3

AVG. UTILITY

Figure 2.   Average Utility of RSVP Information by Community

27

AVERAGE FACTOR

```
              1   2   3   4   5
ACTON, MA
AMHERST, MA
ARLINGTON, MA
ATTLEBORO, MA
AVON, MA
BELMONT, MA
BOLTON, MA
BOSTON, MA
BRIDGEWATER, MA
BROCKTON, MA
BROOKLINE, MA
BURLINGTON, MA
(CANADA) QUEBEC
CONCORD, NH
DES MOINES, IA
EXETER, NH
FALMOUTH, MA
GREELEY, CO
GROVE CITY, OH
HAMILTON-WENHAM, MA
HARDWICK, VT
HULL, MA
KENT, WA
KINGSTON, NH
LAWRENCE, MA
LEBANON, CT
MADISON, WI, PUBLIC SCHOOLS
MANSFIELD, MA
MARLBORO, MA
MELROSE, MA
METHUEN, MA
MONTCLAIRE, NJ
NORTH BROOKFIELD, MA
NEW BEDFORD, MA
NORTHBORO, MA
NEW YORK CITY, NY
ORONO, ME
PAWTUCKET, RI
PRINCE GEORGE'S COUNTY, MD
PLYMOUTH-CARVER, MA
RANDOLPH, MA
RICHMOND COUNTY, NS
SALEM, NH
SAULT, STE. MARIE, MI
SHEFFIELD, MA
SOMERVILLE, MA
STOUGHTON, MA
SUDBURY, MA
SWAMPSCOTT, MA
UNIVERSITY OF WISCONSIN (MADISON)
WALTHAM, MA
WEST HARTFORD, CT
WEBSTER, NY
WESTFIELD, MA
WINCHENDON, MA
WRENTHAM, MA
WEST SPRINGFIELD, MA
```

1 = Early

2 = On time

3 = Late but useful

4 = Too late

Total Average Arrival Time = 2

◄—— AVG ARRIVAL TIME

Figure 3. Average Arrival Time of RSVP Information by Community

28

AVERAGE FACTOR

```
        1   2   3   4   5
```

ACTON, MA
AMHERST, MA
ARLINGTON, MA
ATTLEBORO, MA
AVON, MA
BELMONT, MA
BOLTON, MA
BOSTON, MA
BRIDGEWATER, MA
BROCKTON, MA
BROOKLINE, MA
BURLINGTON, MA
(CANADA) QUEBEC
CONCORD, NH
DES MOINES, IA
EXETER, NH
FALMO., MA
GREELEY, CO
GROVE CITY, OH
HAMILTON-WENHAM, MA
HARDWICK, VT
HULL, MA
KENT, WA
KINGSTON, NH
LAWRENCE, MA
LEBANON, CT
MADISON, WI, PUBLIC SCHOOLS
MANSFIELD, MA
MARLBORO, MA
MELROSE, MA
METHUEN, MA
MONTCLAIR, NJ
NORTH BROOKFIELD, MA
NEW BEDFORD, MA
NORTHBORO, MA
NEW YORK CITY, NY
ORONO, ME
PAWTUCKET, RI
PRINCE GEORGE'S COUNTY, MD
PLYMOUTH-CARVER, MA
RANDOLPH, MA
RICHMOND COUNTY, NS
SALEM, NH
SAULT, STE MARIE, MI
SHEFFIELD, MA
SOMERVILLE, MA
STOUGHTON, MA
SUDBURY, MA
SWAMPSCOTT, MA
UNIVERSITY OF WISCONSIN (MADISON)
WALTHAM, MA
WEST HARTFORD, CT
WEBSTER, NY
WESTFIELD, MA
WINCHENDON, MA
WRENTHAM, MA
WEST SPRINGFIELD, MA

1 = Extremely easy to use

3 = Somewhat easy to use

5 = Difficult to use

Average Rating = 2.2

AVG. ORG. RATING

Figure 4.   Average Rating of RSVP Package Organization by Community

29

AVERAGE FACTOR

1 2 3 4 5

ACTON, MA
AMHERST, MA
ARLINGTON, MA
ATTLEBORO, MA
AVON, MA
BELMONT, MA
BOLTON, MA
BOSTON, MA
BRIDGEWATER, MA
BROCKTON, MA
BROOKLINE, MA
BURLINGTON, MA
(CANADA) QUEBEC
CONCORD, NH
DES MOINES, IA
EXETER, NH
FALMOUTH, MA
GREELEY, CO
GROVE CITY, OH
HAMILTON-WENHAM, MA
HARDWICK, VT
HULL, MA
KENT, WA
KINGSTON, NH
LAWRENCE, MA
LEBANON, CT
MADISON, WI, PUBLIC SCHOOLS
MANSFIELD, MA
MARLBORO, MA
MELROSE, MA
METHUEN, MA
MONTCLAIRE, NJ
NORTH BROOKFIELD, MA
NEW BEDFORD, MA
NORTHBORO, MA
NEW YORK CITY, NY
ORONO, ME
PAWTUCKET, RI
PRINCE GEORGE'S COUNTY, MD
PLYMOUTH-CARVER, MA
RANDOLPH, MA
RICHMOND COUNTY, NS
SALEM, NH
SAULT, STE. MARIE, MI
SHEFFIELD, MA
SOMERVILLE, MA
STOUGHTON, MA
SUDBURY, MA
SWAMPSCOTT, MA
UNIVERSITY OF WISCONSIN (MADISON)
WALTHAM, MA
WEST HARTFORD, CT
WEBSTER, NY
WESTFIELD, MA
WINCHENDON, MA
WRENTHAM, MA
WEST SPRINGFIELD, MA

1 = Too theoretical

3 = Well balanced

5 = Not theoretical enough

Overall Average Factor = 2.6

← AVG. AD./LIN. FACTOR

Figure 5.   Average Advantage/Limitation Factor of RSVP
Information by Community

30

AVERAGE FACTOR

ATLANTA, GA
AMHERST, MA
ARLINGTON, MA
ATHOL, MA
ATTLEBORO, MA
ATTLEBORO. MA
AVON, MA
BARNSTABLE, MA
BARRE, MA
BERLIN-BOYLSTON, MA (REGIONAL SCHOOL DISTRICT)
BEDFORD, MA
BELCHERTOWN, MA
BENNINGTON, VT
BEVERLY, MA
BLACKSTONE-MILLVILLE, MA (REGIONAL SCHOOL DISTRICT)
BOSTON, MA
BRIDGEWATER, MA
BRIGHTON, MA
BROCKTON, MA
BURLINGTON, MA
CHICAGO, IL
DEDHAM, MA
DIGHTON-REHOBETH, MA (REGIONAL SCHOOL DISTRICT)
ORONO, ME
DENNIS-YARMOUTH, MA (REGIONAL SCHOOL DISTRICT)
EVERETT, MA
FALL RIVER, MA
FITCHBURG, MA
FRAMINGHAM, MA
GREENFIELD, MA
HARVARD, MA
HAVERHILL, MA
HINGHAM, MA
HULL, MA
LAKEVILLE, MA
LEOMINSTER, MA
LONGMEADOW, MA
LOWELL, MA
LUDLOW, MA
LYNNFIELD, MA
LYNN, MA
MANCHESTER, NH
MANSFIELD, MA
MARLBORO, MA
MAYNARD, MA
MAINE STATE DEPT. OF EDUCATION
MELROSE, MA
MELROSE, MA
MERRIMAC, MA
MERRIMAC, MA
MONTAGUE, MA

TOTAL AVERAGE

HARVARD, MA
HAVERHILL, MA
HINGHAM, MA
HULL, MA
LAKEVILLE, MA
LEOMINSTER, MA
LONGMEADOW, MA
LOWELL, MA
LUDLOW, MA
LYNNFIELD, MA
LYNN, MA
MANCHESTER, NH
MANSFIELD, MA
MARLBORO, MA
MAYNARD, MA
MAINE STATE DEPT. OF EDUCATION
MELROSE, MA
MELROSE, MA
MERRIMAC, MA
MERRIMAC, MA
MONTAGUE, MA
NORTH ADAMS, MA
NEW BRITAIN, CT
NEEDHAM, MA
NEW BEDFORD, MA
NEWTON, MA
NORTON, MA
NEW YORK CITY, NY
ORONO, ME
PEABODY, MA
PLYMOUTH, NH
QUINCY, MA
RANDOLPH, MA
SOUTH HADLEY, MA
SPRINGFIELD, MA
STOW, MA
SUDBURY, MA
TRENTON, NJ
VANCEBORO, ME
WALPOLE, MA
WALTHAM, MA
WASHINGTON, DC
WATERTOWN, MA
WAYLAND, MA
WEST BOYLSTON, MA
WESTFIELD, MA
WESTFORD, MA
WESTFIELD, MA
WESTFIELD, MA
WESTWOOD, MA
WEST HARTFORD, CT
WORCESTER, MA
WORCESTER, MA

1 = Not very useful
3 = Moderately useful
5 = Very useful

Total Average = 3.5

Figure 6. Average Utility of SID
Information by Community

31

45

AVERAGE FACTOR

1 2 3 4 5

TOTAL AVERAGE

ATLANTA, GA
AMHERST, MA
ARLINGTON, MA
ATHOL, MA
ATTLEBORO, MA
ATTLEBORO, MA
AVON, MA
BARNSTABLE, MA
BARRE, MA
BERLIN-BOYLSTON, MA (REGIONAL SCHOOL DISTRICT)
BEDFORD, MA
BELCHERTOWN, MA
BENNINGTON, VT
BEVERLY, MA
BLACKSTONE-MILLVILLE, MA (REGIONAL SCHOOL DISTRICT)
BOSTON, MA
BRIDGEWATER, MA
BRIGHTON, MA
BROCKTON, MA
BURLINGTON, MA
CHICAGO, IL
DEDHAM, MA
DIGHTON-REHOBETH, MA (REGIONAL SCHOOL DISTRICT)
ORONO, ME
DENNIS-YARMOUTH, MA (REGIONAL SCHOOL DISTRICT)
EVERETT, MA
FALL RIVER, MA
FITCHBURG, MA
FRAMINGHAM, MA
GREENFIELD, MA
HARVARD, MA
HAVERHILL, MA
HINGHAM, MA
HULL, MA
LAKEVILLE, MA
LEOMINSTER, MA
LONGMEADOW, MA
LOWELL, MA
LUDLOW, MA
LYNNFIELD, MA
LYNN, MA
MANCHESTER, NH
MANSFIELD, MA
MARLBORO, MA
MAYNARD, MA
MAINE STATE DEPT. OF EDUCATION
MELROSE, MA
MELROSE, MA
MERRIMAC, MA
MERRIMAC, MA
MONTAGUE, MA
NORTH ADAMS, MA
NEW BRITAIN, CT
NEEDHAM, MA

TOTAL AVERAGE

FALL RIVER, MA
FITCHBURG, MA
FRAMINGHAM, MA
GREENFIELD, MA
HARVARD, MA
HAVERHILL, MA
HINGHAM, MA
HULL, MA
LAKEVILLE, MA
LEOMINSTER, MA
LONGMEADOW, MA
LOWELL, MA
LUDLOW, MA
LYNNFIELD, MA
LYNN, MA
MANCHESTER, NH
MANSFIELD, MA
MARLBORO, MA
MAYNARD, MA
MAINE STATE DEPT. OF EDUCATION
MELROSE, MA
MELROSE, MA
MERRIMAC, MA
MERRIMAC, MA
MONTAGUE, MA
NORTH ADAMS, MA
NEW BRITAIN, CT
NEEDHAM, MA
NEW BEDFORD, MA
NEWTON, MA
NORTON, MA
NEW YORK CITY, NY
ORONO, ME
PEABODY, MA
PLYMOJTH, NH
QUINCY, MA
RANDOLPH, MA
SOUTH HADLEY, MA
SPRINGFIELD, MA
STOW, MA
SUDBURY, MA
TRENTON, NJ
VANCEBORO, ME
WALPOLE, MA
WALTHAM, MA
WASHINGTON, DC
WATERTOWN, MA
WAYLAND, MA
WEST BOYLSTON, MA
WESTFIELD, MA
WESTFORD, MA
WESTFIELD, MA
WESTFIELD, MA
WESTWOOD, MA
WEST HARTFORD, CT
WORCESTER, MA
WORCESTER, MA

1 = Not very useful
3 = Moderately useful
5 = Very useful

Total Average = 3.9

Figure 7. Average Utility to Educational
Community of SID Information
by Community

33

AVERAGE FACTOR
5
4
3
2
1

ATLANTA, GA
AMHERST, MA
ARLINGTON, MA
ATHOL, MA
ATTLEBORO, MA
ATTLEBORO, MA
AVON, MA
BARNSTABLE, MA
BARRE, MA
BERLIN-BOYLSTON, MA (REGIONAL SCHOOL DISTRICT)
BEDFORD, MA
BELCHERTOWN, MA
BENNINGTON, VT
BEVERLY, MA
BLACKSTONE-MILLVILLE, MA (REGIONAL SCHOOL DISTRICT)
BOSTON, MA
BRIDGEWATER, MA
BRIGHTON, MA
BROCKTON, MA
BURLINGTON, MA
CHICAGO, IL
DEDHAM, MA
DIGHTON-REHOBETH, MA (REGIONAL SCHOOL DISTRICT)
ORONO, ME
DENNIS-YARMOUTH, MA (REGIONAL SCHOOL DISTRICT)
EVERETT, MA
FALL RIVER, MA
FITCHBURG, MA
FRAMINGHAM, MA
GREENFIELD, MA
HARVARD, MA
HAVERHILL, MA
HINGHAM, MA
HULL, MA
LAKEVILLE, MA
LEOMINSTER, MA
LONGMEADOW, MA
LOWELL, MA
LUDLOW, MA
LYNNFIELD, MA
LYNN, MA
MANCHESTER, NH
MANSFIELD, MA
MARLBORO, MA
MAYNARD, MA
MAINE STATE DEPT. OF EDUCATION
MELROSE, MA
MELROSE, MA
MERRIMAC, MA
MERRIMAC, MA
MONTAGUE, MA
NORTH ADAMS, MA
NEW BRITAIN, CT

48

FALL RIVER, MA
FITCHBURG, MA
FRAMINGHAM, MA
GREENFIELD, MA
HARVARD, MA
HAVERHILL, MA
HINGHAM, MA
HULL, MA
LAKEVILLE, MA
LEOMINSTER, MA
LONGMEADOW, MA
LOWELL, MA
LUDLOW, MA
LYNNFIELD, MA
LYNN, MA
MANCHESTER, NH
MANSFIELD, MA
MARLBORO, MA
MAYNARD, MA
MAINE STATE DEPT. OF EDUCATION
MELROSE, MA
MELROSE, MA
MERRIMAC, MA
MERRIMAC, MA
MONTAGUE, MA
NORTH ADAMS, MA
NEW BRITAIN, CT
NEEDHAM, MA
NEW BEDFORD, MA
NEWTON, MA
NORTON, MA
NEW YORK CITY, NY
ORONO, ME
PEABODY, MA
PLYMOUTH, NH
QUINCY, MA
RANDOLPH, MA
SOUTH HADLEY, MA
SPRINGFIELD, MA
STOW, MA
SUDBURY, MA
TRENTON, NJ
VANCEBORO, ME
WALPOLE, MA
WALTHAM, MA
WASHINGTON, DC
WATERTOWN, MA
WAYLAND, MA
WEST BOYLSTON, MA
WESTFIELD, MA
WESTFORD, MA
WESTFIELD, MA
WESTFIELD, MA
WESTWOOD, MA
WEST HARTFORD, CT
WORCESTER, MA
WORCESTER, MA

1 = Too theoretical
3 = Well balanced
5 = Not theoretical enough

Total Average = 3. 0

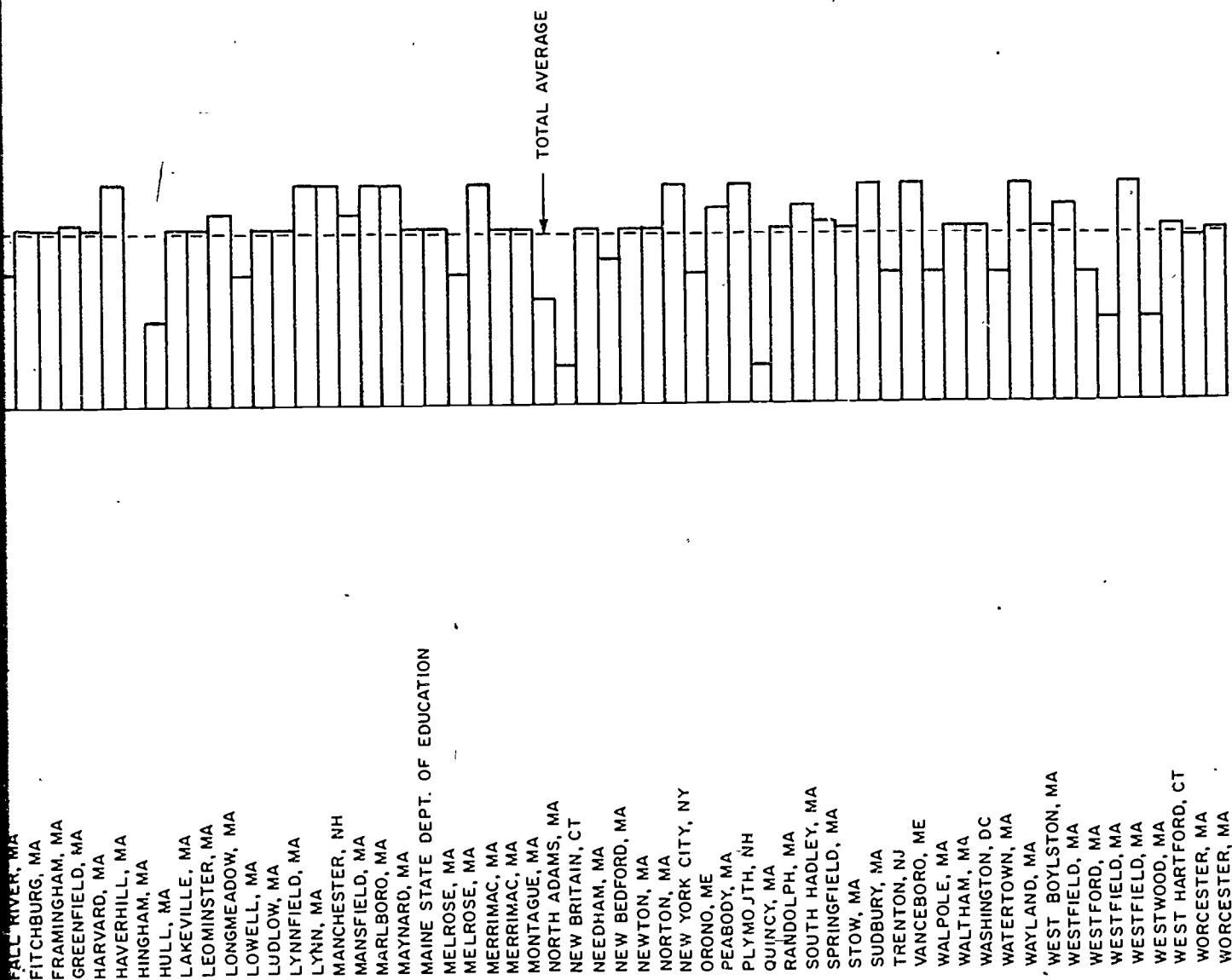Figure 8.   Average Limitation Factor
of SID Information by
Community

35

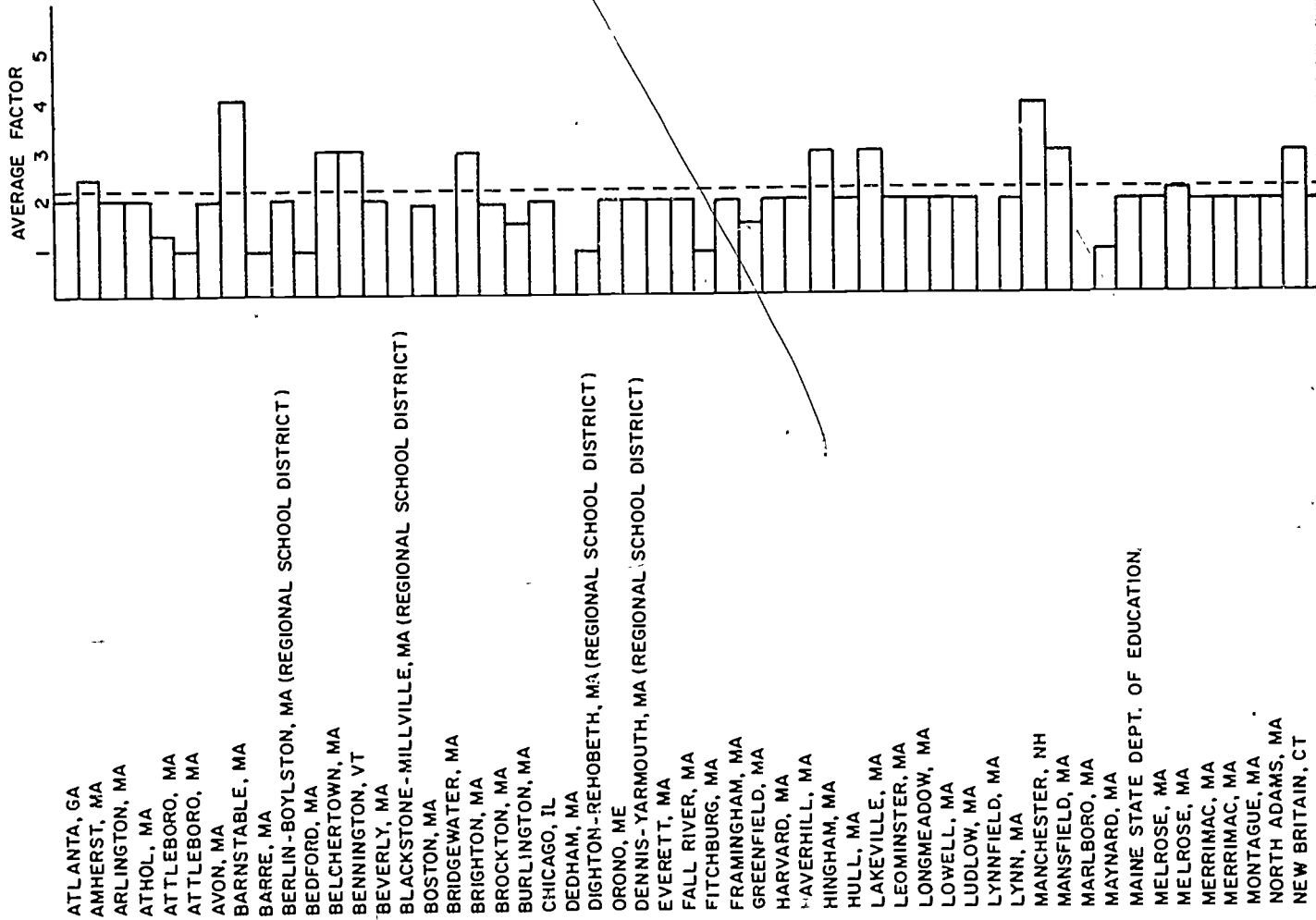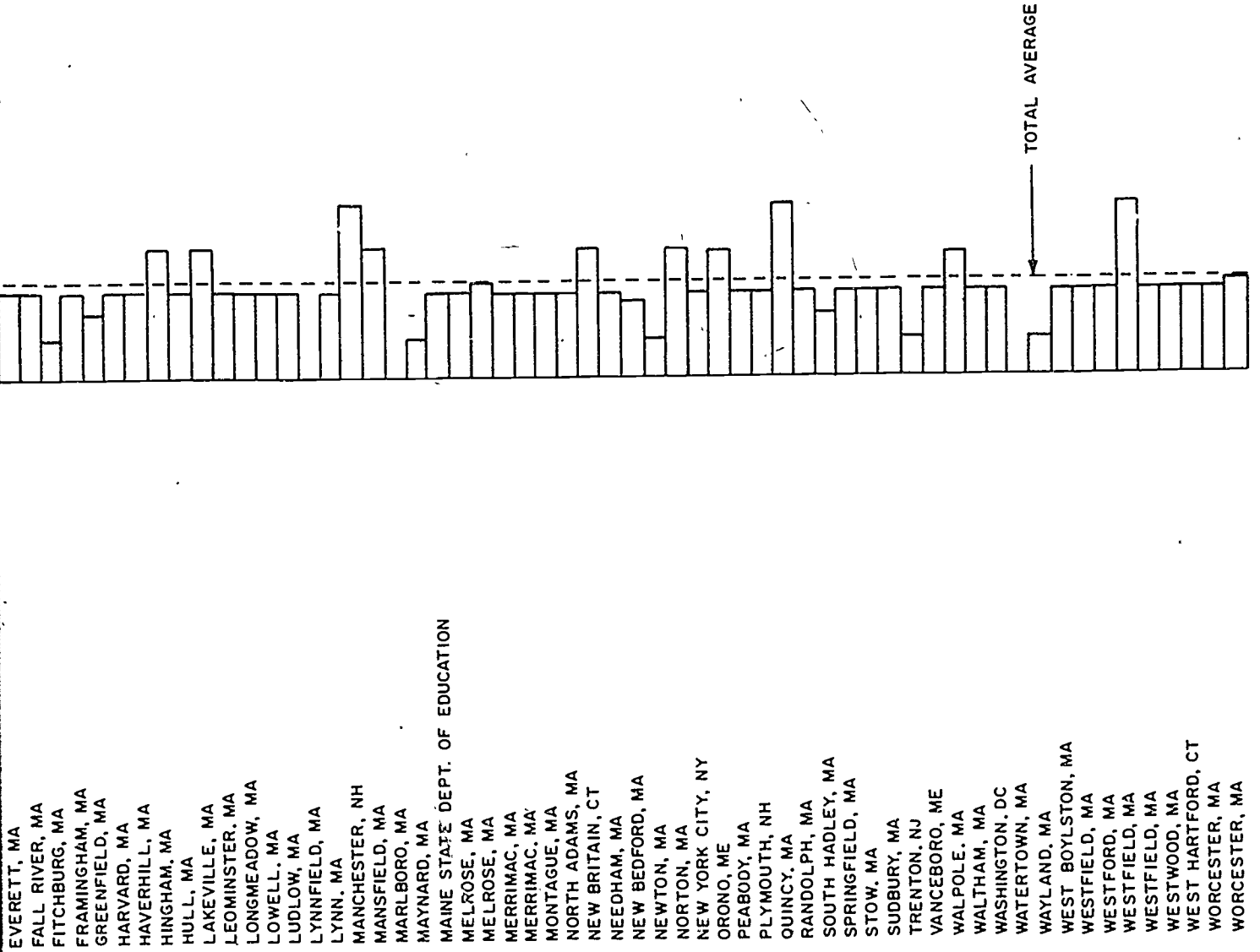AVERAGE FACTOR

ATLANTA, GA
AMHERST, MA
ARLINGTON, MA
ATHOL, MA
ATTLEBORO, MA
ATTLEBORO, MA
AVON, MA
BARNSTABLE, MA
BARRE, MA
BERLIN-BOYLSTON, MA (REGIONAL SCHOOL DISTRICT)
BEDFORD, MA
BELCHERTOWN, MA
BENNINGTON, VT
BEVERLY, MA
BLACKSTONE-MILLVILLE, MA (REGIONAL SCHOOL DISTRICT)
BOSTON, MA
BRIDGEWATER, MA
BRIGHTON, MA
BROCKTON, MA
BURLINGTON, MA
CHICAGO, IL
DEDHAM, MA
DIGHTON-REHOBETH, MA (REGIONAL SCHOOL DISTRICT)
ORONO, ME
DENNIS-YARMOUTH, MA (REGIONAL SCHOOL DISTRICT)
EVERETT, MA
FALL RIVER, MA
FITCHBURG, MA
FRAMINGHAM, MA
GREENFIELD, MA
HARVARD, MA
HAVERHILL, MA
HINGHAM, MA
HULL, MA
LAKEVILLE, MA
LEOMINSTER, MA
LONGMEADOW, MA
LOWELL, MA
LUDLOW, MA
LYNNFIELD, MA
LYNN, MA
MANCHESTER, NH
MANSFIELD, MA
MARLBORO, MA
MAYNARD, MA
MAINE STATE DEPT. OF EDUCATION
MELROSE, MA
MELROSE, MA
MERRIMAC, MA
MERRIMAC, MA
MONTAGUE, MA
NORTH ADAMS, MA
NEW BRITAIN, CT

59

TOTAL AVERAGE

EVERETT, MA
FALL RIVER, MA
FITCHBURG, MA
FRAMINGHAM, MA
GREENFIELD, MA
HARVARD, MA
HAVERHILL, MA
HINGHAM, MA
HULL, MA
LAKEVILLE, MA
LEOMINSTER. MA
LONGMEADOW, MA
LOWELL, MA
LUDLOW, MA
LYNNFIELD, MA
LYNN, MA
MANCHESTER, NH
MANSFIELD, MA
MARLBORO, MA
MAYNARD, MA
MAINE STATE DEPT. OF EDUCATION
MELROSE, MA
MELROSE, MA
MERRIMAC, MA
MERRIMAC. MA'
MONTAGUE, MA
NORTH ADAMS, MA
NEW BRITAIN, CT
NEEDHAM, MA
NEW BEDFORD, MA
NEWTON, MA
NORTON, MA
NEW YORK CITY, NY
ORONO, ME
PEABODY, MA
PLYMOUTH, NH
QUINCY, MA
RANDOLPH, MA
SOUTH HADLEY, MA
SPRINGFIELD, MA
STOW. MA
SUDBURY, MA
TRENTON. NJ
VANCEBORO, ME
WALPOLE. MA
WALTHAM, MA
WASHINGTON, DC
WATERTOWN, MA
WAYLAND. MA
WEST BOYLSTON, MA
WESTFIELD, MA
WESTFORD, MA
WESTFIELD, MA
WESTFIELD, MA
WESTWOOD, MA
WEST HARTFORD, CT
WORCESTER, MA
WORCESTER, MA

1 = Early
2 = On time
3 = Late but useful
4 = Too late

Average Arrival Time = 2

Figure 9. Average Arrival Time of
SID Information by
Community

37

51

SECTION V

CONCLUSIONS AND RECOMMENDATIONS

The rapid growth of educational research and development in America
since the late 1950's has widened the gap between average classroom practice
and "best available" validated practices. These practices have resulted from
the research and development efforts of educational laboratories, univer-
sities, and school-based practice improvement projects.

The U. S. Office of Education has long pursued a goal of wide-scale
dissemination of validated research and development outcomes. More re-
cently the National Institute of Education has assumed responsibility for much
of this dissemination activity in the context of a federal affirmation of im-
proved education through research and development.

Adopting the dissemination model of scientific disciplines, USOE
established in the mid-1960's ERIC, the Educational Resources Information
Centers. ERIC is a current network of 16 clearinghouses across the country
with each clearinghouse responsible for a particular subject matter. In
general, the ERIC system has done an excellent job in capturing, classifying,
and making available an educational research and development knowledge
base that was formerly fragmented and inaccessible.

The project SEIC investigation has centered around the establishment
of an educational information service program to meet the needs of local
educators via access to ERIC and non-ERIC data bases. It attempts to
procure more information about information and resource systems, to learn

39

more about client population, to assess how well local needs are being met, and to have an indication of the use of the information provided in local settings--for what purposes and by whom. Although the audience that responded is keenly aware of the value of using information in the same ways or for the same purposes that scientists do, it appears many educators lack the time, competency, and motivation to conduct a literature search in order to deal with practical problems. They rely on the wisdom and experience of others--teachers, administrators, state department specialists, and consultants. As a consequence, educators' knowledge of new practices is spotty. The program offered on behalf of Massachusetts educators is well received by those who know about it and use it. The investigation shows that the delivery of services is very good and that product quality is high. Furthermore, it shows that information is being used in local districts. The study reveals that there is a greater need to publicize the existing services.

Yet a start has been made and progress is noticeable. There is, however, more to do. From immediate and long range perspectives the following areas are suggested for further investigation: .

1. Continued studies about ways to judge effectiveness. Many studies rely heavily on the number of queries as a measure of effectiveness, but this does not tell anything about the utility or application of the information that has been provided. Needed is a more in-depth look at just how the information was used and what observable behaviors changed or were affected as a result. In fact, the whole notion of educational information services versus the utilization of educational information in the educational change process must be more fully researched.

2. Greater knowledge about the characteristics of the user and his or her behavior pattern as a functioning member of the educational community.

40

5

The educational community must begin to rethink ways to deal with immediate needs. One way is to think in terms of long-range needs and to consider the immediate as one part of a larger process rather than an end in itself.

3. A further and on-going examination of changing the educational dissemination system from a passive to an active process; the testing of models unique to a multifaceted educational community — not merely a representation or a dusting off of something that has worked well elsewhere.

4. More effective ways to close the gap between the researcher and the practitioner. Experience indicates that there is a major flaw in the current system. The noninvolvement of the practitioner from the outset is a major factor in impeding educational improvement. This problem has been identified in the literature and has been substantiated, once again, by this study. The RSVP process is a serious attempt to deal with this problem and shows great promise, but this and other models need nurturing, further development, and exploration.

5. ERIC itself needs to become far less overwhelming to the lay public both in terms of access to the system and related terminology. The language needs to be more consistent and understandable. This is not to suggest lower standards but rather a humanization of the entire movement allowing educators to see this as a cogent vehicle for educational improvement.

6. Earlier in the study it was indicated that there may be a crisis of confidence in the schools. Some persons conclude that there is still general support for the American school system and that the public is reacting to excessive taxation rather than disenchantment with the system. Other persons reason that the schools are not failing but rather that the public is not aware of their successes. More research needs to be done on ways to

41

ensure that the public receives relevant, timely, reliable information in a form they can understand.

7. In order for persons to use and support a new system they must first understand it. This is true of information systems, in particular, because they propose required change in long-held views, habits, and traditions. The potential of information systems as a vehicle for increasing the application of research and validated practices will be better realized when professionals in the field are better acquainted with ways of accessing the data that is available. Such orientation or reeducation via established vehicles they trust, e.g., universities, district-wide inservice training, will remove the mystique and allow educators to view such programs as a support to the mission they are trying to accomplish. Such ventures could markedly impact on established curricula and, indeed, create new career opportunities.

8. The computer will be used to develop a coherent profile of the user. This has proved to be a useful tool in helping to understand why persons use the services, and in organizing the results in formats that facilitate the identification of problems and the classification of suggestions for improvement. Plans call for periodic evaluations by all users, at least on an annual basis, and for continued use of the computer to provide results in a format useful for analysis.

9. Periodic (annual) assessments will be augmented by continuous evaluation by a Practitioner Evaluation Board. The composition of this Board will include users of specific information package series, Open Education, Teacher Effectiveness, etc., from various statewide regions and collaboratives. Evaluations will be conducted on the basis of regional needs so that

the information packages can be further refined to accommodate differences in level-of-readiness-for and ability-to-change.

10. Another value of RSVP is that it generates and stimulates the growth of "natural networks" of users around specific high-priority issues. The issues and problems defined by such networks on a regional basis can be synthesized to provide a more refined and comprehensive statewide perspective of high-priority problems and needs; the results should have significant value in setting both statewide and regional priorities, and should result in more effective allocation and management of limited resources and the delivery of more need-responsive services.

APPENDIX I

EVALUATION QUESTIONNAIRES
(INCLUDING LETTERS)

45

institute for educational services, inc. box 208 bedford, massachusetts 01730 (617) 271-2623

SEARCH TITLE _____

_____

SEARCH # _____._____

executive director
Paul A Ross

USER EVALUATION OF A SEARCH-IN-DEPTH

Directions: Please complete the enclosed survey by checking the appropriate responses. You will note that few narrative answers are requested, though we would be delighted if you would care to add any pertinent comments.

PART I: ABOUT YOU, OUR CLIENT

1. Community in which you are employed: _____

2. Primary area of your responsibility: (Check the most appropriate.)

_____ Classroom teacher   _____ Educational agency staff

_____ Principal/building administrator   _____ Department head, curriculum specialist

_____ Central office administrator   _____ Other. Please specify.

_____

3. Years of professional experience:

Teaching   _____ 1st year   _____ 2 – 5   _____ More than 5

Administrative   _____ 1st year   _____ 2 – 5   _____ More than 5

4. Highest degree in education

_____ Bachelors   _____ Masters   _____ Doctorate

5. Current degree status:

_____ Enrolled in a formal program   _____ Courses taken at random   _____ Inactive

6. How many educational journals (in the broadest sense) do you read in a typical month?

_____ 0   _____ 1 – 5   _____ 6 – 10   _____ over 10

47

7. What are the sources of educational jouxnals and related materials that you read? Using the 8 categories below,

    List by number the two sources most frequently used: ____ ____

    List by number the two sources least frequently used: ____ ____

    1. Personal subscription association membership

    2. District-wide professional library, staff center

    3. School library, teachers room, staff center

    4. Public library

    5. University library

    6. Department of Education (including Regional Education Centers)

    7. IES information service

    8. Collaborative collections

8. When confronted with key educational decisions (e.g. teaching strategy, curriculum design, graduate work, policy planning, etc.) how often do you do a review of the literature on which to make that decision. (Check the most appropriate number on the scale below.)

Not very often		Sometimes		Very often
1	2	3	4	5

9. Information users have been characterized in a number of ways. Using the six categories below,

    List by number the two most accurate characterizations of yourself: ___ ___

    List by number the two least accurate characterizations of yourself: ___ ___

    1. I seek to remain continually updated in my area of competency; e.g. browsing through journals as they come to me,

    2. I seek specific information for the immediate task at hand; e.g. using a teachers' guide, checking records before a parent conference,

    3. I seek all pertinent information prior to beginning a new task; e.g. a federally funded proposal, a report to a committee,

    4. I seek to become familiar with content outside my usual expertise or seek a new approach to a familiar task; e.g. teaching of metrics, linguistics,

    5. I do random skimming, generally outside my major field of interest,

    6. I find support to a decision that already had been reached.

48

PART II: SEARCHES-IN-DEPTH: YOUR REQUEST AND OUR RESPONSE

1. How did you become familiar with Searches-In-Depth? (Check the most appropriate.)

    ____ Colleague, friend,   ____ School district is a
    word of mouth.   subscribing agency

    ____ Presentation, workshop   ____ Magazine article
    conference

    ____ Direct mail, letter   ____ Other. Please specify.

    _____

2. a. How helpful was the interaction with the IES information specialist in crystallizing your information needs?

    Not useful   Moderately useful   Very useful

    1 ——————— 2 ——————— 3 ——————— 4 ——————— 5

   b. Are there ways that this process could be more helpful? _____

    _____

    _____

    _____

3. The information package sent to you arrived:

    ____ Earlier than expected   ____ Late but still useful

    ____ In time for purposes   ____ Too late for purposes

4. a. The most useful part   ERIC Abstracts   Articles   Microfiche
   of the package was

                                 ____   ____   ____

   b. The least useful part
   of the package was

                                 ____   ____   ____

PART III: YOUR USE OF THE SEARCH-IN-DEPTH

1. The request for information was made by you:

    ____ As an individual   ____ As a chairman or member of a committee

49

2. When you received the information you:

_____ Skimmed it   _____ Read it carefully

_____ Read it selectively   _____ Did not read it

                    _____ Other. Please specify: _____

                              _____

3. The original intent of the information request was to: (Check the most pertinent.)

_____ Facilitate a classroom learning situation

_____ Make a decision concerning an educational issue

_____ Plan a program that currently is not available

_____ Modify or improve a program that currently exists

_____ Increase professional background knowledge of a subject

_____ Assist in specific course work.

_____ Other. Please specify: _____ _____ _____ _____

4. By checking the appropriate number on the scale below, assess how useful the information was in relation to your choice in Question 3,

	Not useful	Moderately useful	Very useful
Providing new ideas, different approaches	1 ——— 2 ——— 3 ——— 4 ——— 5		
Reinforcing present thinking	1 ——— 2 ——— 3 ——— 4 ——— 5		
Allowing better communication between faculty and administrations	1——— 2 ——— 3 ——— 4 ———5		
Allowing better communication between school and the community	1——— 2 ——— 3 ——— 4 ——— 5		

5. a. By checking the appropriate number on the scale below, assess the overall utility of the information that was received in relation to you choice in Question 3.

Not very   Moderately   Very useful
 useful   useful

1 ——————— 2 ——————— 3 ——————— 4 ——————— 5

6

6. The major reason for this is that the information provided was:

___ Too theoretical   ___ Not theoretical, but useful

___ Theoretical, but useful   ___ Not theoretical enough

___ Well balanced between theoretical and practical

7. a. Did you use this search beyond its original intent?

___ Yes   ___ No   If yes, please elaborate _____

_____

_____

   b. How useful was the information beyond the original intent?

Not very useful		Moderately useful		Very useful
1 ——————	2 ——————	3 ——————	4 ——————	5

PART IV: SEARCHES-IN-DEPTH: USE BY OTHERS

1. How many people beside yourself or members of the committee

     Saw the material?   ___ None   ___ 1 - 5   ___ Over 5

     Used the material?   ___ None   ___ 1 - 5   ___ Over 5

2. Was this due to: (Check the most appropriate.)

___ Routine circulation of material in department, school, agency

___ Haphazard "chance" seeing of material

___ Dissemination of the search by you because you were pleased with it

___ No formal or informal dissemination effort

___ Other. Please specify: _____

3. a. As a result of this search, were other searches initiated?

     ___ Yes   ___ No

   b. If yes, please check the most appropriate.

     ___ By you   ___ By members of   ___ By other professionals
                         the committee

   c. As an: ___ Extention of the   ___ Entirely new subject
                     original request

51

4. Where is the search now?

_____ Your office, classroom   _____ With another teacher, professional

_____ At home

_____ In a professional collection   _____ Unknown

_____ Other. Please specify: _____

_____

5. Would you have done a "by hand" literature search if the Search-In-Depth service were not available from IES?

_____ Yes   _____ No

6. Would you have done as complete a literature search as the one received from IES if you had ample time?

_____ Yes   _____ No

7. To what extent do you consider the IES Search-In-Depth service useful to members of the education community.

Not very   Moderately   Very
 useful   useful   useful
1——————— 2 ——————— 3 ——————— 4 ——————— 5

8. Comments, suggestions, criticisms about the IES service: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for completing this survey. We will share the results with you and much of it, we hope, will provide a basis for refining and tailoring the existing program.

Please use the enclosed postage-paid envelope to return it to IES

52

institute for educational services, inc. box 208 bedford, massachusetts 01730 (617) 271 2623

SERIES ORDERED: _____

PACKAGE(S) # _____

ORDER # _____

executive director
Paul A Ross

USER EVALUATION OF RSVP PACKAGE(S)

Directions: Please complete the enclosed survey by checking the appropriate responses. You will note that few narrative answers are requested, though we would be delighted if you would care to add any pertinent comments. Please return to IES by January 30, 1975.

PART I: ABOUT YOU, OUR CLIENT

1.   Community in which you are employed: _____

2.   Primary area of your responsibility: (Check the most appropriate.)

_____ Classroom teacher   _____ Educational agency staff

_____ Principal/building administrator   _____ Department h ad, curriculum
                                                              specialist

_____ Central office administrator   _____ Other. Please specify: _____

3.   Years of professional experience:

Teaching   _____ 1st year   _____ 2 - 5   _____ More than 5

Administrative   _____ 1st year   _____ 2 - 5   _____ More than 5

4.   Highest degree in education:

_____ Bachelors   _____ Masters   _____ Doctorate

5.   Current degree status:

_____ Enrolled in a   _____ Courses taken   _____ Inactive
      formal program   at random

6.   How many educational journals (in the broadest sense) do you read in a typical month?

_____ 0   _____ 1 - 5   _____ 6 - 10   _____ over 10

53

64

7. What are the sources of educational journals and related materials that you read? Using the 8 categories below,

    List by number the two sources most frequently used: ____ ____

    List by number the two sources least frequently used: ____ ____

    1. Personal subscription
       association membership

    2. District-wide professional
       library, staff center

    3. School library, teachers
       room, staff center

    4. Public library

    5. University library

    6. Department of Education
       (including Regional Education
       Centers)

    7. IES information service

    8. Collaborative collections

8. When confronted with key educational decisions (e.g. teaching strategy, curriculum design, graduate work, policy planning, etc.) how often do you do a review of the literature on which to make that decision. (Check the most appropriate number on the scale below.)

    Not very   Sometimes   Very often
      often

    1————————— 2 ————————— 3 ————————— 4 ——————————5

9. Information users have been characterized in a number of ways. Using the six categories below,

    List by number the two most accurate characterizations of yourself: ___ ___

    List by number the two least accurate characterizations of yourself:___ ___

    1. I seek to remain continually updated in my area of competency;
       e.g. browsing through journals as they come to me,

    2. I seek specific information for the immediate task at hand;
       e.g. using a teachers' guide, checking records before a parent
       conference,

    3. I seek all pertinent information prior to beginning a new task;
       e.g. a federally funded proposal, a report to a committee,

    4. I seek to become familiar with content outside my usual expertise
       or seek a new approach to a familiar task; e.g. teaching of matrics,
       linguistics,

    5. I do random skimming, generally outside my major field of interest,

    6. I find support to a decision that already had been reached.

54

PART II: RSVP PACKAGE(S): YOUR REQUEST AND OUR RESPONSE

1. RSVP (Responsive Services for a Variety of Practioners) involves two major concepts:

   a. that not everyone needs a specific, in-depth-search; that sometimes general, broad-based information reflecting all points of view and provided at low cost is sufficient; and,

   b. that you, the client or user, ought to have an opportunity to identify the topics, questions, and select relevant materials that will be most useful to you.

   How familiar are you with these underlying concepts? (Check the most appropriate number.)

Very familiar		Moderately familiar		Not at all familiar
1	2	3	4	5

2. How did you learn of RSVP Services?

   ____ Brochure, direct mail

   ____ Personal contact, word of mouth

   ____ Kaledioscope; other publications

   ____ Don't Reinvent the Wheel Conference

   ____ IES subscription

   ____ Other. Please specify: _____
   _____

3. To what extent did you find it easy to order RSVP package(s) from the "grid"?

Extremely easy		Relatively easy		Rather difficult
1	2	3	4	5

4. To what extent do you feel the information in the package(s):

	Large	Moderate	Minimal
was relevant to the questions on the "grid"	___	___	___
was comprehensive in relation to the question on the "grid	___	___	___

5. Do the questions on the grid deal with the most pertinent issues as you perceive them?

   ____ Yes, definitely   ____ Yes, somewhat   ____ No, not really

6. The package(s) sent to you arrived

    ____ Earlier than expected   ____ Late but still useful

    ____ In time for specific   ____ Too late for specific
             purposes   purposes

7. The package(s) were organized and put together in a way that made them

Extremely easy to use		Somewhat easy to use		Difficult to use
1 —————	2 —————	3 —————	4 —————	5

8.   a.   The number of abstracts   Too many   Too few   About right
        in the package(s) was   ____   ____   ____

  b.   The number of articles
        in the package(s) was   ____   ____   ____

  c.   The number of citations
        on the reading list was   ____   ____   ____

9.   a.   The most useful part of   ERIC Abstract   Actual   Selected
        the package(s) was   Materials Reading List
                           ____   ____   ____

  b.   The least useful part of
        the package(s) was   ____   ____   ____

PART III: YOUR USE OF THE RSVP PACKAGE(S)

1. The request for information was made by you:

    ____ As an individual   ____ As a chairman or member of a committee

2. When you received the information you:

    ____ Skimmed it   ____ Read it carefully

    ____ Read it selectively   ____ Did not read it

        ____ Other. Please specify: _____

         _____

3. The original intent of the information request was to: (Check most pertinent.)

_____ Facilitate a classroom learning situation

_____ Make a decision concerning an educational issue

_____ Plan a program that currently is not available

_____ Modify or improve a program that currently exists

_____ Increase professional background knowledge of a subject

_____ Assist in college course work

_____ Other, Please specify: _____

4. By circling the appropriate number on the scale below, assess how useful the information was in relation to you choice in Question 3.

	Not useful		Moderately useful		Very useful
Providing new ideas, different approvals	1 —— 2 —— 3 —— 4 —— 5				
Reinforcing present thinking	1 —— 2 —— 3 —— 4 —— 5				
Allowing better communication between faculty and administrations	1 —— 2 —— 3 —— 4 —— 5				
Allowing better communication between school and community	1 —— 2 —— 3 —— 4 —— 5				

5. By checking the appropriate number on the scale below, assess the overall utility of the information that was received in relation to your choice in Question 3.

Not very useful	Moderately useful	Very useful
1 ———————— 2 ———————— 3 ———————— 4 ———————— 5		

6. The information provided was:

_____ Too theoretical   _____ Not theoretical, but useful

_____ Theoretical, but useful   _____ Not theoretical enough

_____ Well balanced between theoretical and practical

7. a. Did you use this information beyond its original intent?

____ Yes ____ No If yes, please elaborate: _____

_____

_____

b. How useful was the information beyond the original intent?

Not very useful		Moderately useful		Very useful
1 ———————	2 ———————	——— ————————	4 ———————	5

PART IV: RSVP PACKAGES,S - USE BY OTHERS

1. How many people beside yourself or members of the committee

Saw the material? ____ None ____ 1 - 5 ____ Over 5

Used the material? ____ None ____ 1 - 5 ____ Over 5

2. This was due to: (Check the most appropriate.)

____ Routine circulation of material in department, school, agency

____ Haphazard "chance" seeing of material

____ Dissemination of the package(s) by you because you were pleased with the material

____ No formal or informal dissemination effort

____ Other. Please specify: _____

3. Where is the package(s) now?

____ Your office, classroom   ____ with another teacher, professional

____ at home   ____ unknown

____ in a professional collection   ____ Other. Please specify: _____

_____

4. a. As a result of using these packages were additional packages ordered?

__ __ Yes   ____ No

b. If yes, please check appropriate one:

    ___ complete set, same topic   ___ complete set, different topic

    ___ partial set, same t' pic   ___ partial set, different topic

5. The packages are designed to be general and give a broad overview of all
    perspectives. More detailed information can be obtained by an in-depth
    search. As a result of reading these RSVP materials, was a search-in-depth
    requested? If yes, please check one of the following:

    ___ By you   ___ By members of the   ___ By other professionals
                        committee

6. To what extent do you consider the IES RSVP Services useful to members of
    the education community?

Not very   Moderately   Very
 useful   useful   useful
1 ——————————— 2 ———————————— 3 ——————————— 4 ———————————5

7. Comments, suggestions, criticisms about the IES service: _____

_____

_____ _____

_____ _____

_____

_____

        Thank you for completing this survey. We will share the results with you
and much of it, we hope, will provide a basis for refining and tailoring the
existing program.

        Please use the enclosed postage-paid envelope to return it to IES by
January 30, 1975.

59

70

institute for educational services, inc. box 208 bedford, massachusetts 01730 (617) 271-2623

executive director
Paul A Ross

January 8, 1975

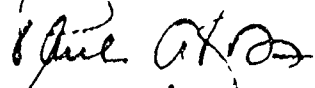Dear Colleague,

You are among those who have used IES' <u>Searches-In-Depth</u> service, whereby one of our information specialists did a comprehensive literature search for you on a specific topic or problem. Your search request (the most recent if you have done more than one) is cited on the next page.

We at IES are now taking a look at the services we offer in relation to our client's needs. At this time we need your help! In order to make our SID service more useful to you in the future we need to know:

1. more information about you as a client
2. how well we responded to your request
3. how extensively the information was used
4. your perception of its impact, including any spin-off benefits, and
5. your recommendations for improving the service.

Will you take 5 minutes to complete the enclosed survey? No need to sign anything. We are primarily interested in your impressions as a user of information and the returns will be analyzed with that in mind. We will share the results with you as soon as they are completed.

We are well aware of the vast amount of paper work you have to do, so we are very appreciative and say "thanks" for taking the time to do this. If you have any questions, please feel free to call me at 271-2623.

Sincerely,

Paul A. Ross

PAR/at

P.S. Please use the enclosed, prestamped self-addressed envelope to mail back your questionnaire. We would like to receive all returns no later than January 30, 1975. Again, many thanks!

60

institute for educational services, inc. box 208 bedford massachusetts 01730 (617) 271 2623

executive director
Paul A Ross
January 8, 1974

Dear Colleague,

During the past year you have ordered part of or all of a series of information
packets offered by IES as one of their information services. Three series
are available: Teacher Effectiveness, Open Education, and Educational Finance.
Your most recent order is cited on the next page.

We at IES are now taking a look at the services we offer in relation to our client's
needs. At this time we need your help! In order to make our SID service more
useful to you in the future we need to know:

    1. more information about you as a client
    2. how well we responded to your request
    3. how extensively the information was used
    4. your perception of its impact, including any spin-off
       benefits,
    5. your recommendations for improving the service.

Will you take 5 minutes to complete the enclosed survey? No need to sign anything.
We are primarily interested in your impressions as a user of information and the
returns will be analyzed with that in mind. We will share the results with you as
soon as they are completed.

We are well aware of the vast amount of paper work you have to do, so we are very
appreciative and say "thanks" for taking the time to do this. If you have any ques-
tions, please feel free to call me at 271-2623.

Sincerely,

Paul A. Ross

PAR/cw

P.S.   Please use the enclosed, prestamped self addressed envelope to mail
       back your questionnaire. We would like to receive all returns no later
       than January 30, 1975. Again, many thanks.

institute for educational services, inc. box 208 bedford massachusetts 01730 (617) 271-2623

executive director
Paul A Ross

30 January 1975

Dear Colleague:

Three weeks ago a survey designed to help improve IES' RSVP program
(Responsive Services to a Variety of Practitioners) was mailed to you.
We have been most pleased with the response to date, but since the opinion
of all our clients is important, we especially would like to hear from you —
so far we have not.

We are sending a second survey for your convenience. Will you kindly take
5 minutes to complete it and return it to IES as soon as possible? Use the
enclosed pre-stamped envelope.

Many thanks for helping us help you.

Sincerely,

Paul A. Ross

PAR/at

P.S.   A synopsis of the returns will be shared with you when it is
       completed.

APPENDIX II.

EVALUATION RESULTS:

TYPICAL PRINTOUTS OF DATA
PROCESSED BY THE COMPUTER

	TEACHING			ADMINISTRATIVE			N/A	NO ANS.	AGGREGATE
	1 YR	2-5 YRS	>5 YRS	1 YR	2-5 YRS	>5 YRS			
TEACHER	1.0	4.0	7.0	0.0	0.0	1.0	0.0	0.0	13.0
P/R ADMIN.	0.0	0.0	0.0	0.0	11.0	4.0	0.0	0.0	15.0
C O ADMIN.	0.0	0.0	0.0	0.0	7.0	14.0	0.0	0.0	21.0
E A STAFF	0.0	0.0	0.0	0.0	0.0	4.0	0.0	0.0	4.0
DH/ C SPEC.	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	3.0
OTHER	0.0	1.0	2.0	0.0	1.0	3.0	0.0	0.0	7.0
N/A	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NO ANSWER	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0
AGGREGATE	1.0	5.0	0.0	1.0	22.0	26.0	0.0	0.0	64.0

THE ABOVE FIGURES EQUAL THE NUMBER OF SEARCHES FULFILLING THE QUALIFICATION

65

	TEACHING			ADMINISTRATIVE			N/A	NO ANS.	AGGREGATE
	1 YR	2-5 YRS	>5 YRS	1 YR	2-5 YRS	>5 YRS			
TEACHER	1.5	6.2	10.0	0.0	0.0	1.5	0.0	0.0	20.1
P/B ADMIN.	0.0	0.0	0.0	0.0	17.1	6.2	0.0	0.0	23.3
C C ADMIN.	0.0	0.0	0.0	0.0	10.9	21.8	0.0	0.0	32.7
E A STAFF	0.0	0.0	0.0	0.0	0.0	6.2	0.0	0.0	6.2
DH/ C SPPC.	0.0	0.0	0.0	0.0	4.6	0.0	0.0	0.0	4.6
OTHER	0.0	1.5	3.1	0.0	1.5	4.6	0.0	0.0	10.7
N/A	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NO ANSWER	0.0	0.0	0.0	1.5	0.0	0.0	0.0	0.0	1.5
AGGREGATE	1.5	7.7	14.0	1.5	34.1	40.2	0.0	0.0	99.1

THE ABOVE FIGURES EQUAL THE PERCENTAGE OF SEARCHES FULFILLING THE QUALIFICATION

66

RSVP III, QUESTIONS 3,4A
PART III DETERMINE THE MAJOR USES FOR WHICH THE INFORMATION WAS ORIGINALLY INTENDED V.S. THE ASSESSMENT OF ITS HELP IN PROVIDING NEW IDEAS, DIFFERENT APPROACHES

	NOT VERY USEFUL (1)	(2)	MODERATELY USEFUL (3)	(4)	VERY USEFUL (5)	NO ANS.	AGGREGATE
FACILITATE A CLASSROOM LEARNING SITUATION	0.0	0.0	3.0	0.0	0.0	0.0	3.0
MAKE A DECISION CONCERNING AN EDUC. ISSUE	1.0	0.0	4.0	1.0	1.0	0.0	7.0
PLAN A PGM. THAT CURRENTLY IS NOT AVAILABLE	1.0	4.0	7.0	2.0	0.0	0.0	14.0
MODIFY OR IMPROVE A PGM. THAT CURRENTLY EXISTS	1.0	2.0	2.0	0.0	2.0	1.0	8.0
INCREASE PROF. BACKGROUND KNOWLEDGE OF A SUBJECT	0.0	1.0	5.0	6.0	2.0	3.0	17.0
ASSIST IN SPECIFIC COURSE WORK	0.0	1.0	4.0	1.0	2.0	0.0	8.0
OTHER	0.0	0.0	4.0	0.0	0.0	0.0	4.0
NO ANSWER	0.0	0.0	1.0	1.0	0.0	2.0	4.0
AGGREGATE	3.0	8.0	30.0	11.0	7.0	6.0	65.0

THE ABOVE FIGURES EQUAL THE NUMBER OF SEARCHES FULFILLING THE QUALIFICATION

RSVP
PART III, QUESTIONS 3,4A
DETERMINE THE MAJOR USES FOR WHICH THE INFORMATION WAS ORIGINALLY INTENDED V.S.
THE ASSESSMENT OF ITS HELP IN PROVIDING NEW IDEAS, DIFFERENT APPROACHES

	NOT VERY USEFUL (1)	-(2)	MODERATELY USEFUL (3)	(4)	VERY USEFUL (5)	NO ANS.	AGGREGATE
FACILITATE A CLASSROOM LEARNING SITUATION	0.0	0.0	4.6	0.0	0.0	0.0	4.6
MAKE A DECISION CONCERNING AN EDUC. ISSUE	1.5	0.0	6.1	1.5	1.5	0.0	10.6
PLAN A PGM. THAT CURRENTLY IS NOT AVAILABLE	1.5	6.1	10.7	3.0	0.0	0.0	21.3
MODIFY OR IMPROVE A PGM. THAT CURRENTLY EXISTS	1.5	3.0	3.0	0.0	3.0	1.5	12.0
INCREASE PROF. BACKGROUND KNOWLEDGE OF A SUBJECT	0.0	1.5	7.6	9.2	3.0	4.6	25.9
ASSIST IN SPECIFIC COURSE WORK	0.0	1.5	6.1	1.5	3.0	0.0	12.1
OTHER	0.0	0.0	5.1	0.0	0.0	0.0	6.1
NO ANSWER	0.0	0.0	1.5	1.5	0.0	3.0	6.0
AGGREGATE	4.5	12.1	45.7	16.7	10.5	9.1	98.6

THE ABOVE FIGURES EQUAL THE PERCENTAGE OF SEARCHES FULFILLING THE QUALIFICATION

68

RSVP
PART III, QUESTIONS 5,6
ASSESSMENT OF THE OVERALL UTILITY OF THE INFORMATION RECEIVED V.S.
THE MAJOR REASONS FOR THIS ASSESSMENT

	NOT USEFUL (1)	(2)	MOD. USEFUL (3)	(4)	VERY USEFUL (5)	NO ANS	AGGREGATE
TOO THEORETICAL	2.0	4.0	2.0	0.0	0.0	0.0	8.0
THEORETICAL BUT USEFUL	0.0	0.0	0.0	0.0	0.0	0.0	9.0
WELL BALANCED	0.0	3.0	6.0	18.0	7.0	3.0	37.0
NOT THEORETICAL BUT USEFUL	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NOT THEORETICAL ENOUGH	0.0	2.0	0.0	0.0	0.0	0.0	2.0
OTHER	0.0	0.0	0.0	0.0	0.0	0.0	0.0
N/A	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NO ANSWER	0.0	1.0	4.0	1.0	0.0	3.0	9.0
AGGREGATE	2.0	10.0	21.0	13.0	7.0	7.0	59.0

THE ABOVE FIGURES EQUAL THE NUMBER OF SEARCHES FULFILLING THE QUALIFICATION

69

RSVP
PART III, QUESTIONS 5,6
ASSESSMENT OF THE OVERALL UTILITY OF THE INFORMATION RECEIVED V.S.
THE MAJOR REASONS FOR THIS ASSESSMENT

|	NOT USEFUL (1)	(2)	MOD. USEFUL (3)	(4)	VERY USEFUL (5)	NO ANS	AGGREGATE
TOO THEORETICAL	3.0	6.1	3.0	3.0	0.0	0.0	12.1
THEORETICAL BUT USEFUL	0.0	0.0	13.8	0.0	0.0	0.0	13.8
WELL BALANCED	0.0	4.6	9.2	27.6	10.7	4.6	56.7
NOT THEORETICAL BUT USEFUL	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NOT THEORETICAL ENOUGH	0.0	3.0	0.0	0.0	0.0	0.0	3.0
OTHER	0.0	0.0	0.0	0.0	0.0	0.0	0.0
N/A	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NO ANSWER	0.0	1.5	6.1	1.5	0.0	4.6	13.7
AGGREGATE	3.0	15.2	32.1	29.1	10.7	9.2	99.3

THE ABOVE FIGURES EQUAL THE PERCENTAGE OF SEARCHES FULFILLING THE QUALIFICATION

SEARCH-IN-DEPTH
PART I, QUESTIONS 2,3
PRIMARY AREA OF RESPONSIBILITY V.S. YEARS OF PROFESSIONAL EXPERIENCE

	------ TEACHING ------			*---- ADMINISTRATIVE ----*			N/A	NO ANS.	AGGREGATE
	1 YR	2-5 YRS	>5 YRS	1 YR	2-5 YRS	>5 YRS			
TEACHER	1.0	7.0	25.0	1.0	2.0	3.0	0.0	0.0	39.0
P/B ADMIN.	0.0	2.0	1.0	0.0	2.0	13.0	0.0	0.0	16.0
C O ADMIN.	0.0	0.0	1.0	1.0	6.0	42.0	0.0	0.0	50.0
E A STAFF	0.0	1.0	0.0	0.0	5.0	7.0	0.0	1.0	14.0
DH/ C SPEC.	0.0	0.0	4.0	2.0	7.0	9.0	0.0	0.0	22.0
OTHER	1.0	7.0	12.0	2.0	9.0	21.0	1.0	2.0	55.0
N/A	0.0	0.0	0.0	0.0	1.0	1.0	0.0	0.0	2.0
NO ANSWER	1.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	3.0
AGGREGATE	3.0	16.0	43.0	7.0	32.0	96.0	1.0	3.0	201.0

THE ABOVE FIGURES EQUAL THE NUMBER OF SEARCHES FULFILLING THE QUALIFICATION

SEARCH-IN-DEPTH
PART I, QUESTIONS 2,3
PRIMARY AREA OF RESPONSIBILITY V.S. YEARS OF PROFESSIONAL EXPERIENCE

| | *------ TEACHING ------* | | | *---- ADMINISTRATIVE ----* | | | | | |
	1 YR	2-5 YRS	>5 YRS	1 YR	2-5 YRS	>5 YRS	N/A	NO ANS.	AGGREGATE
TEACHER	0.4	3.4	12.4	0.4	0.9	1.4	0.0	0.0	18.9
P/B ADMIN.	0.0	0.0	0.4	0.0	0.9	6.4	0.0	0.0	7.7
C O ADMIN.	0.0	0.0	0.4	0.4	2.9	20.8	0.0	0.0	24.5
E A STAFF	0.0	0.4	0.0	0.0	2.4	3.4	0.0	3.4	6.6
DH/ C SPEC.	0.0	0.0	1.9	0.9	3.4	4.4	0.0	0.0	10.6
OTHER	0.4	3.4	5.9	0.9	4.4	10.4	0.4	0.9	26.7
N/A	0.0	0.0	0.0	0.0	0.4	0.4	0.0	0.0	0.8
NO ANSWER	0.4	0.4	0.0	0.4	0.0	0.0	0.0	0.0	1.2
AGGREGATE	1.2	7.6	21.0	3.0	15.3	47.2	0.4	1.3	97.0

THE ABOVE FIGURES EQUAL THE PERCENTAGE OF SEARCHES FULFILLING THE QUALIFICATION

72

SEARCH-IN-DEPTH
PART III, QUESTIONS 3,4A
DETERMINE THE MAJOR USES FOR WHICH THE INFORMATION WAS ORIGINALLY INTENDED V.S.
THE ASSESSMENT OF ITS HELP IN PROVIDING NEW IDEAS, DIFFERENT APPROACHES

	NOT VERY USEFUL (1)	(2)	MODERATELY USEFUL (3)	(4)	VERY USEFUL (5)	NO ANS.	AGGREGATE
FACILITATE A CLASSROOM LEARNING SITUATION	1.0	0.0	3.0	2.0	2.0	0.0	8.0
MAKE A DECISION CONCERNING AN EDUC. ISSUE	1.0	6.0	12.0	10.0	5.0	2.0	36.0
PLAN A PGM. THAT CURRENTLY IS NOT AVAILABLE	2.0	7.0	20.0	9.0	8.0	2.0	49.0
MODIFY OR IMPROVE A PGM. THAT CURRENTLY EXISTS	3.0	1.0	11.0	5.0	5.0	0.0	28.0
INCREASE PROF. BACKGROUND KNOWLEDGE OF A SUBJECT	2.0	5.0	10.0	7.0	3.0	2.0	30.0
ASSIST IN SPECIFIC COURSE WORK	2.0	2.0	4.0	6.0	3.0	0.0	19.0
OTHER	3.0	4.0	5.0	5.0	3.0	4.0	24.0
NO ANSWER	0.0	0.0	1.0	0.0	0.0	7.0	8.0
AGGREGATE	16.0	29.0	67.0	44.0	29.0	17.0	201.0

THE ABOVE FIGURES EQUAL THE NUMBER OF SEARCHES FULFILLING THE QUALIFICATION

SEARCH-IN-DEPTH
PART III, QUESTIONS 3,4 & ? WHICH THE INFORMATION WAS ORIGINALLY INTENDED V.S.
DETERMINE THE MAJOR USES FOR
THE ASSESSMENT OF ITS HELP IN PROVIDING NEW IDEAS, DIFFERENT APPROACHES

	NOT VERY USEFUL (1)	(2)	MODERATELY USEFUL (3)	(4)	VERY USEFUL (5)	NO ANS.	% AGGREGATE
FACILITATE A CLASSROOM LEARNING SITUATION	0.4	0.0	1.4	0.0	0.0	0.0	3.6
MAKE A DECISION CONCERNING AN EDUC. ISSUE	0.4	2.0	5.9	4.9	2.4	0.9	17.4
PLAN A PGM. THAT CURRENTLY IS NOT AVAILABLE	0.0	3.4	9.0	4.4	3.0	0.9	23.4
MODIFY OR IMPROVE A PGM. THAT CURRENTLY EXISTS	1.4	1.0	6.4	2.4	2.4	0.0	13.5
INCREASE PROF. BACKGROUND KNOWLEDGE OF A SUBJECT	1.4	2.4	4.0	3.4	1.4	2.9	14.4
ASSIST IN SPECIFIC COURSE WORK	1.0	0.0	2.4	2.0	1.4	0.0	9.0
OTHER	1.4	1.0	2.4	2.4	1.4	1.0	.11.4
NO ANSWER	0.0	0.0	0.4	0.0	0.0	3.4	?.8
AGGREGATE	7.3	13.4	32.7	21.3	13.8	8.0	96.5

THE ABOVE FIGURES EQUAL THE PERCENTAGE OF SEARCHES FULFILLING THE QUALIFICATION

74

SEARCH-IN-DEPTH
PART III, QUESTIONS 5,6
ASSESSMENT OF THE OVERALL UTILITY OF THE INFORMATION RECEIVED V.S.
THE MAJOR REASONS FOR THIS ASSESSMENT

	NOT USEFUL (1)	(2)	MOD. USEFUL (3)	(4)	VERY USEFUL (5)	NO ANS	AGGREGATE
TOO THEORETICAL	2.0	3.0	7.0	2.0	1.0	0.0	15.0
THEORETICAL BUT USEFUL	0.0	2.0	12.0	6.0	2.0	0.0	22.0
WELL BALANCED	0.0	0.0	18.0	52.0	26.0	0.0	96.0
NOT THEORETICAL BUT USEFUL	0.0	3.0	10.0	3.0	2.0	0.0	15.0
NOT THEORETICAL ENOUGH	1.0	1.0	0.0	1.0	0.0	0.0	3.0
OTHER	2.0	0.0	2.0	0.0	0.0	0.0	4.0
N/A	0.0	2.0	2.0	0.0	0.0	0.0	2.0
NO ANSWER	6.0	24.0	4.0	7.0	3.0	11.0	45.0
AGGREGATE	11.0	22.0	55.0	71.0	34.0	11.0	202.0

THE ABOVE FIGURES EQUAL THE NUMBER OF SEARCHES FULFILLING THE QUALIFICATION

SEARCH-IN-DEPTH
PART III, QUESTIONS 6,7
ASSESSMENT OF THE OVERALL UTILITY OF THE INFORMATION PROVIDED. 7.5
THE MAJOR REASONS FOR THIS ASSESSMENT

	NOT USEFUL (1)	(2)	MOD. USEFUL (3)	(4)	VERY USEFUL (5)	NO ANS	AGGREGATE
TOO THEORETICAL	0.0	1.3	3.4	0.0	0.4	0.0	7.0
THEORETICAL BUT USEFUL	0.0	0.9	5.0	2.0	0.0	0.0	10.6
WELL BALANCED	0.0	0.0	0.0	25.7	18.0	0.0	47.4
NOT THEORETICAL BUT USEFUL	0.0	0.0	4.3	1.5	0.0	0.0	7.2
NOT THEORETICAL ENOUGH	0.0	0.4	0.0	0.0	0.0	0.0	1.1
OTHER	0.0	0.0	0.0	0.0	0.0	0.0	1.8
N/A	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NO ANSWER	2.0	0.0	1.0	3.4	1.3	4.4	21.0
AGGREGATE	5.1	2.6	26.9	28.7	16.4	4.4	100.0

THE ABOVE FIGURES EQUAL THE PERCENTAGE OF SEARCHES FULFILLING THE QUALIFICATION

76

APPENDIX III

PROFILES OF RSVP AND SID INFORMATION USERS

Part I, 3. How many years have you been in the educational profession?
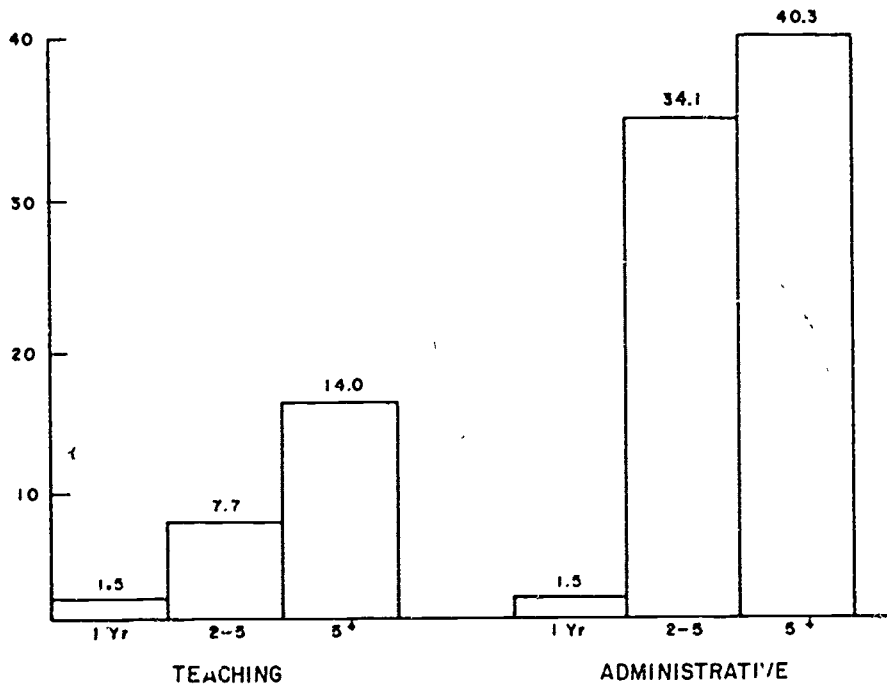
Part I, 3. Returns: 99.1 percent

Percentages are based on 64 returns. Of those having 2-5 years of administrative experience, 17.1 percent are principals or building administrators and 10.9 are central office administrators. Of those having more than 5 years' administrative experience, 21.8 percent are central office administrators.

Figure 10. RSVP Client Profile: Professional Experience

79

Part I, 3.   How many years have you been employed as a professional
              educator?
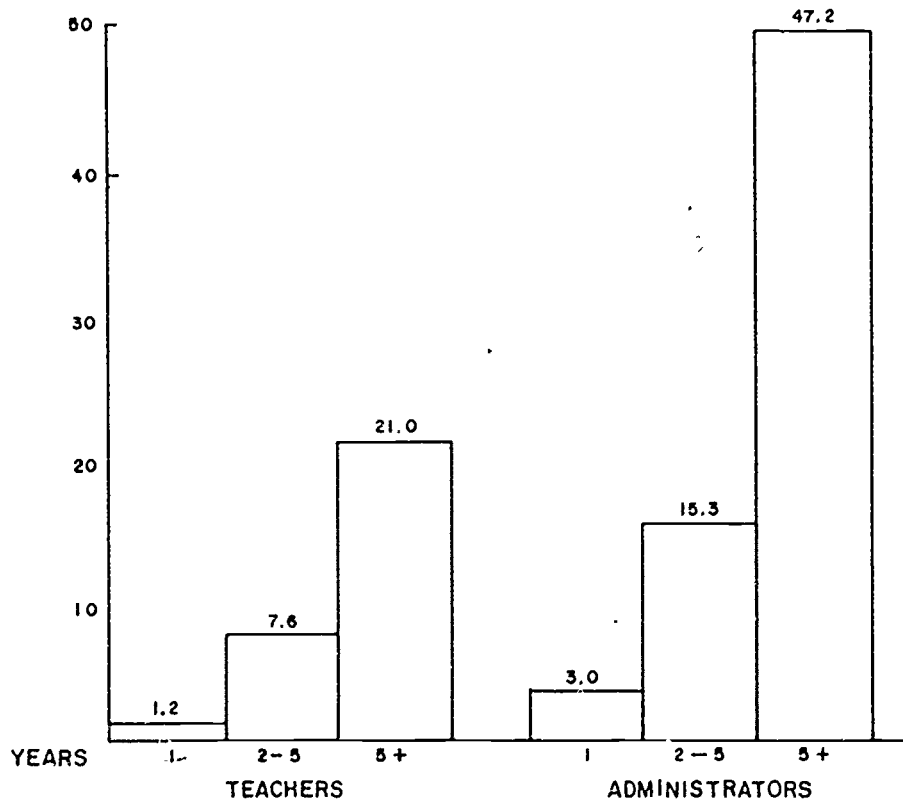
Part I, 3.   Returns: 97.0 percent
     Percentages are based on 201 returns. Of these 0.4 percent felt the
question was not applicable and 1.3 percent did not answer the question.

Figure 11. SID Client Profile: Professional Experience

80

Part I, 4, 5. What is the highest degree you hold in education?

What is your current program status?
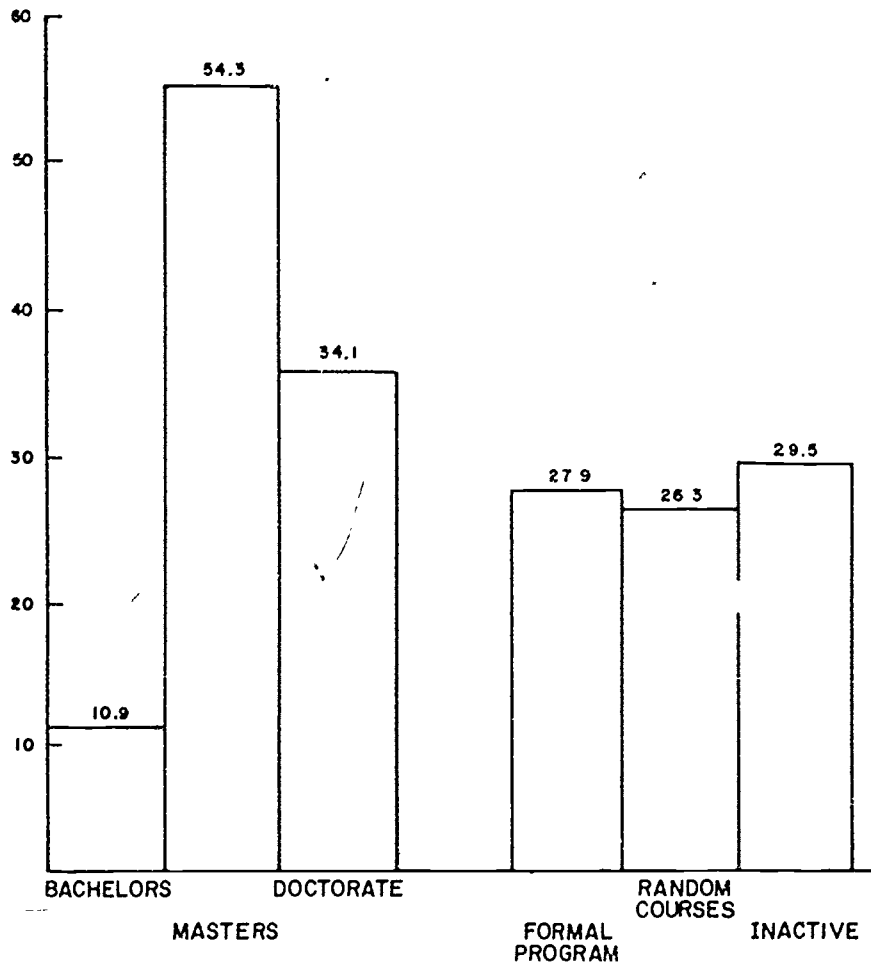
Part I, 4. Returns: 99.3 percent
    Percentages are based on 64 returns. Of those who have Masters'
degrees, 18.7 percent are principals/building administrators, 17.1 percent
are central office administrators, 10.9 percent are teachers. Of those who
have a doctorate, 15.6 percent are central office administrators.

Part I, 5. Returns: 99.0 percent
    Percentages are based on 64 returns. Of these 15.3 percent have not
answered the question. Of those enrolled in a formal program, 12.5 percent
are teachers, 9.3 percent are principals/building administrators.

Figure 12. RSVP Client Profile: Educational Background

81

Figure 13. SID Client Profile: Educational Background

Part I, 4, 5. What is the highest degree you hold in education?

What is your current degree status?

Part I, 4. Returns: 98.4 percent

Percentages are based on 202 returns. Of these 0.4 percent felt the question was not applicable and 0.8 percent did not answer the question. An equal percentage of master's degrees (14.9) was shared by both teachers and central office administrators.

Part I, 5. Returns: 97.6 percent

Percentages are based on 202 returns. Of these 0.4 percent felt the question was not applicable and 11.4 percent did not answer the question.
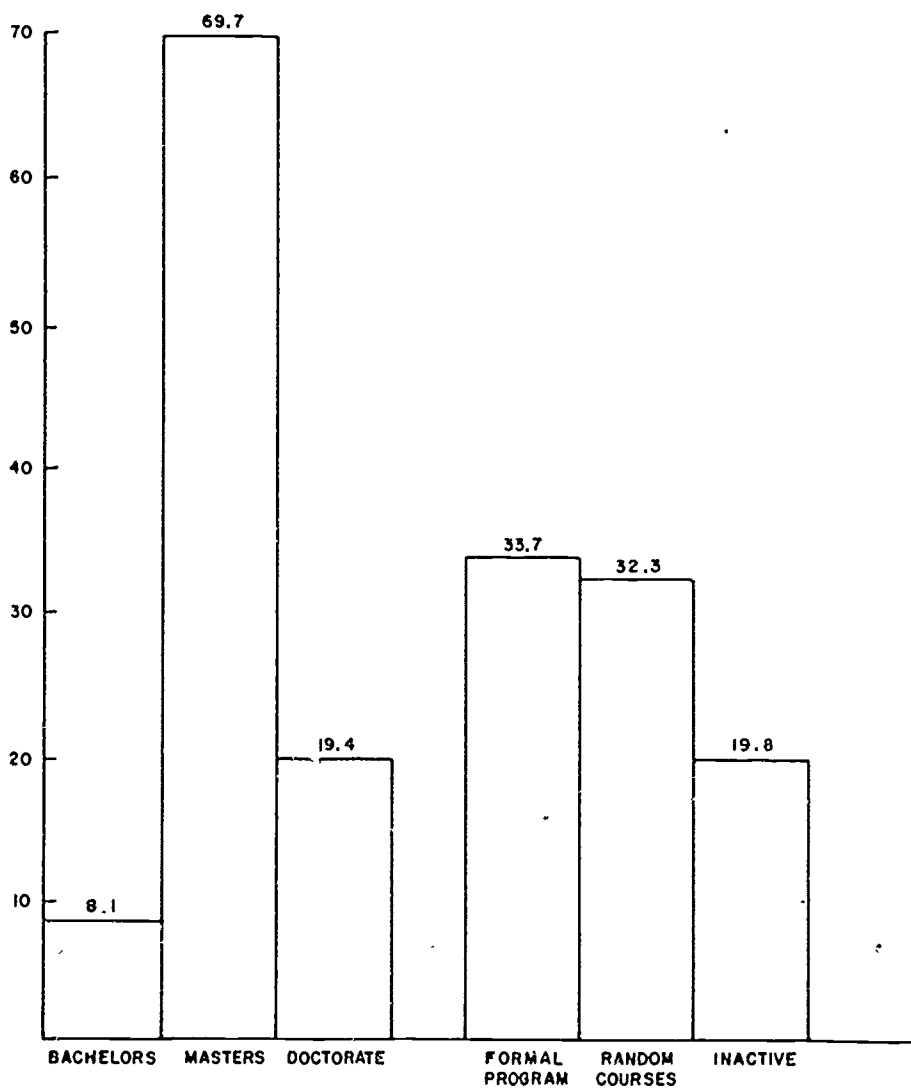
Figure 13. SID Client Profile: Educational Background

83

Part I, 6. How many educational journals (in the broadest sense) do you
typically read in a month?
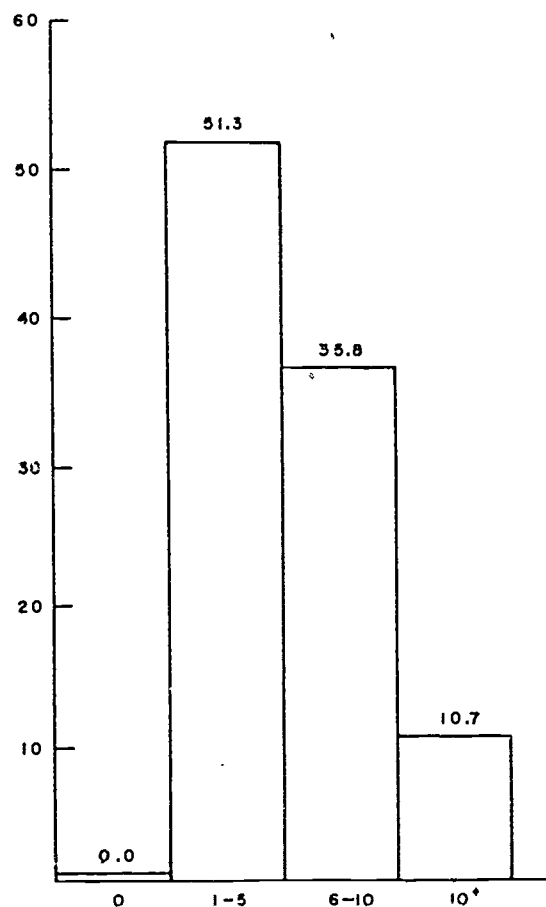
Part I, 6. Returns: 99.3 percent

Percentages are based on 64 returns. Of these 1.5 percent did not
answer the question. Those reading one to five journals each month consti-
tute 51.3 percent. Within this group 15.6 percent are principals/building
administrators and 15.6 percent are central office administrators. Those
reading six to ten journals each month constitute 35.8 percent. Of this group
15.6 are central office administrators.

Figure 14. RSVP Client Profile: Number of
Educational Journals Read Each Month

Part I, 6.   How many educational journals (in the broadest sense) do you
             typically read in a month?
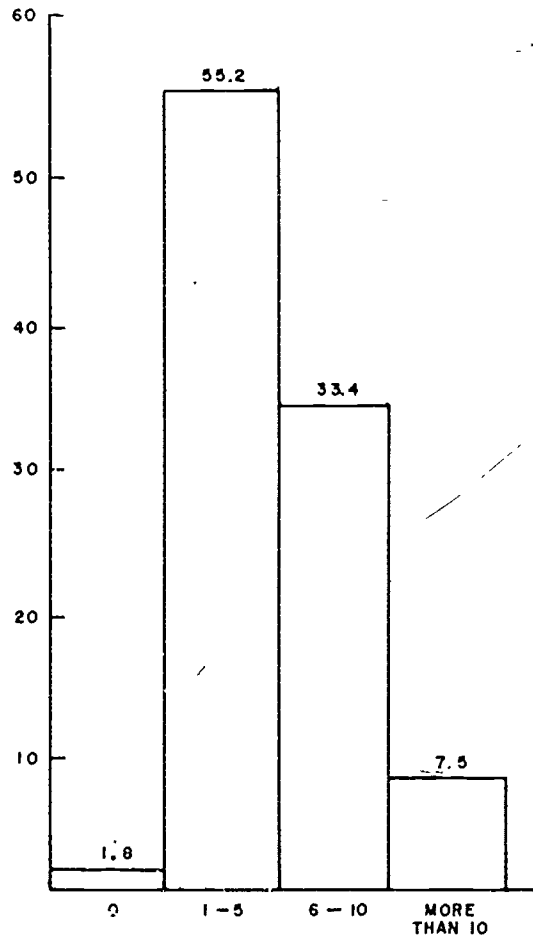
Part I, 6.   Returns: 98.3 percent

Percentages are based on 202 returns.   Of these 0.4 percent did not
answer the question.   Of the 55.2 percent reading one to five journals each
month, 12.4 percent are teachers and 11.4 percent are central office ad-
ministrators.   Of the central office administrators, 12.4 percent read six
to ten journals monthly.

Figure 15.   SID Client Profile: Number of
             Educational Journals Read Each Month

85

Figure 16.   RSVP Client Profile: Sources of Information Used

Part I, 7.   What were your two most frequently (least frequently)
             used sources of information?

Part I, 7.   Most.   Returns: 98.9 percent
    Percentages are based on 64 returns.   Of these 7.6 percent did not
answer the question.   Of those answering "personal subscription, member-
ship, " 20.3 percent were teachers; 21.8 percent were principals/building
administrators; 29.6 percent were central office administrators.

Part I, 7.   Least.   Returns: 99.0 percent
    Percentages are based on 64 returns.   Of these 12.4 percent did not
answer the question.

LEAST FREQUENTLY USED SOURCES OF INFORMATION

Source	Value
PERSONAL SUBSCRIPTION/ASSOCIATION MEMBERSHIP	0.0
SCHOOL LIBRARY, TEACHER'S ROOM, STAFF CENTER	9.1
INSTITUTE FOR EDUCATIONAL SERVICES	15.5
DEPARTMENT OF EDUCATION	18.4
DISTRICT WIDE PROFESSIONAL LIBRARY	23.2
UNIVERSITY LIBRARY	34.1
COLLABORATIVE COLLECTIONS	37.1
PUBLIC LIBRARY	48.3

MOST FREQUENTLY USED SOURCES OF INFORMATION

Source	Value
PUBLIC LIBRARIES	4.5
COLLABORATIVE COLLECTIONS	4.6
INSTITUTE FOR EDUCATIONAL SERVICES	6.0
DEPARTMENT OF EDUCATION	15.4
UNIVERSITY LIBRARY	18.6
DISTRICT WIDE PROFESSIONAL LIBRARY	21.6
SCHOOL LIBRARY, TEACHERS ROOM, STAFF CENTER	27.8
PERSONAL SUBSCRIPTION/ASSOCIATION MEMBERSHIP	91.8

Figure 16. RSVP Client Profile: Sources of Information Used

Figure 17. SID Client Profile: Sources of Information Used

Part I, 7. What are your two most frequently (least frequently) used sources of information?

Part I, 7. Most. Returns: 98.3 percent

Percentages are based on 201 returns. Of these 0.9 percent found the question not applicable and 10.7 percent did not answer the question. Personal subscriptions, an overwhelming "first choice," is used with comparable frequency by teachers, central office administrators, and "other," which includes university professors. In the "other" category 14.9 percent use university libraries. All university professors were listed as "other."

Part I, 7. Least. Returns: 97.9 percent

Percentages are based on 201 returns. Of these 1.3 percent found the question not applicable and 20.9 percent did not answer the question. IES, the Department of Education, Collaborative Collections, and public libraries are listed with comparable frequency as the least frequently used sources.

LEAST FREQUENTLY USED SOURCES OF INFORMATION

- PROFESSIONAL SUBSCRIPTION/ASSOCIATION MEMBERSHIP — 2.2
- DISTRICT PROFESSIONAL LIBRARY — 18.3
- SCHOOL LIBRARIES — 19.9
- UNIVERSITY LIBRARIES — 21.8
- PUBLIC LIBRARIES — 26.3
- COLLABORATIVE COLLECTIONS — 27.2
- DEPARTMENT OF EDUCATION — 27.8
- IES — 29.31

MOST FREQUENTLY USED SOURCES OF INFORMATION

- COLLABORATIVE COLLECTIONS — 3.6
- PUBLIC LIBRARIES — 3.6
- INSTITUTE FOR EDUCATIONAL SERVICES — 3.5
- DEPARTMENT OF EDUCATION — 11.4
- SCHOOL LIBRARIES — 21.9
- DISTRICT PROFESSIONAL LIBRARY — 23.8
- UNIVERSITY LIBRARY — 35.8
- PERSONAL SUBSCRIPTION/ASSOCIATION MEMBERSHIP — 82.6

Figure 17. SID Client Profile; Sources of Information Used

Part I, 8. How often do you review the literature when making key educational decisions?
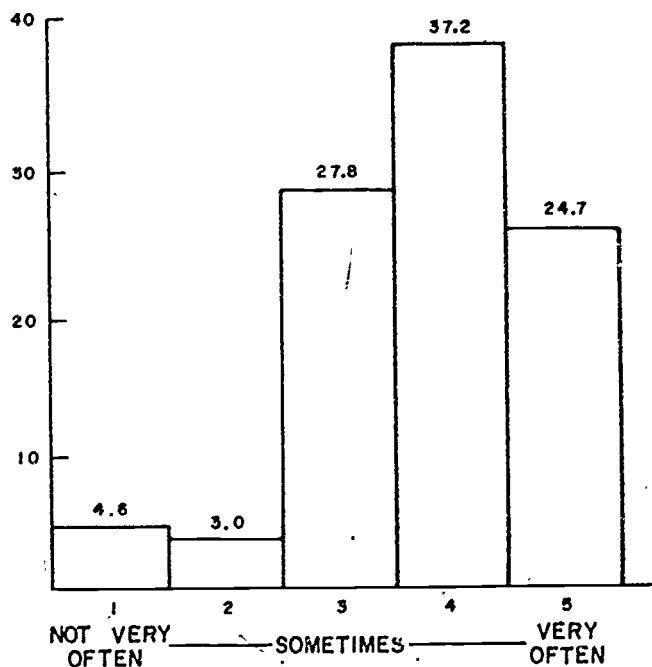
Part I, 8. Returns: 98.8 percent

Percentages are based on 64 returns. Of these 1.5 percent have not answered the question. Of those answering in both column 3 and 4, 9.3 percent are teachers and 10.9 percent are central office administrators.

Figure 18. RSVP Client Profile: Use of Information When Making Educational Decisions

90

Part I, 8.   How often do you review literature when making key educational
.decisions?

Part I, 8.   Returns: 97.4 percent
     Percentages are based on 202 returns.   Of these 0.4 percent felt the
question was not applicable and 1.2 percent did not answer the question.   Of
those answering in column 3, 6.4 percent were teachers and 6.9 percent were
central office administrators.   In column 4, 12.4 percent of the central office
administrators answered.
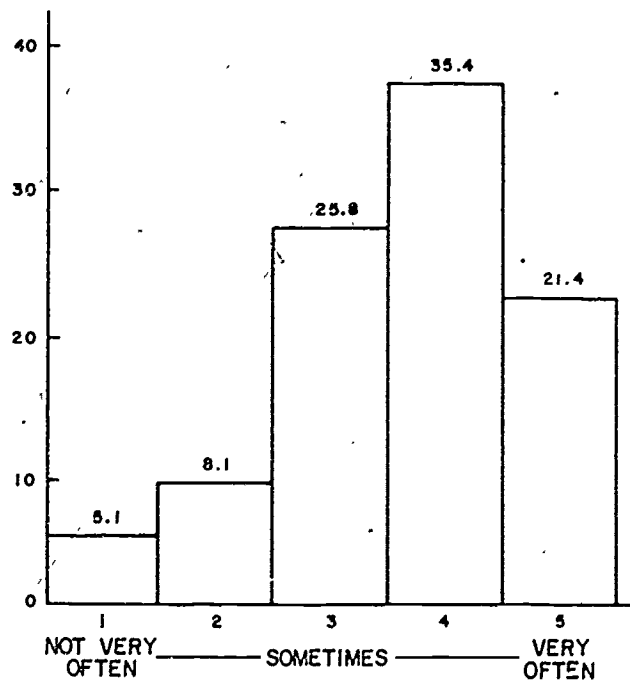
Figure 19.   SID Client Profile: Use of Information
               When Making Educational Decisions

91 .

Figure 20. RSVP Client Profile: Perception of Self as a
User of Information

Part I, 9. What are the two most accurate characteristics of yourself as
an information user?

What are the least accurate characteristics of yourself as an
information user?

Part I, 9, Most. Returns: 99.4 percent
Percentages are based on 64 returns. Of these 6.2 percent have not
answered the question. Of those answering "remain constantly updated,"
25.0 percent are central office administrators, 18.7 percent are teachers,
and 14.0 percent are principals/building administrators. Of central office
administrators, 20.3 percent seek information prior to beginning a specific
task.

Part I, 9, Least. Returns: 99.3 percent
Percentages are based on 64 returns. Of these 12.0 percent have not
answered the question. Of those answering that they rarely look for informa-
tion to reinforce a decision already made, 26.5 percent are central office
administrators, 18.7 percent are principals/building administrators, and
12.5 percent are teachers.
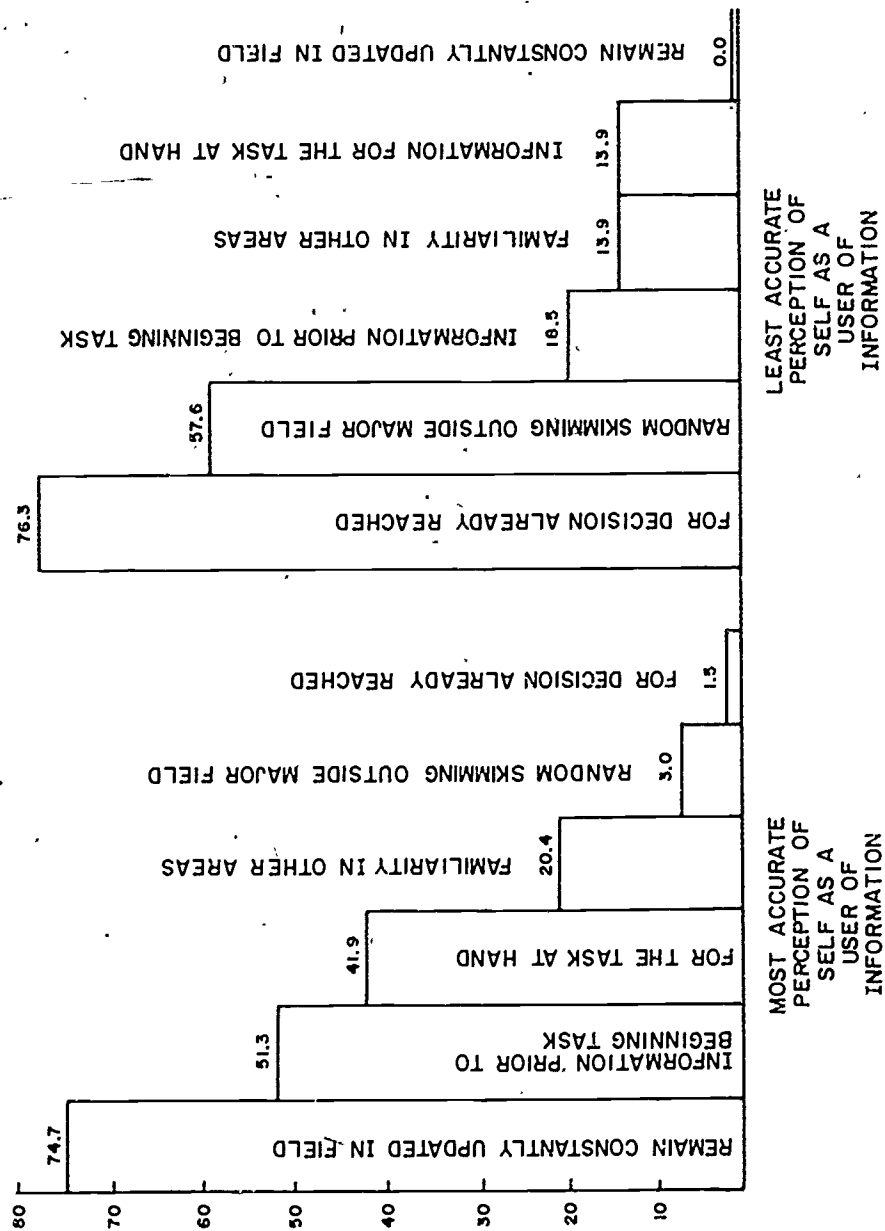
Figure 20. RSVP Client Profile: Perception of Self as a User of Information

Figure 21.   SID Client Profile: Perception of Self as a
             User of Information

Part I, 2.   List the two most accurate characterizations of yourself as an
             information user.

             List the two least accurate characterizations of yourself as an
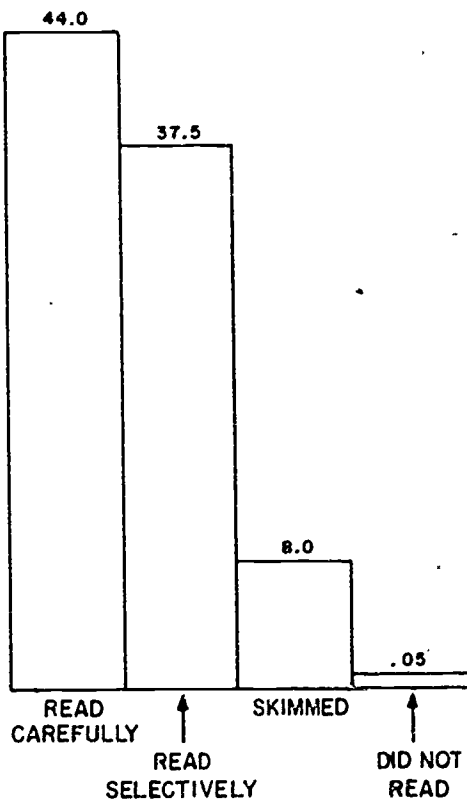   information user.

Part I, 2.   Most Accurate.   Returns: 98.2 percent
        Percentages are based on 201 returns.   Of these 6.6 percent did not
answer the question.   Of those answering "remain constantly updated,"
20.8 percent are both central office administrators and "other," including
university staff.

Part I, 2.   Least Accurate.   Returns: 98.0 percent
        Percentages are based on 201 returns.   Of these 19.4 percent did not
answer the question.   Teachers, central office administrators, and "other"
do no random skimming outside their field.   Of those answering that they
rarely look for information to reinforce a decision already made, 20.8
percent are both central office administrators and "other," including university
staff.
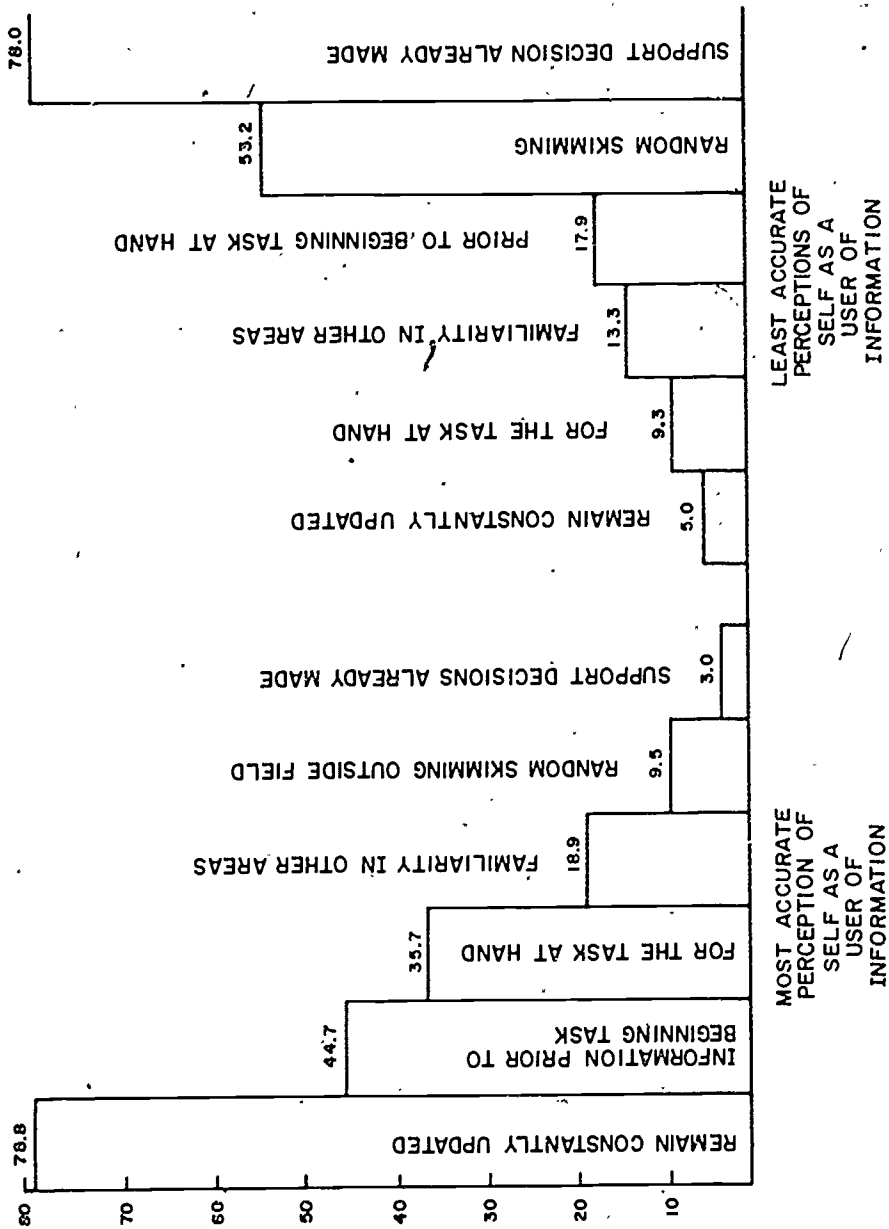
Figure 21. SID Client Profile: Perception of Self as a User of Information.

APPENDIX IV

USER EVALUATION OF RSVP AND SID
INFORMATION SERVICES AND PRODUCTS

Part II, 2.   How did you become familiar with RSVP services?
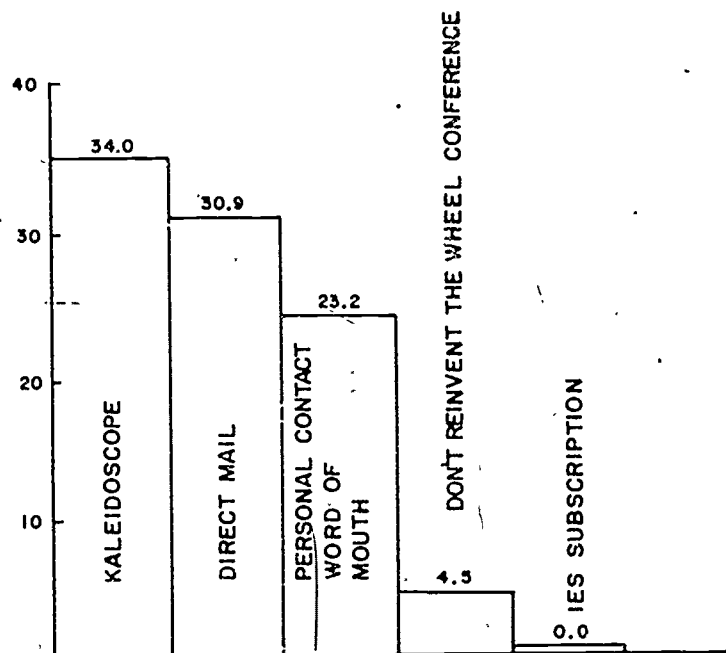
Part II, 2.   Returns: 98.6 percent

Percentages are based on 64 returns.   Of these 3.0 percent learned of RSVP services other than ways suggested while 3.0 percent did not answer the question.   Of those answering "Kaleidoscope," 9.3 percent were both teachers and principals/building administrators.   Of those answering "direct mail," 14.0 percent were central office administrators.

Figure 22.   RSVP Information Service: How Awareness of Service Was Generated

Part II, 1. How did you become familiar with Searches in Depth?
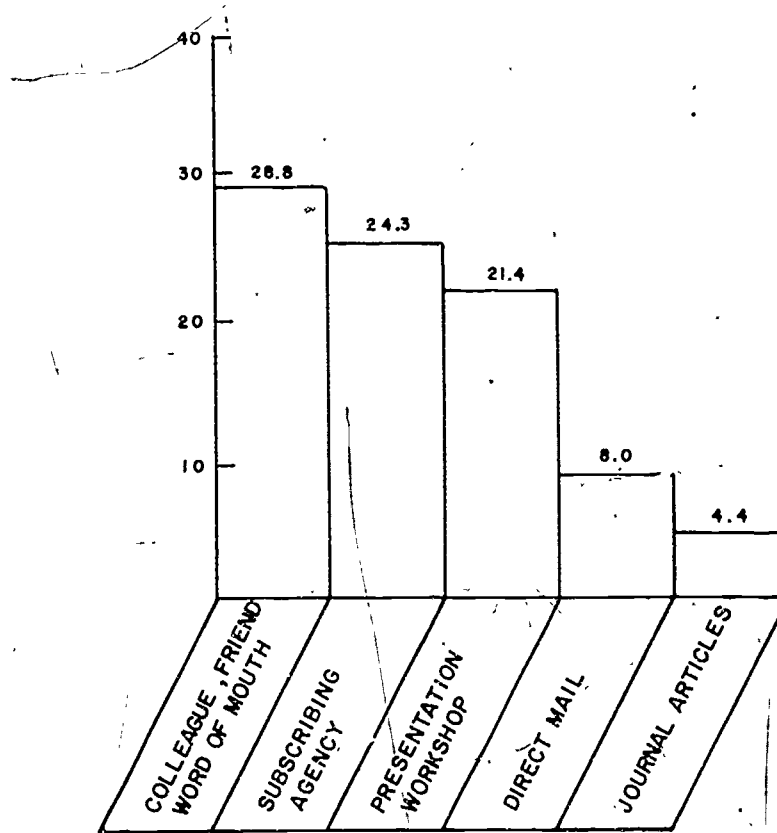
Part II, 1. Returns: 98.7 percent

    Percentages are based on 201 returns. Of those 8.5 percent have become familiar with SID in ways other than those suggested, 1.3 percent have not answered the question, and 12.4 percent of those answering "colleague, friend, or word of mouth" are listed as "other" which includes university staff.

Figure 23. SID Information Service; How Awareness
of Service Was Generated

Part II, 1. How familiar are you with the underlying concepts of RSVP?
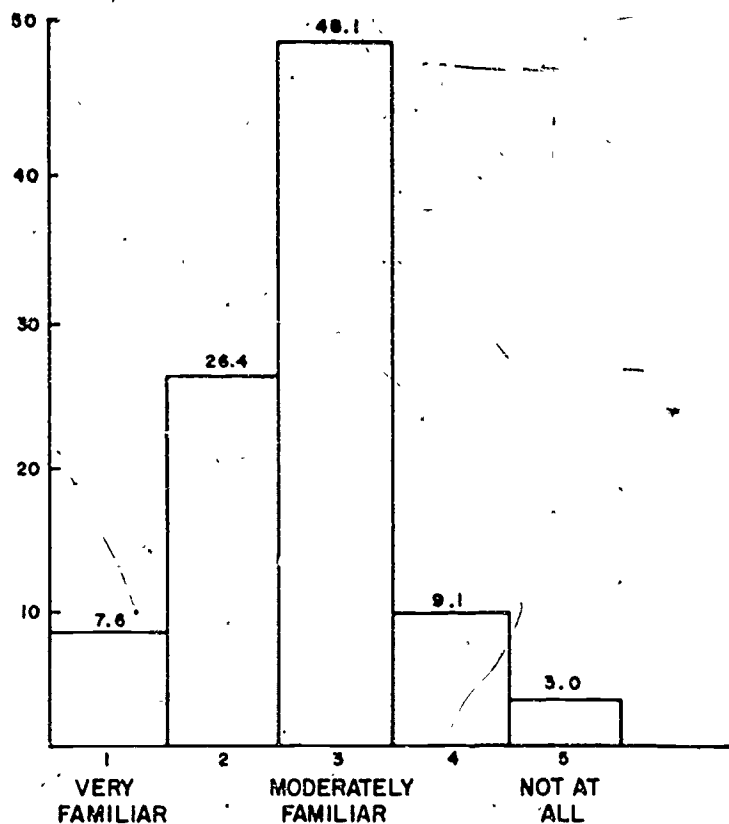
Part II, 1. Returns: 98.8 percent

Percentages are based on 64 returns. Of these 4.6 percent did not answer the question. Of those answering in column 3, 17.1 percent were central office administrators, 14.0 percent were principals/building administrators, 9.3 percent were teachers.

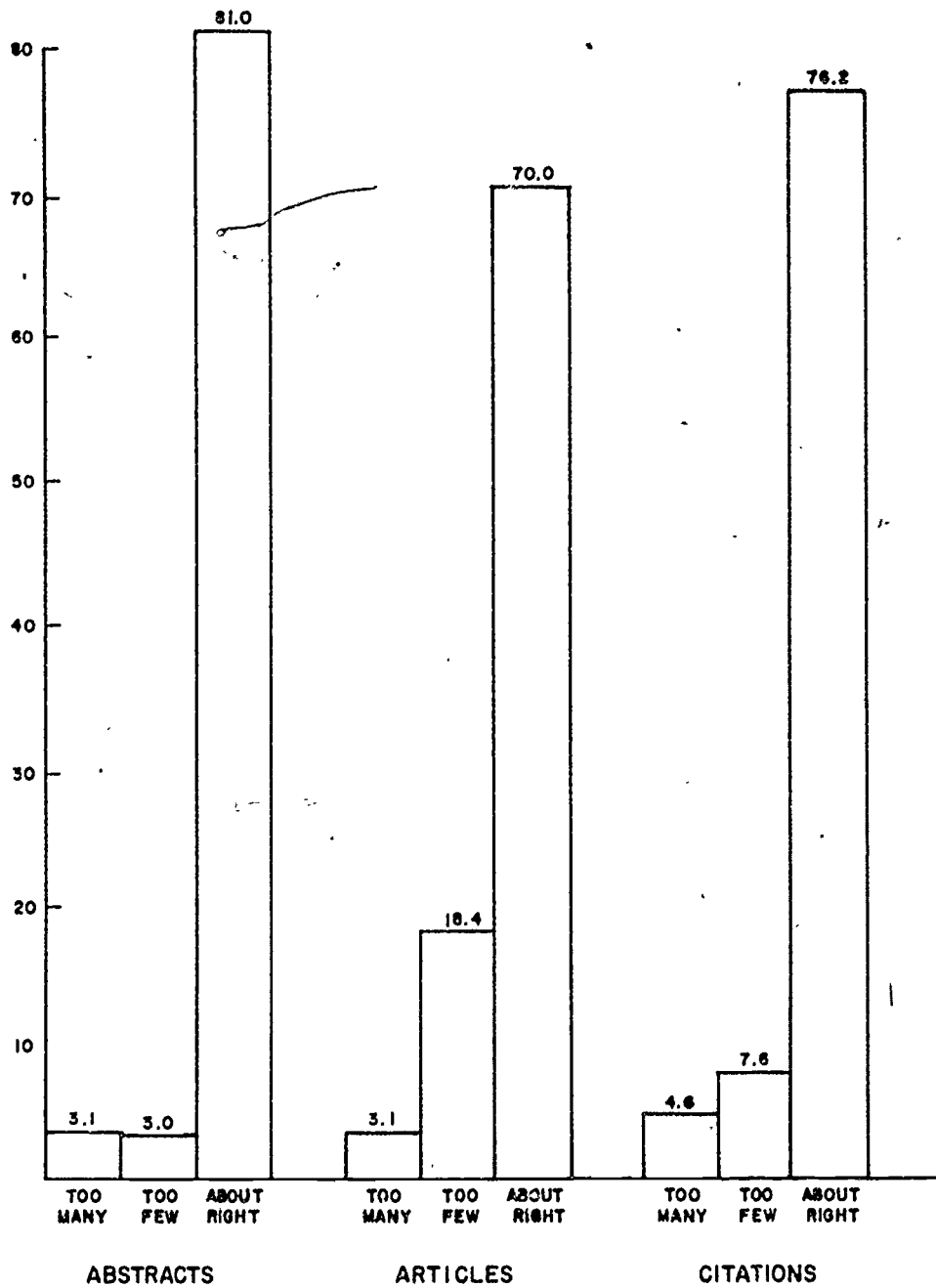Figure 24. RSVP Information Service: Extent of
User Familiarity With the Concept

101

Part II, 3.   To what extent did you find it easy to order packages from the
"grid"?
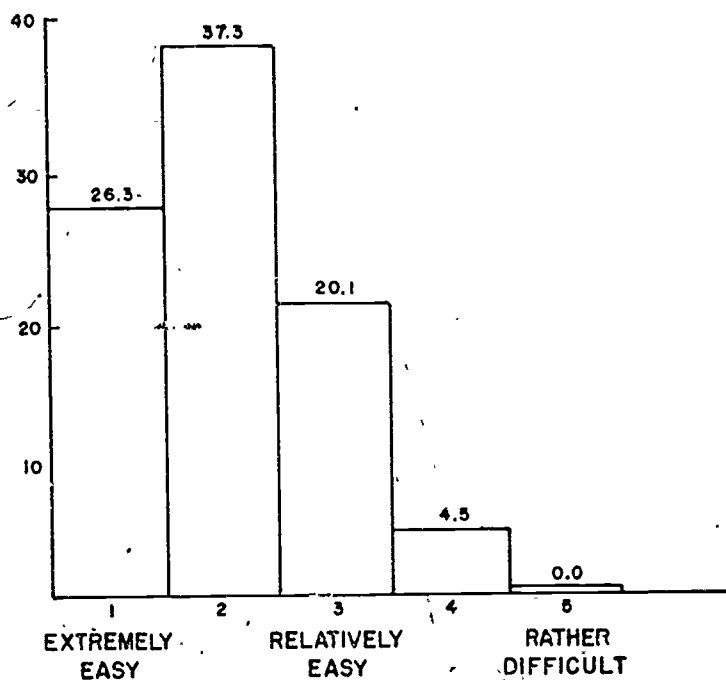
Part II, 3.   Returns: 99.0 percent

Percentages are based on 64 returns.   Of these 10.8 percent did not
answer the question.   Of those answering in column 1, 9.3 percent were both
principals/building administrators and central office administrators.   Of
those answering in column 2, 14.0 percent were central office administrators.
In column 4, 1.5 percent of teachers, principals/building administrators,
department heads and curriculum specialists answered.

Figure 25.   RSVP Information Service: Ease in Ordering
From the Grid (Index)

Part II, 2.   How helpful was the information specialist in crystallizing your information needs?
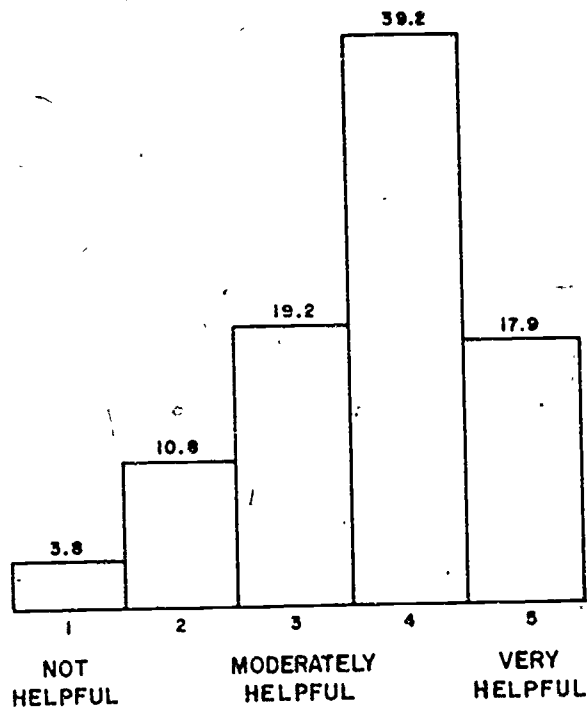
Part II, 2.   Returns: 96.9 percent

    Percentages are based on 201 returns.   Of these 6.0 percent did not answer the question.   Of those answering in column 4, 10.4 percent were central office administrators; 10.9 percent were "other," including university staff.

Figure 26.   SID Information Service: Helpfulness of the Information Specialist

Figure 27. RSVP Information Service: Timeliness of Response

Part II, 6. Did the information package sent to you arrive on time?

Part II, 6. Returns: 99.0 percent
Percentages are based on 64 returns. Of these 6.1 did not answer the question. Of those answering "in time," 26.5 percent were central office administrators, while 15.6 percent were both teachers and principals/building administrators.

Figure 27. RSVP Information Service: Timeliness of Response

105
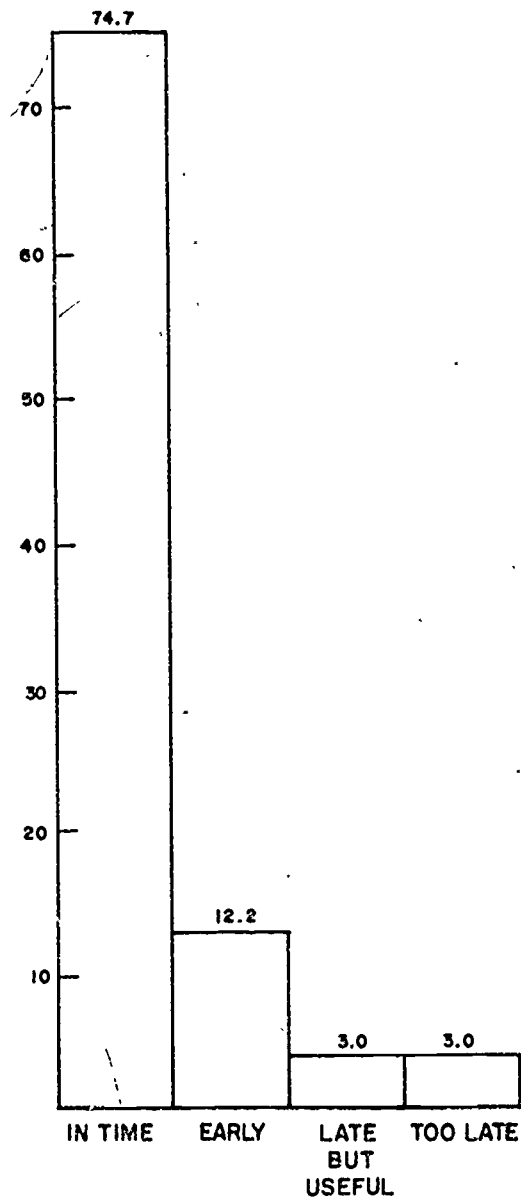
Part II, 3.   When did the information package arrive?
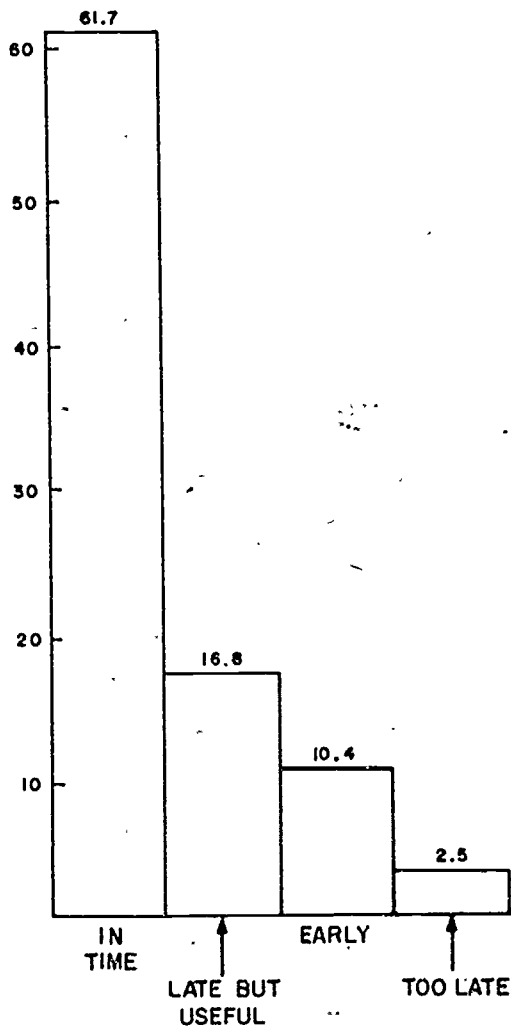
Part II, 3.   Returns: 97.4 percent
    Percentages are based on 201 returns.   Of these 6.0 percent did not
answer the question.   Of those answering "in time," 17.4 percent were
central office administrators and 16.4 percent were "other," including uni-
versity staff.

Figure 28.   SID Information Service: Timeliness of Response

Part III, 2.   What did you do with the packages?
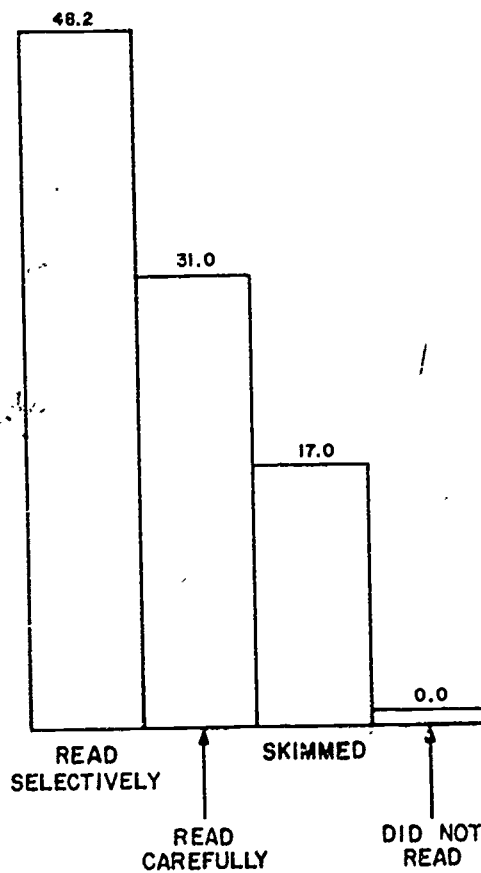
Part III, 2.   Returns: 99.2 percent

   Percentages are based on 64 returns.   Of these 3.0 percent did not
answer the question.   Of those who answered "read selectively," 15.6 per-
cent were central office administrators, 12.5 percent were principals/
building administrators, and 10.9 percent were teachers.

Figure 29.   RSVP Information Service: User's Initial Reaction
             to Materials Received

107

Part III, 2. What did you do with the package?

Part III, 2. Returns: 100 percent

Percentages are based on 200 returns. Of these 3.0 percent did something other than what was suggested and 7.0 percent did not answer the question. Of those answering "read carefully," 11.5 percent were teachers and 13.5 percent were "other" including university staff. Of those answering "read selectively," 12.0 percent were central office administrators.

Figure 30. SID Information Services: User's Initial Reaction to Materials Received

108

Part II, 7. Were the packages organized in such a way that they were easy to use?
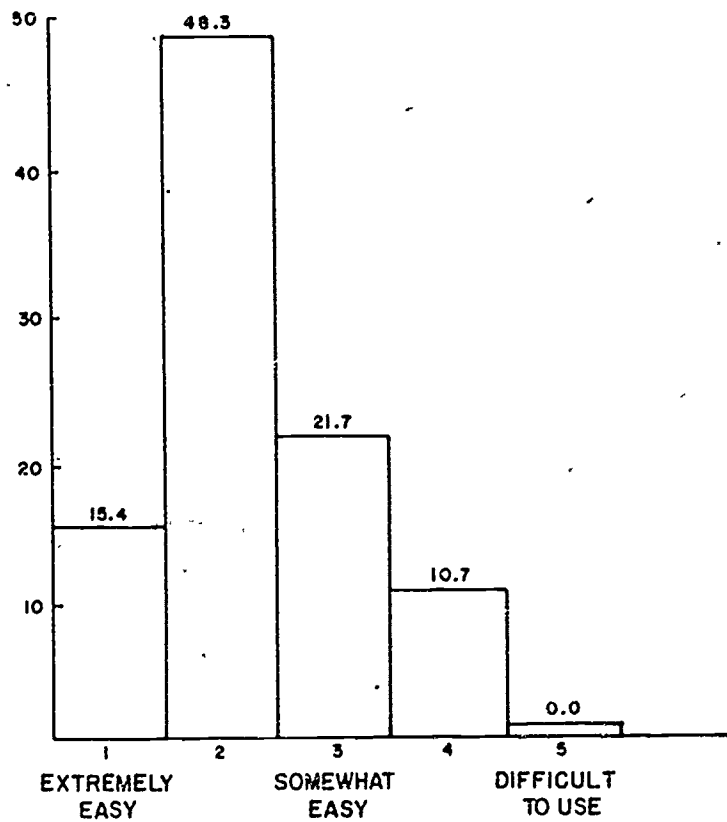
Part II, 7. Returns: 99.1 percent

Percentages are based on 64 returns. Of these 3.0 percent did not answer the question.

Of those answering in column 2, 12 percent were central office administrators.

Figure 31. RSVP Information Service: Organization of Packages/ Ease of Use

Figure 32.   RSVP Information Service: Assessment of
Quantity of Material in Packages

Part II, 8a, b, c.   How would you assess the number of abstracts, articles,
and citations in each package?

Part II, 8a.   Returns: 99.2 percent
   Percentages are based on 64 returns.   Of those answering "about right,"
28.1 percent were central office administrators, 20.3 percent were principals/
building administrators, and 15.6 percent were teachers.
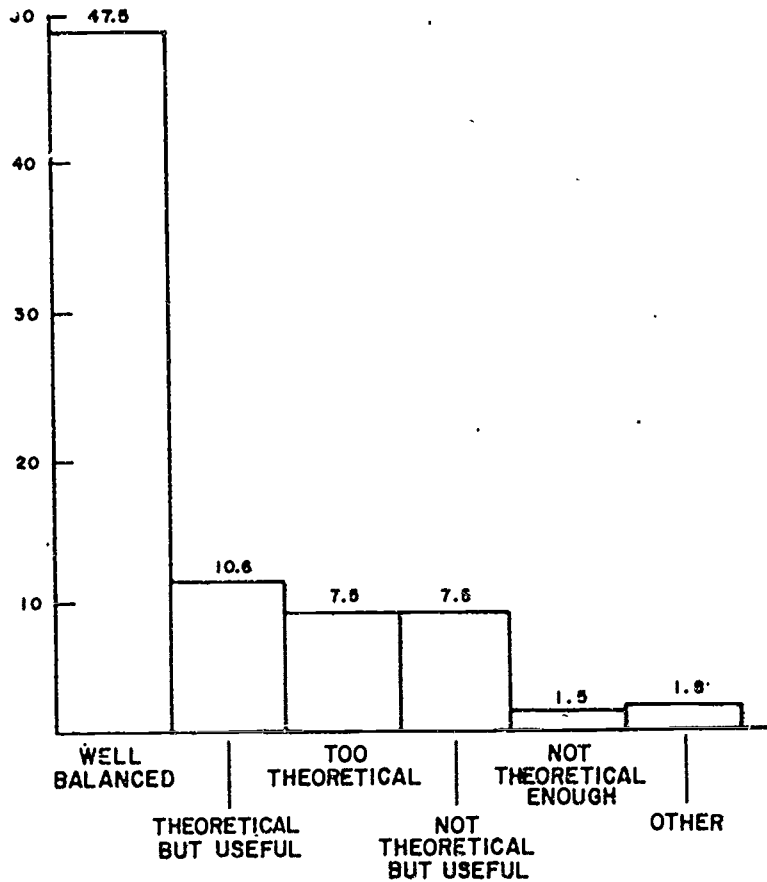
Part II, 8b.   Returns: 99.0 percent
   Percentages are based on 64 returns.   Of these 7.5 percent did not
answer the question.   Of those answering "about right," 25.0 percent were
central office administrators, 17.1 percent were principals/building admin-
istrators, and 14 percent were teachers.

Part II, 8c.   Returns: 99.1 percent
   Per centages are based on 64 returns.   Of these 10.7 percent did not
answer the question.   Of those answering "about right," 26.5 percent were
central office administrators, 18.7 percent were principals/building admin-
istrators, and 12.5 percent were teachers.

Figure 32. RSVP Information Service: Assessment of
Quantity of Material in Packages

111

Figure 33.   RSVP Information Service: Relevancy, Comprehensiveness,
                Pertinency of Information Received to Descriptors on Grid (Index)

Part II, 4a, b.   Was the information in the packages relevant to the "common"
                questions on the grid?

                Is the information in the packages sufficiently comprehensive?

Part II, 5.   Does the grid deal with pertinent issues as you see them?

Part II, 4a.   Returns: 99.1 percent
     Percentages are based on 64 returns.   Of these 11.0 percent did not
answer the question.   Of these answering "large" in relation to relevancy,
11.0 percent were central office administrators and 9.0 percent were both
teachers and principals/building administrators.

Part II, 4b.   Returns: 99.1 percent
     Percentages are based on 64 returns.   Of these 11.0 percent did not
answer the question.

Part II, 5.   Returns: 99.0 percent
     Percentages are based on 63 returns.   Of these 7.0 percent did not
answer the question.   Of those answering "definitely" in relation to pertinent
issues, 12.6 percent of the replies were made by principals/building admin-
istrators and central office administrators.
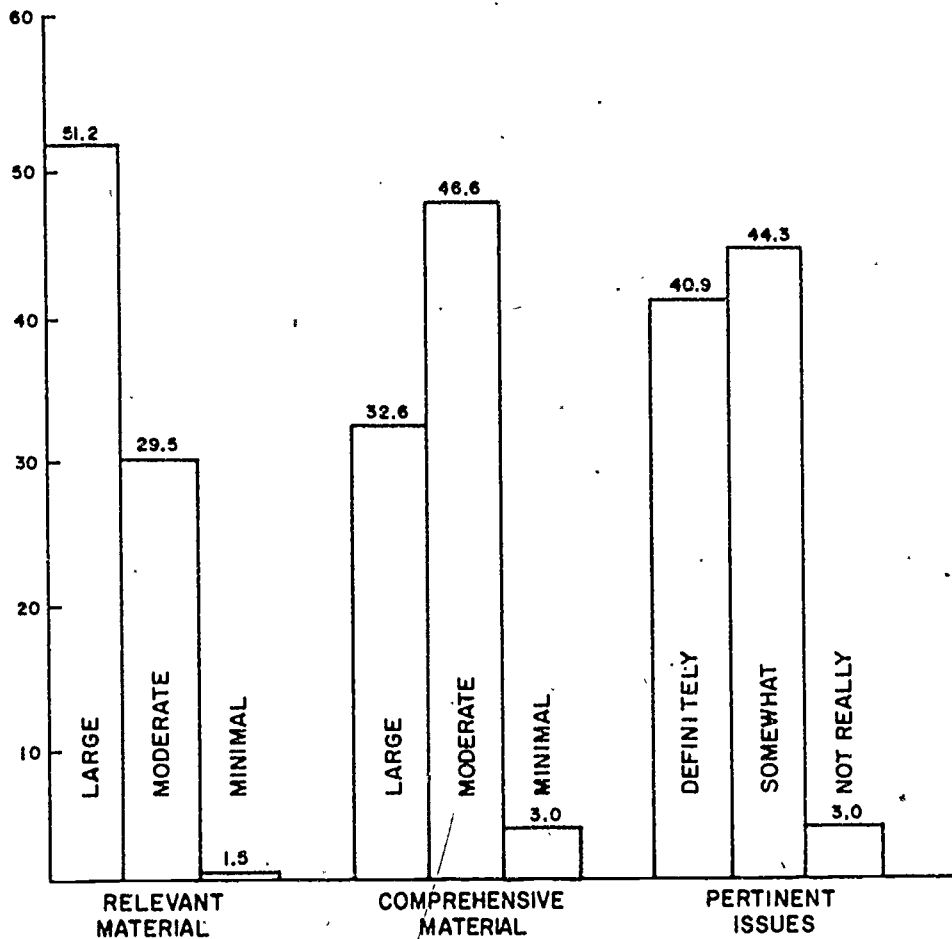
112

Figure 33. RSVP Information Service: Relevancy, Comprehensiveness,
Pertinency of Information Received to Descriptors on Grid (Index)

113

Figure 34. RSVP Information Service: Most/Least Useful
Materials in Response Package

Part II, 9a, b. The most useful part of the package was:

The least useful part of the package was:

Part II, 9a. Returns: 99.0 percent

Percentages are based on 64 returns. Of these 13.8 percent did not answer the question. Of those answering "actual materials," 20.3 percent were central office administrators.
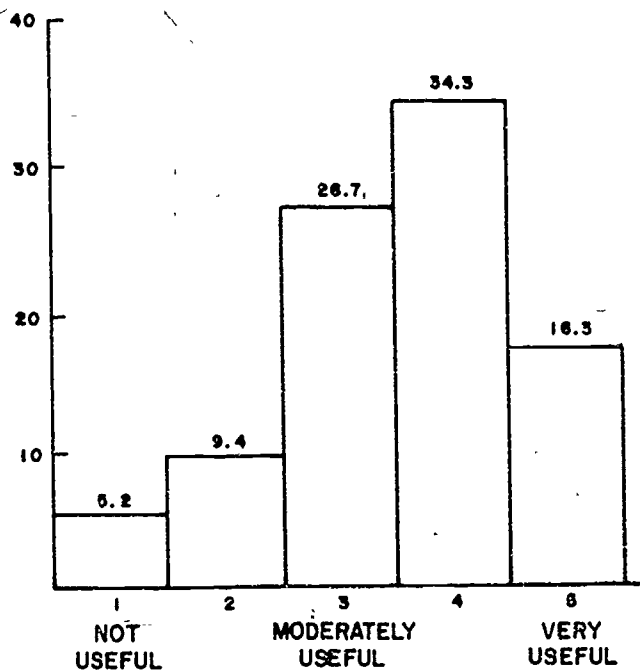
Part II, 9b. Returns: 98.8 percent

Percentages are based on 64 returns. Of these 30.9 percent did not answer the question. Of those answering "reading list" 17.1 percent were central office administrators.
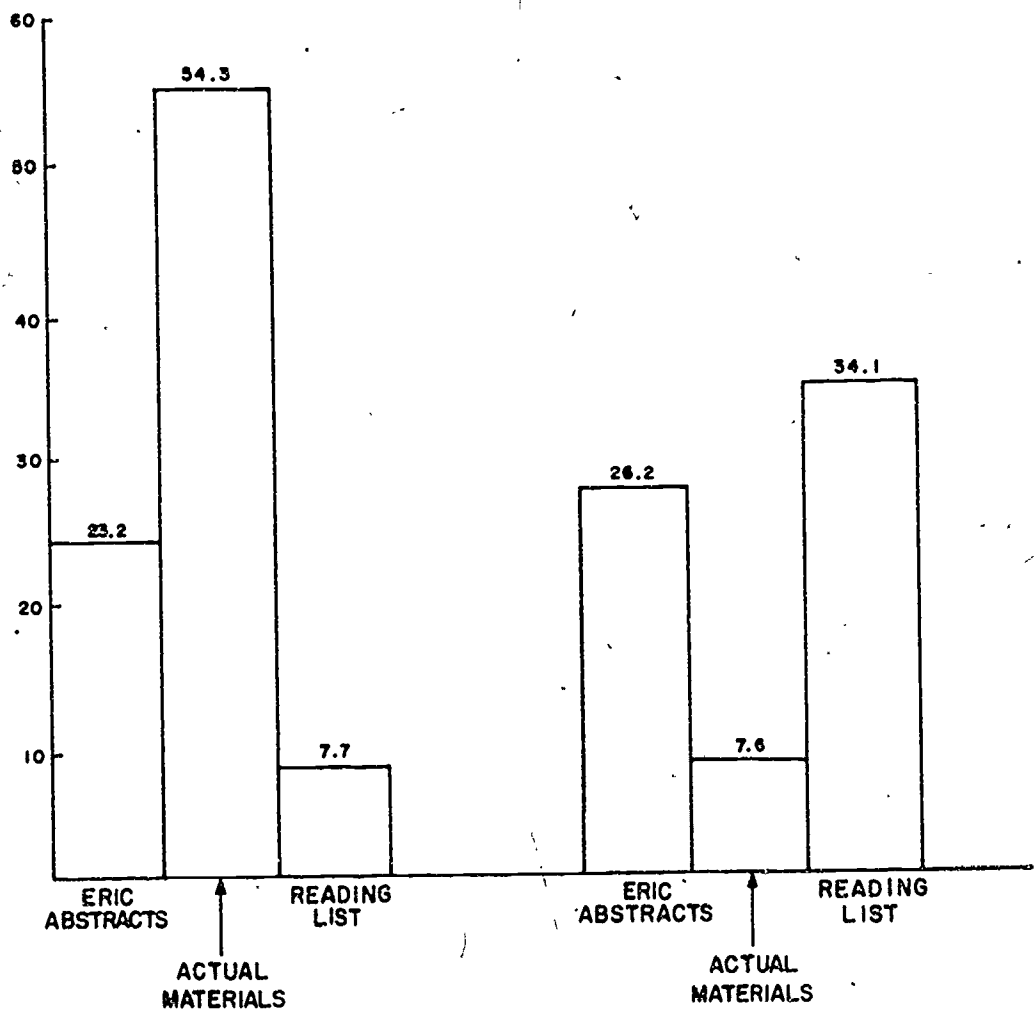
114

Figure 34.   RSVP Information Service: Most/Least Useful
Materials in Response Package

115

Part II, 4. What do you consider the most and least useful parts of the package?
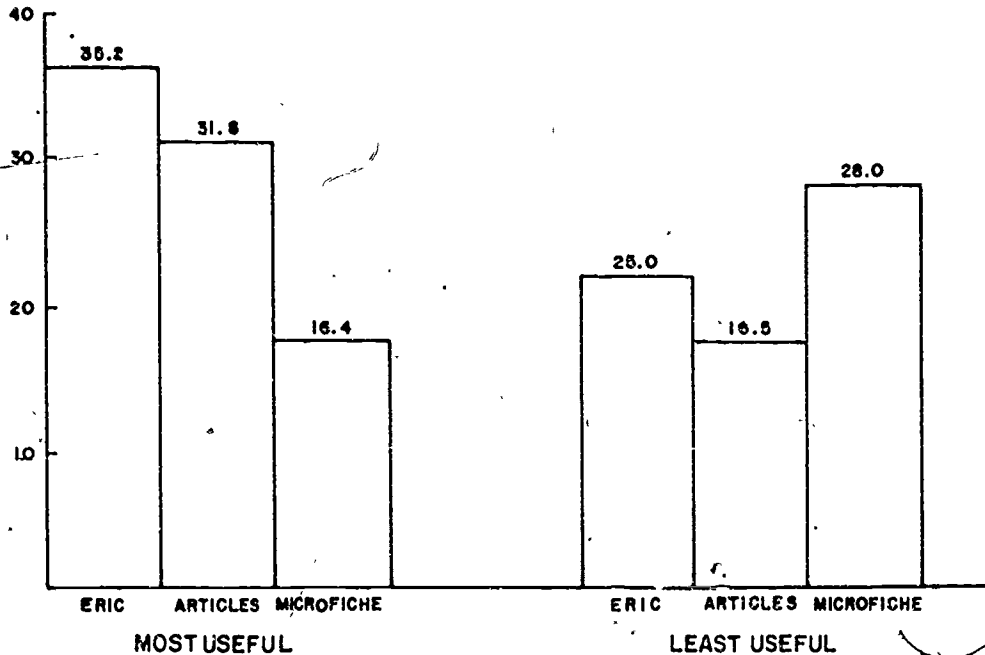
Part II, 4. Most Useful. Returns: 97.8 percent
Percentages are based on 201 returns. Of these 14.4 percent did not answer the question.

Part II, 4. Least Useful. Returns: 99.5 percent
Percentages are based on 199 returns. Of these 30 percent did not answer the question.

Figure 35. SID Information Service: Most/Least Useful
Materials in Response Package

Part III, 6.   How well-balanced was the information provided?
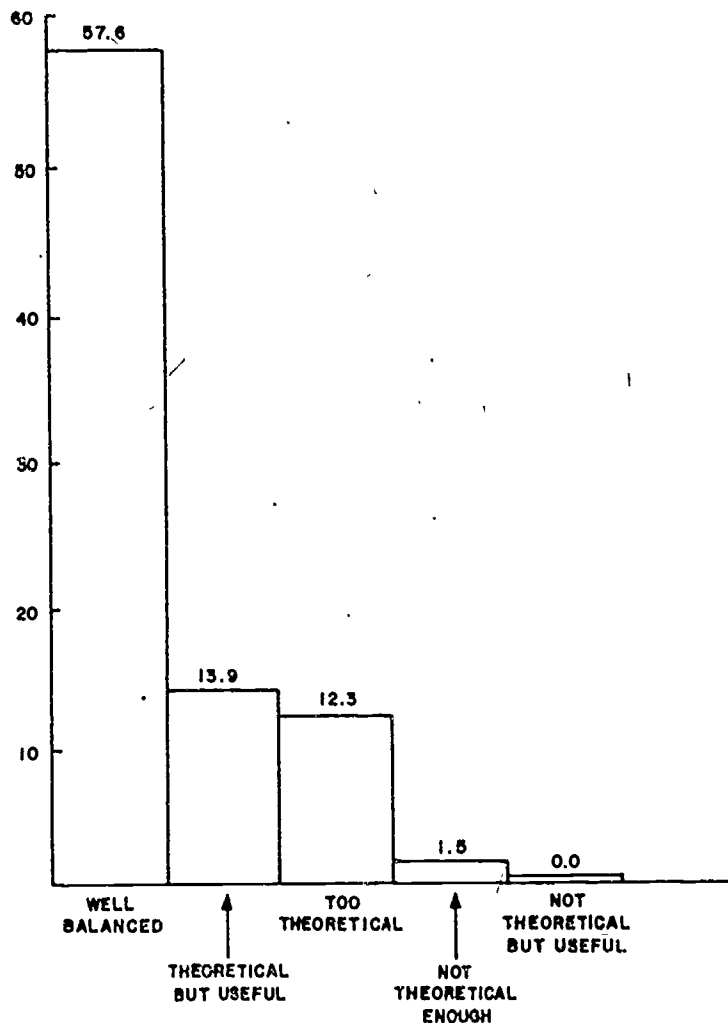
Part III, 6.   Returns: 99.1 percent
     Percentages are based on 64 returns.   Of these 13.8 percent did not
answer the question.   Of those answering "well-balanced" 18.7 percent were
central office administrators, 15.6 percent were principals and building ad-
ministrators, and 12.5 percent were teachers.

Figure 36.   RSVP Information Service: Assessment of Balance
Between Theoretical and Practical Information

Part III, 6.   How well-balanced was the information provided?

Part III, 6.   Returns: 99.5 percent
     Percentages are based on 199 returns.   Of these 22.5 percent did not answer the question and 16.0 percent of those answering "well-balanced" were central office administrators.

Figure 37.   SID Information Service: Assessment of Balance
              Between Theoretical and Practical Information

APPENDIX V

INTENDED AND EXPANDED USE OF INFORMATION

Part III, 3. What was your original intent in requesting the package(s)?
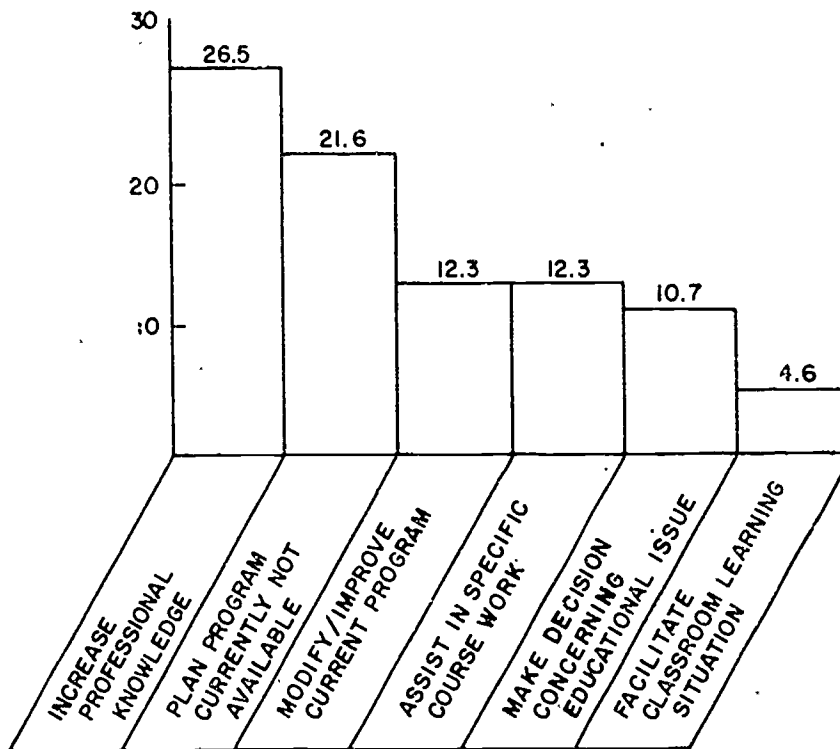
Part III, 3. Returns: 98.6 percent

Percentages are based on 64 returns. Of these 6.0 percent did not answer and 4.6 percent had an intent other than that suggested. Of those answering "increase professional knowledge," 12.5 percent were principals/building administrators. Of those answering "planning a program currently not available," 17.1 percent were central office administrators.

Figure 38. RSVP Information Service: Original Intent
in Requesting Information

121

Part III, 3.   What was the original intent of the information request?
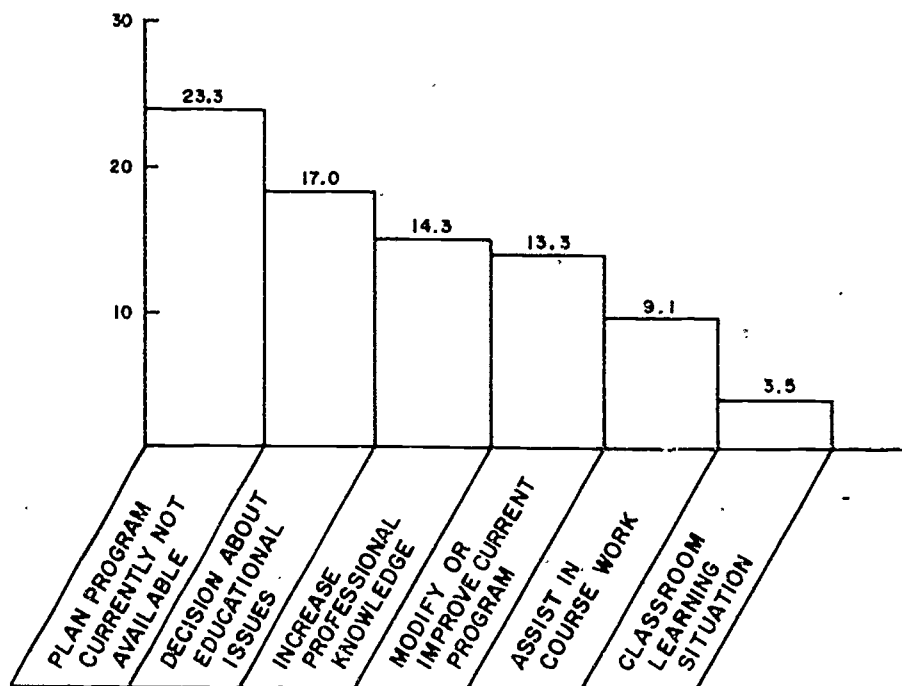
Part III, 3.   Returns: 96.0 percent

Percentages are based on 201 returns.   Of these 11.4 percent had an intent other than what was suggested and 9.0 percent did not answer the question.   Of those answering "planning a program not currently available," 6.9 percent were both teachers and central office administrators.   Of those answering "making a decision concerning an educational issue," 2.4 percent were both teachers and principals or building administrators and 9.4 percent were central office administrators.

Figure 39. SID Information Service: Original Intent
in Requesting Information

122

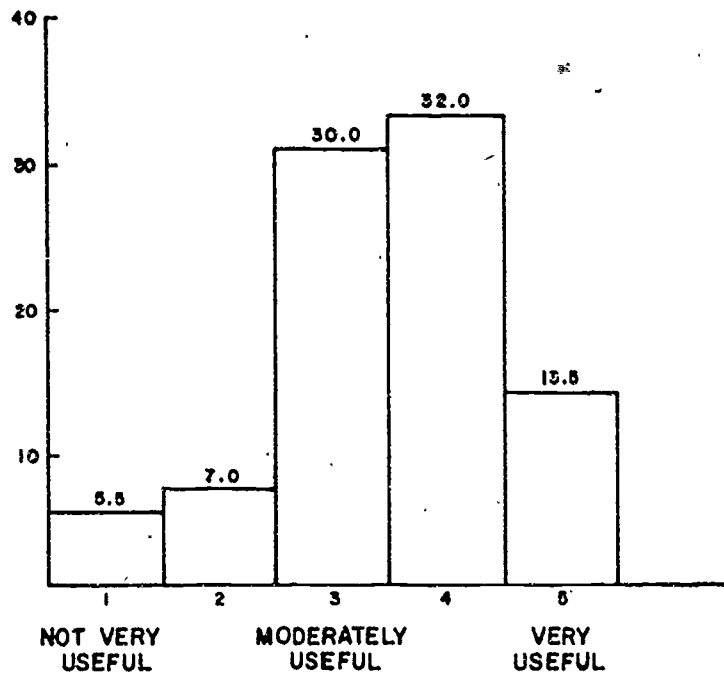Part III, 5.   How useful was the information in relation to your original
               intent?
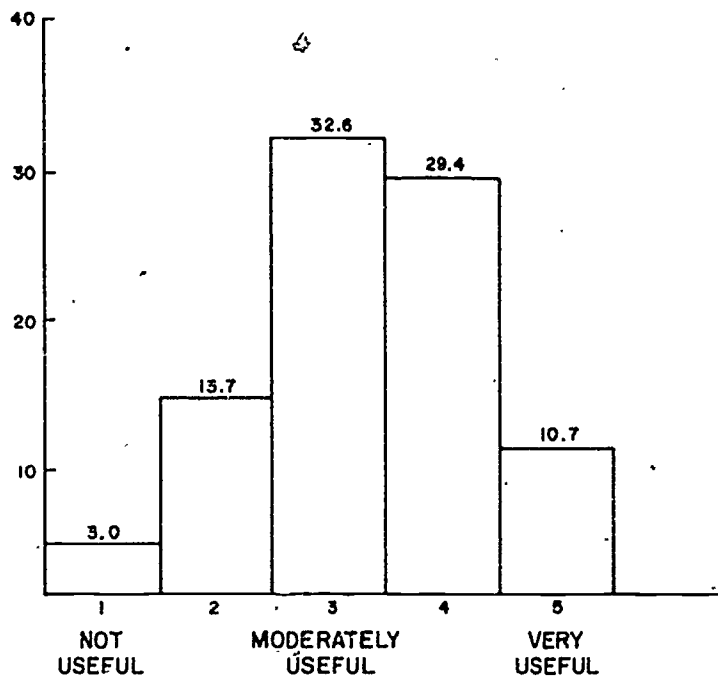
Part III, 5.   Returns: 98.5 percent

       Percentages are based on 64 returns.   Of these 9.1 percent did not
answer the question.   Of those answering "moderately useful," 17.1 percent
were central office administrators.   Of those answering in column 4, 6.2
percent were both teachers and principals/building administrators.   Of those
answering "very useful," 4.6 percent were both teachers and principals/
building administrators.

Figure 40.   RSVP Information Service: Applicability of Response to Request

123

Part II, 5. How would you assess the overall utility of the information that was received in relation to your original intent?

Part II, 5. Returns: 96.8 percent

Percentages are based on 201 returns. Of these 4.9 percent did not answer the question. Of those answering in column 4, 13.4 percent were central office administrators.

Figure 41. SID Information Service: Applicability of Response to Request

Part III, 4a.   How useful was the information in providing new ideas, dif-
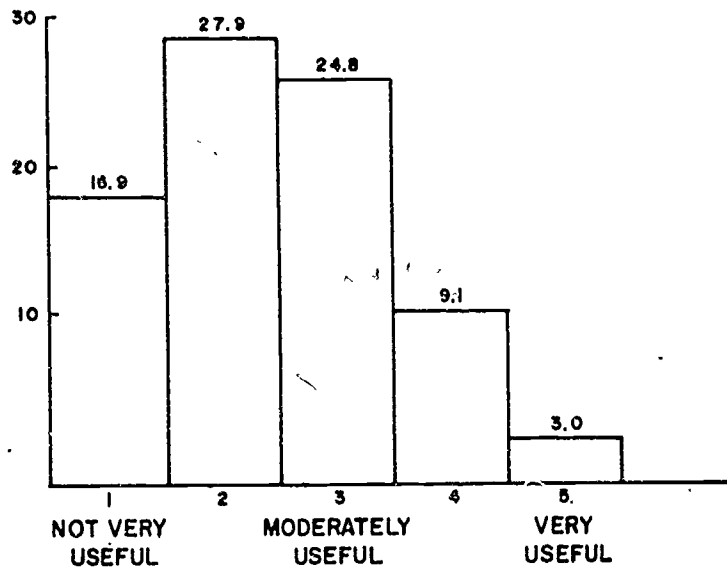ferent approaches?
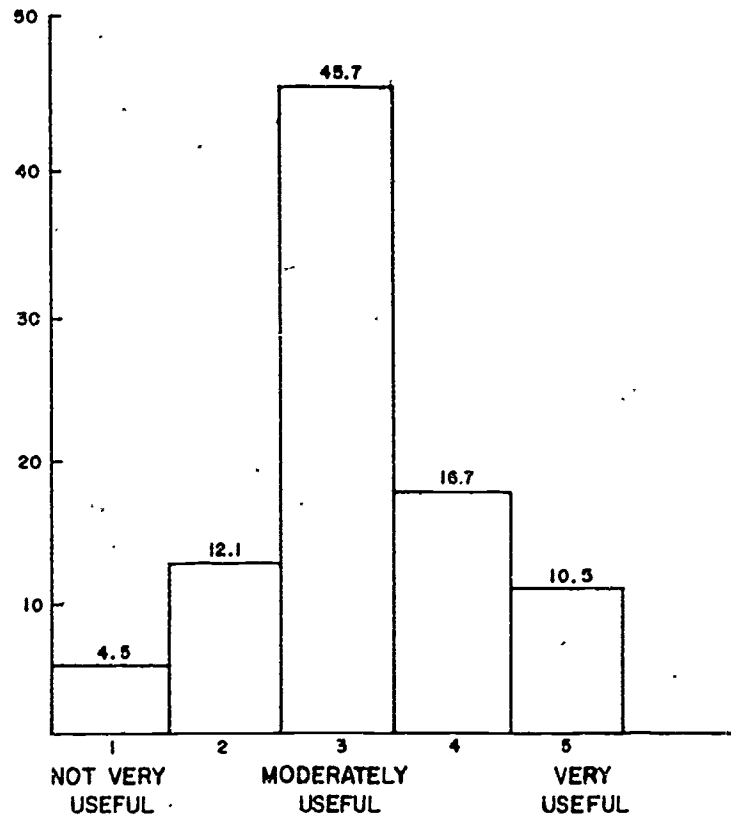
Part III, 4a.   Returns: 98.6 percent
      Percentages are based on 65 returns.   Of these 9.1 percent did not
answer the question.

Figure 42.   RSVP Information Service: Usefulness of Product in
          Providing New Ideas, Different Approaches

Part III, 4a.   How useful was the information in providing new ideas, different approaches?
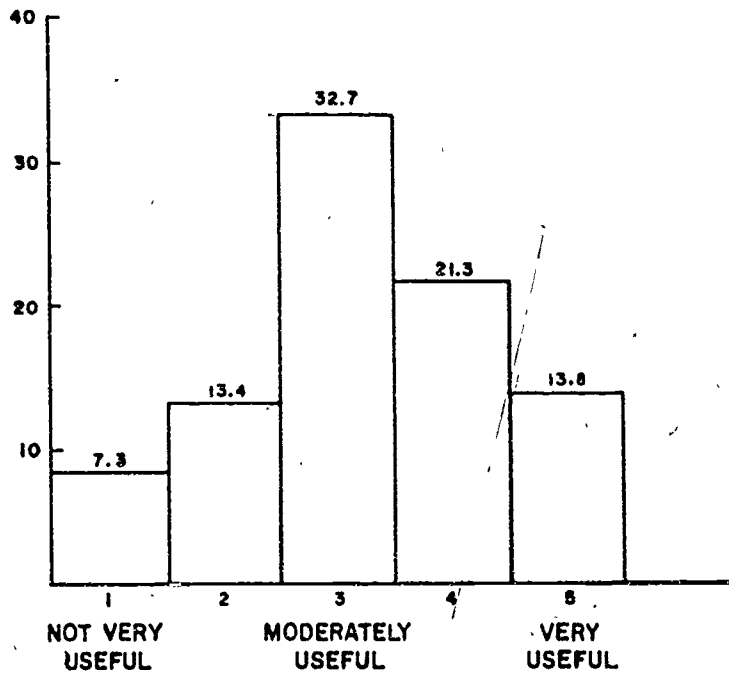
Part III, 4a.   Returns: 96.5 percent
    Percentages are based on 201 returns.   Of these 8.0 percent did not answer the question.

Figure 43.   SID Information Service: Usefulness of Product In Providing New Ideas, Different Approaches

Part III, 4b.   How useful was the information in reinforcing your present thinking?
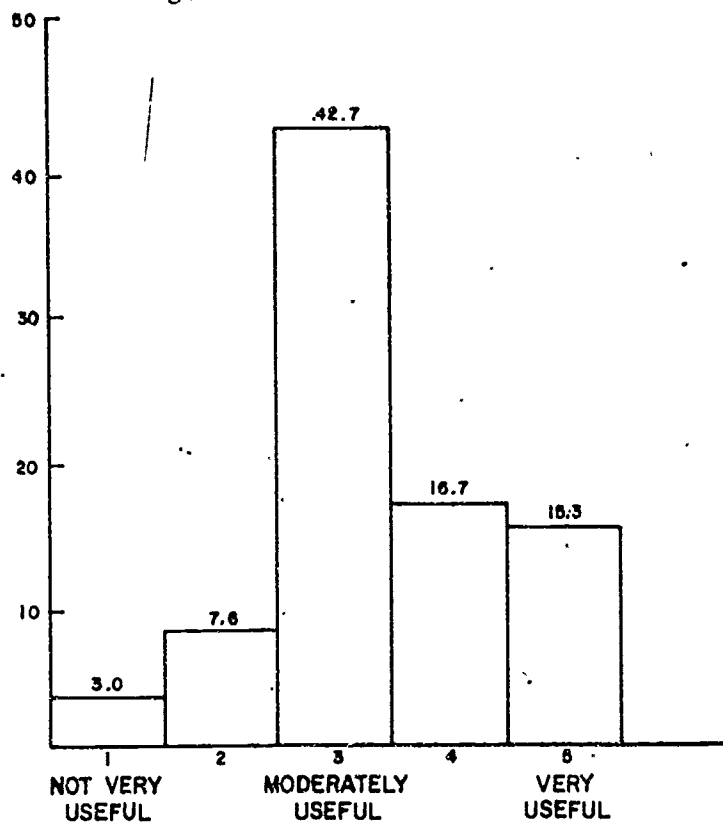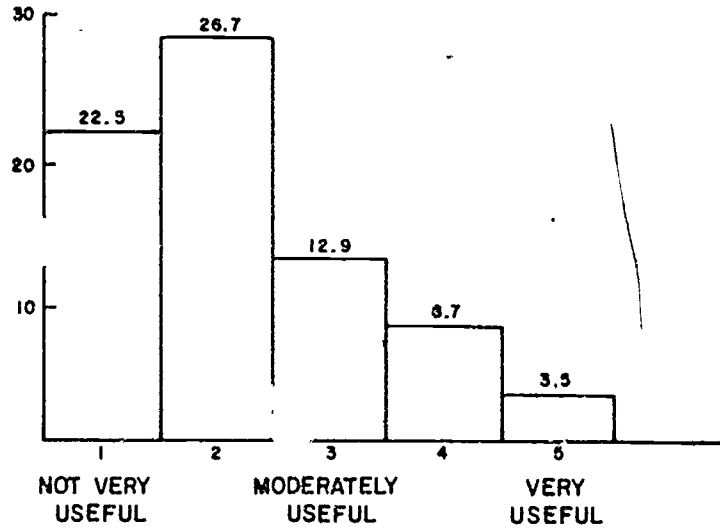

Part III, 4b.   Returns: 98.9 percent
    Percentages are based on 65 returns.   Of these 13.6 percent did not answer the question.

Figure 44.   RSVP Information Service: Usefulness of Product in Reinforcement of Present Thinking

127

Part III, 4b. How useful was the information in reinforcing your present
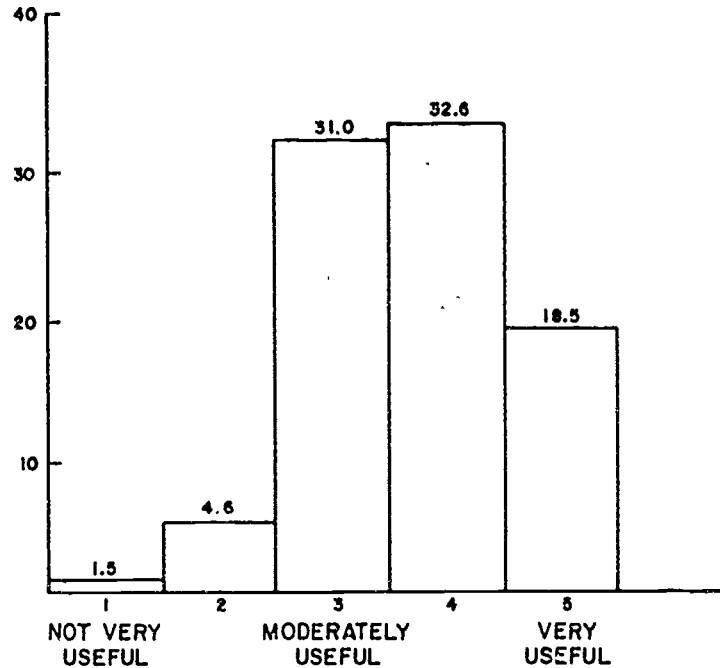thinking?

Part III, 4b. Returns: 100 percent
    Percentages are based on 200 returns. Of these 12.0 percent did not
answer the question.

Figure 45. SID Information Service: Usefulness of Product in
            Reinforcement of Present Thinking

Part III, 4c. How useful was the information in allowing better faculty and administration communication?
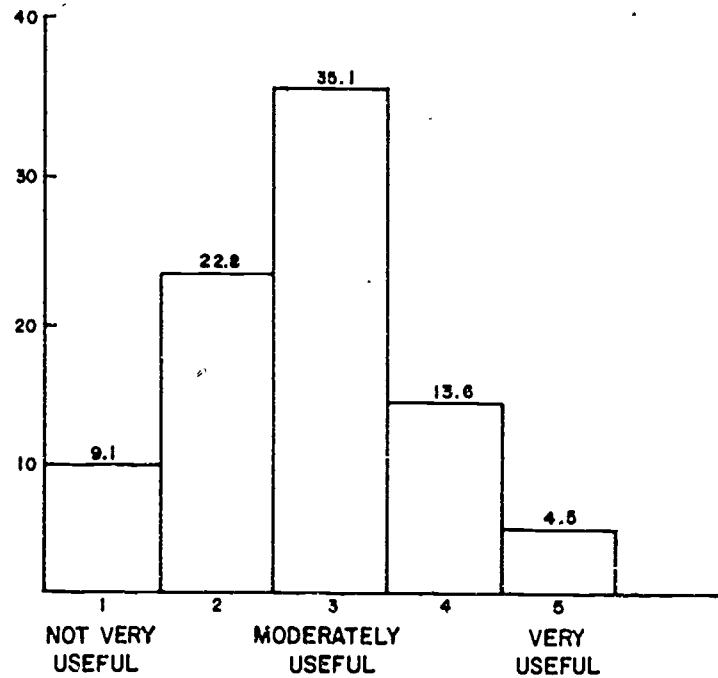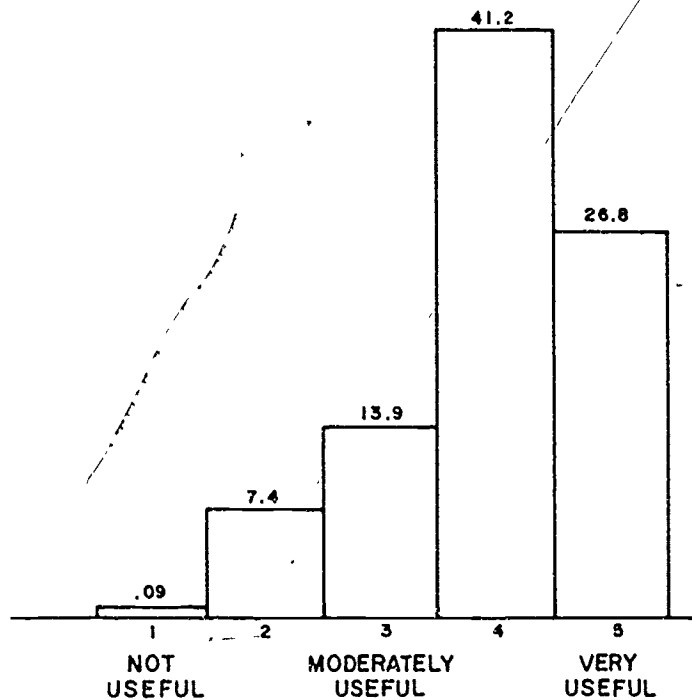

Part III, 4c. Returns: 98.7 percent
Percentages are based on 65 returns. Of these 13.6 percent did not answer the question.

Figure 46. RSVP Information Service: Usefulness of Product in Allowing Better Faculty and Administration Communication

129

Part III, 4c. How useful was the information in allowing better faculty and
administration communication?
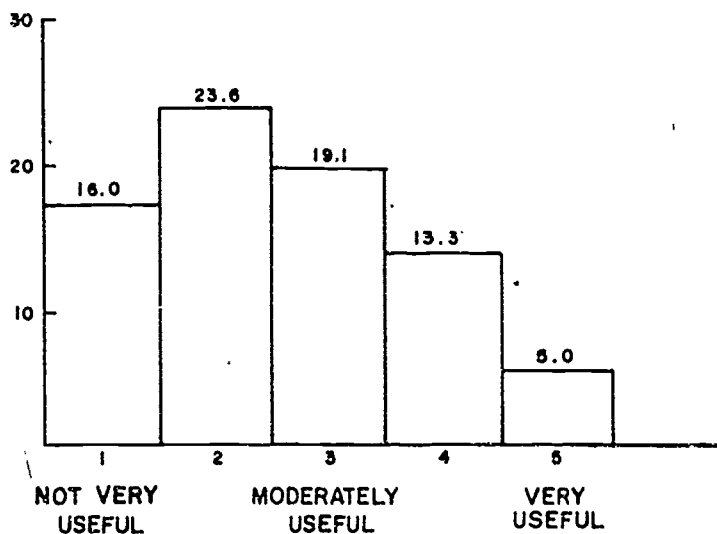
Part III, 4c. Returns: 97.9 percent
     Percentages are based on 191 returns. Of these 20.9 percent did not
answer the question.

Figure 47. SID Information Service: Usefulness of Product in Allowing
            Better Faculty and Administration Communication

130

Part III, 4d. How useful was the information in allowing bett-- community and school communication?

Part III, 4d. Returns: 98.5 percent
    Percentages are based on 64 returns. Of these 16.8 percent did not answer the question.

Figure 48. RSVP Information Service: Usefulness of Product in Allowing Better Community and School Communication

131

Part III, 4d.   How useful was the information in allowing better community and
school communication?

Part III, 4d.   Returns 97.8 percent
     Percentages are based on 188 returns.   Of these 23.5 percent did not
answer the question.

Figure 49.   SID Information Service: Usefulness of Product in Allowing
Better Community and School Communication

132

Part IV, 6. How would you assess the usefulness of the RSVP service to members of the educational community?

Part IV, 6. Returns: 98.8 percent

Percentages are based on 64 returns. Of these 10.6-percent-did-not answer the question. Of those answering "moderately useful," 14.0 percent were central office administrators. Of those answering in column 4, 10.9 percent were central office administrators. Of those answering "very useful," 7.8 percent were teachers.

Figure 50. RSVP Information Services: Usefulness to the Educational Community

Part IV, 7.   How would you assess the usefulness of SID to the educational
community as a whole?

Part IV, 7.   Returns: 100 percent
Percentages are based on 200 returns.   Of these 23 percent did not
answer the question.

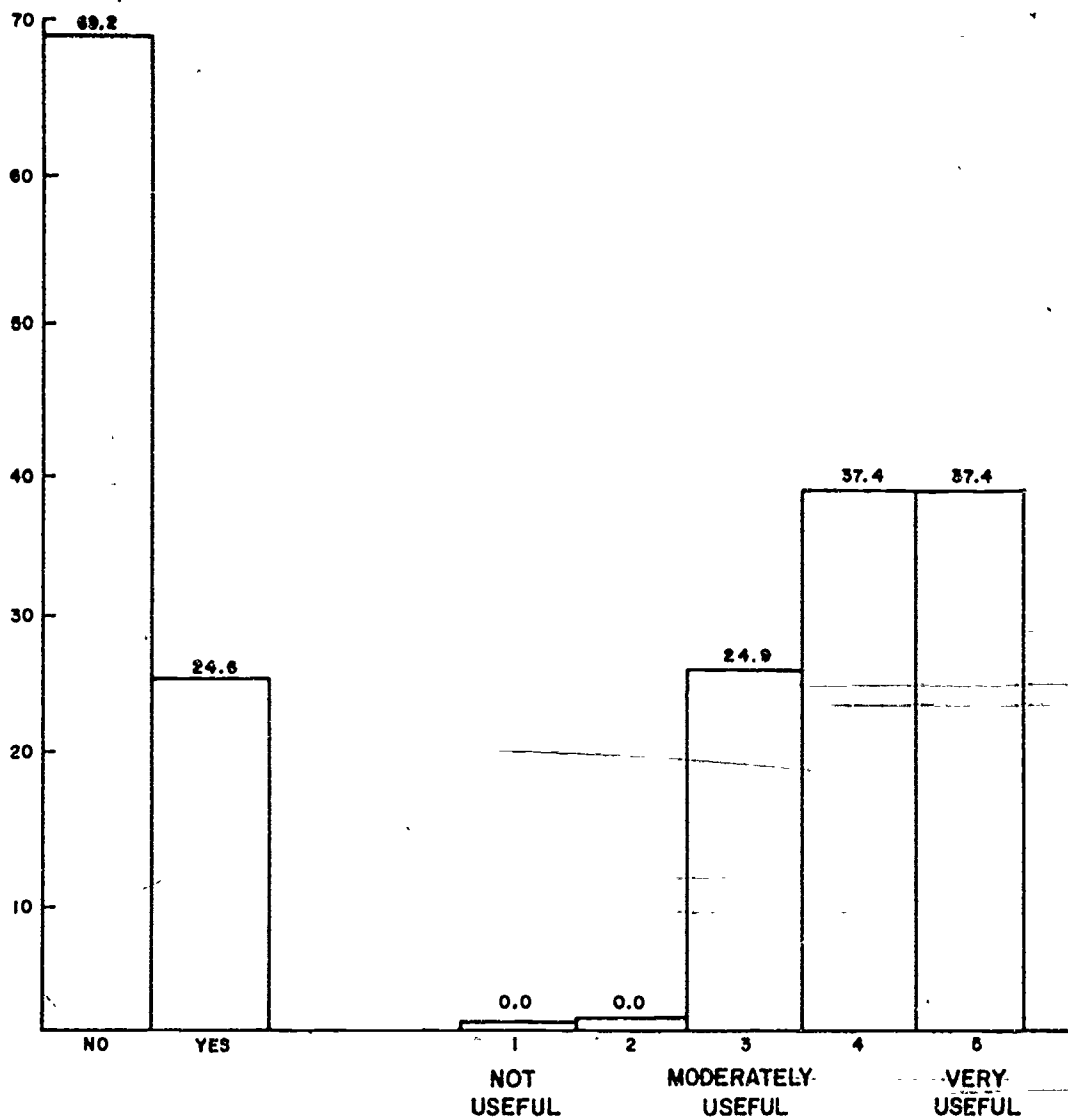Figure 51. SID Information Service: Usefulness to the
Educational Community

Figure 52.   RSVP Information Service: Client Use of Information
Received Beyond Original Intent; Assessment of
Usefulness Beyond Original Intent

Part III, 7a, b.   Was the information provided   ,ed by you beyond its
original intent?

How useful was it?

Part III, 7a. Returns: 99..9 percent·
Percentages are based on 65 returns. Of these 4.0 percent did not
answer the question.

Part III, 7b. Returns: 99.7 percent
Percentages are based on 16 returns of those answering "yes." Of these
12.5 percent of the teachers found it moderately useful, and 12.5 percent of
the principals and building administrators found it very useful, and 18.7 per-
cent of the department heads, curriculum specialists found it very useful.

Figure 52. RSVP Information Service: Client Use of Information
Received Beyond Original Intent; Assessment of
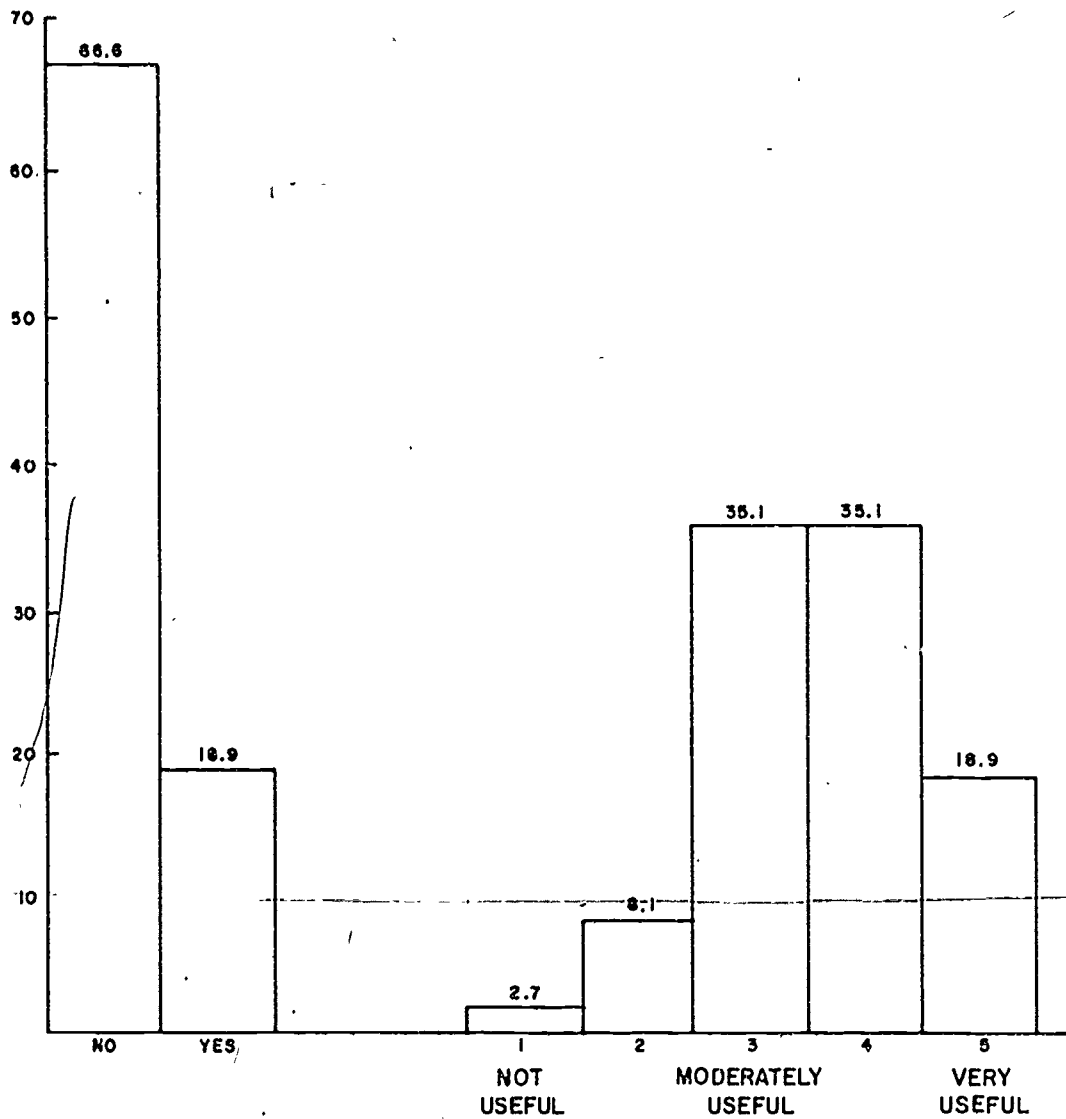Usefulness Beyond Original Intent

137

Figure 53. SID Information Service: Client Use of the Information
Received Beyond Original Intent; Assessment of
Usefulness Beyond Original Intent

Part III, 7a. b.   Was the information received used by you beyond its
original intent?

How useful was it? (For those answering "yes")

Part III, 7a.   Returns: 99.9 percent
Percentages are based on 201 returns. Of these 29.0 percent did not
answer the question.

Part III, 7b.   Returns: 99.9 percent
Percentages are based on 37 returns of those answering "yes." Of those
answering "moderately useful" 24.3 percent were central office administrators.
Of those answering "very useful" 10.8 percent were teachers.

Figure 53.   SID Information Service: Client Use of the Information
             Received Beyond Original Intent; Assessment of
             Usefulness Beyond Original Intent

139

Figure 54. RSVP Information Service: Follow-on Requests
Stemming from Use of Materials

Part IV, 4a,b.   As a result of using these packages were others ordered?

If so, what types of packages?

Part IV, 4a. Returns: 99.9 percent
Percentages are based on 65 returns. Of these 10.7 percent did not
answer the question.

Part IV, 4b. Returns: 99.2 percent
Percentages are based on 13 returns. Of those ordering a partial set,
different topic, 23 percent were department heads and curriculum specialists.
Of those ordering a complete set, different topic, 7.6 percent were equally
divided among teachers, principals and building administrators, central
office administrators, and "other," including university staff. Of those
ordering a complete set, same topic, 23 percent were central office
administrators.
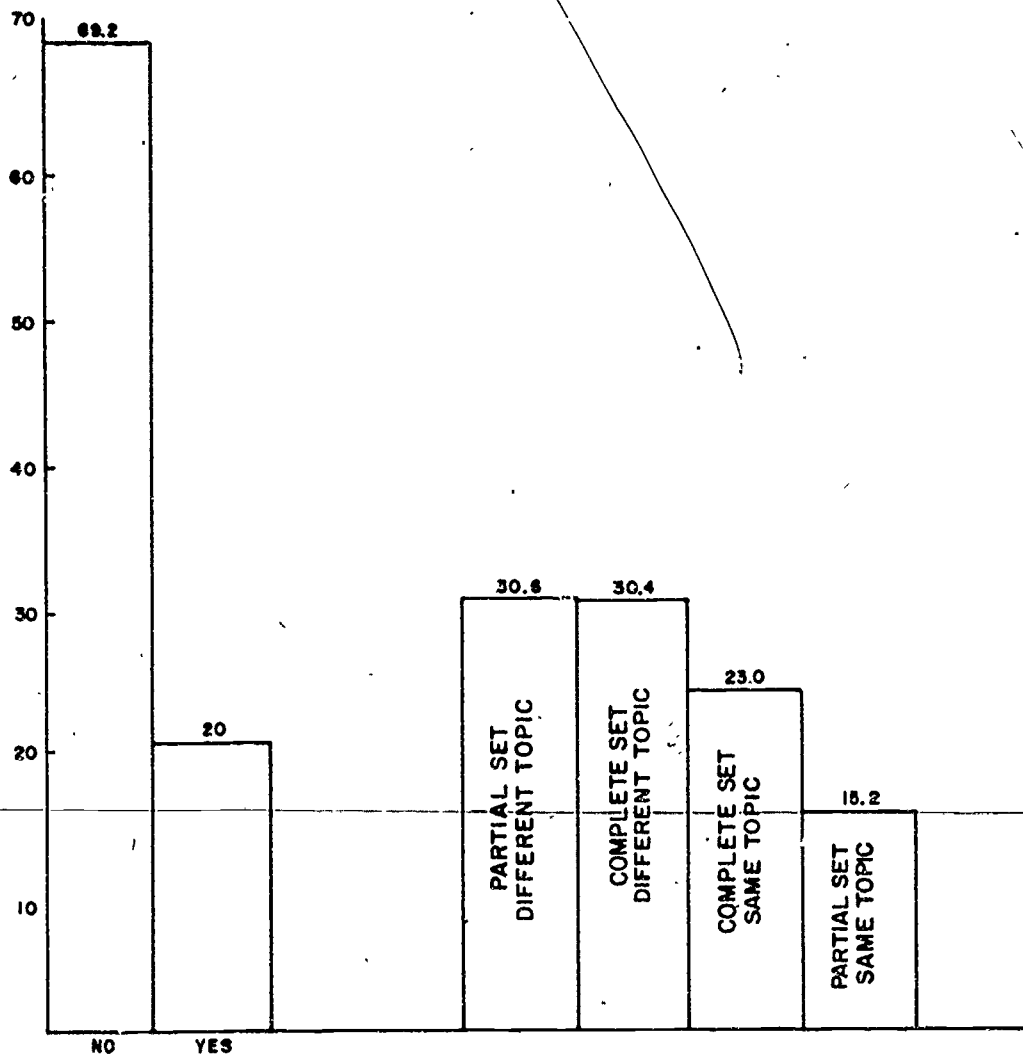
Figure 54. RSVP Information Service: Follow-on Requests
Stemming from Use of Materials

141

Figure 55. SID Information: Follow-on Requests
Stemming from Use of Materials

Part IV, 3a, b, c.   As a result of the Search were other searches initiated?

If yes, by whom?

If yes, what category?

Part IV, 3a. Returns: 99.8 percent
  Percentages are based on 199 returns. Of these 13.5 percent did not answer.

Part IV, 3b. Returns: 99.1 percent
  Percentages are based on the 61 returns of those answering "yes."

Part IV, 3c. Returns: 99.2 percent
  Percentages are based on the 60 returns of those answering "yes." Of those answering "entirely new subject" 33.3 percent were central office administrators.
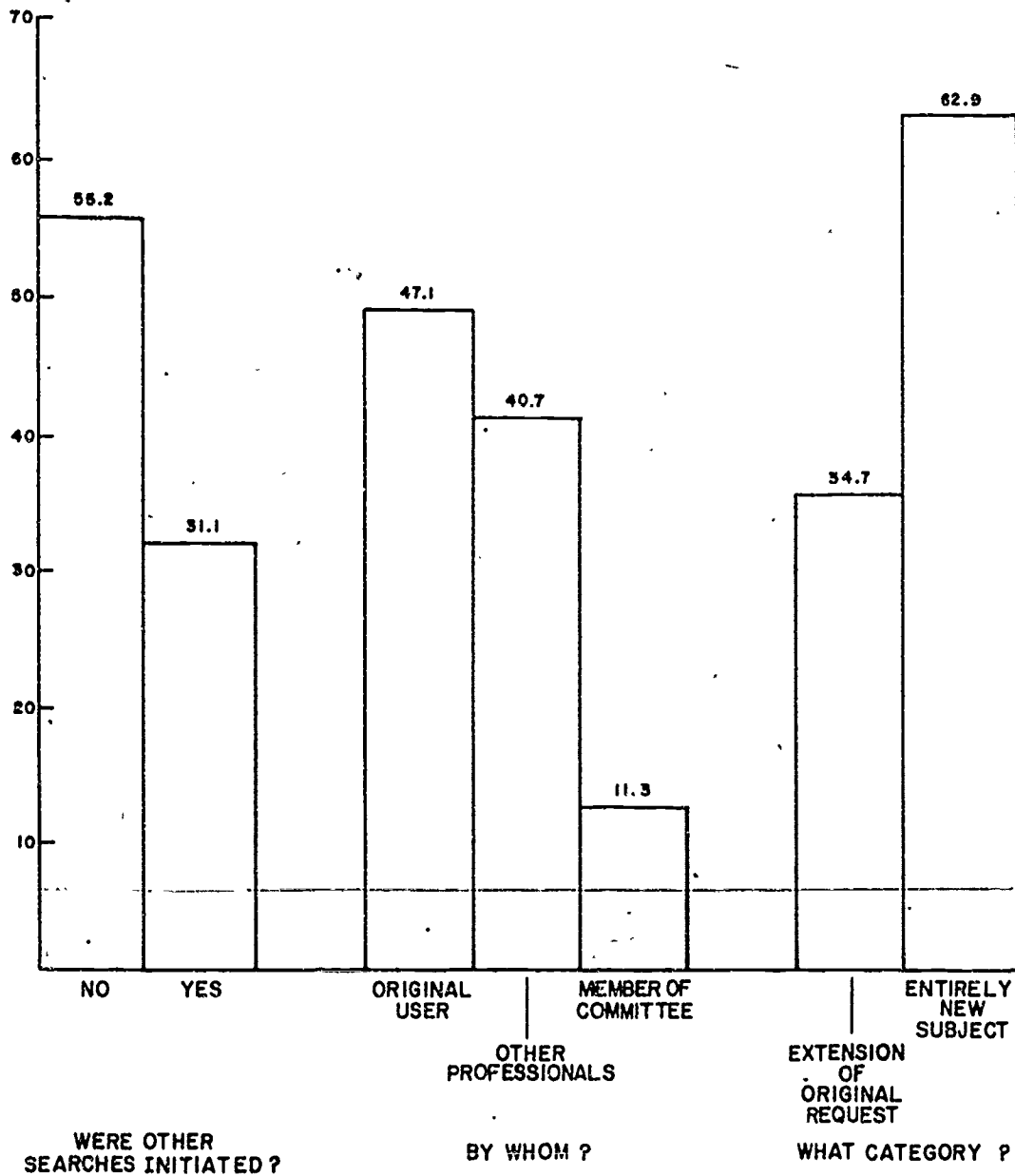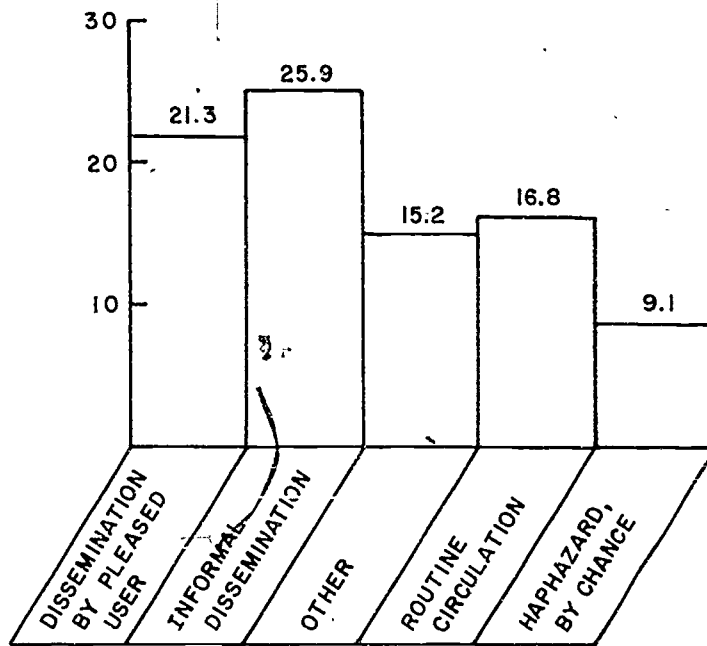
Figure 55. SID Information: Follow-on Requests
Stemming from Use of Materials

143

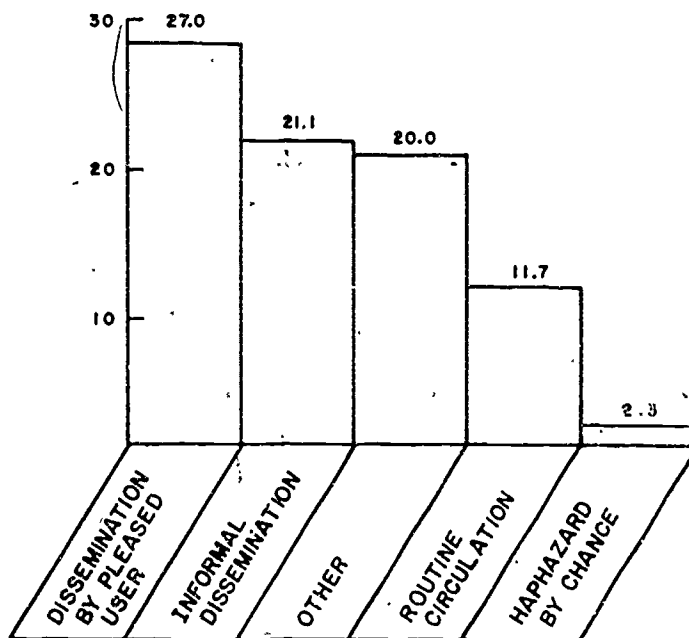Part IV, 2. How did others gain access to the material?

Part IV, 2. Returns: 98.9 percent
    Percentages are based on 65 returns. Of these 10.6 did not answer the question.

Figure 56. RSVP Information Services: Mode of
            Secondary Distribution of User's
            Product to Others

144

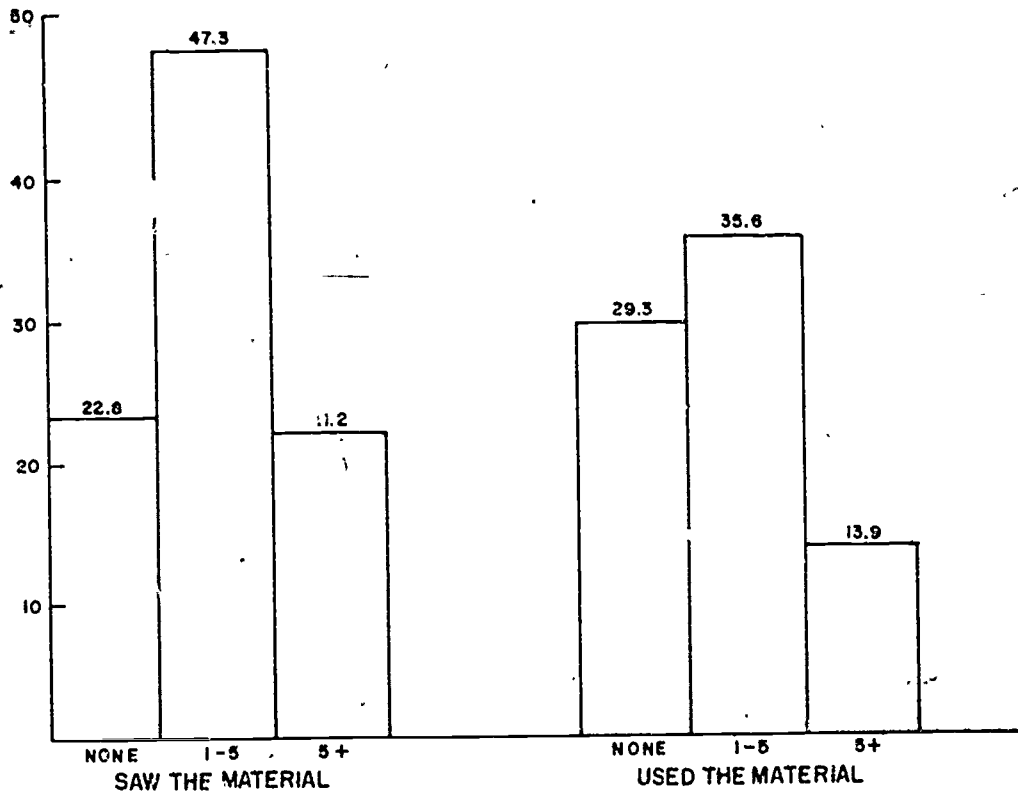Part IV, 2.   How did others gain access to the material?

Part IV, 2.   Returns: 98.3 percent
     Percentages are based on 202 returns.   Of these 16.6 percent
did not answer the question.

Figure 57.   SID Information Services: Mode of
             Secondary Distribution of User's
             Product to Others

145

Part IV, 1a,b.　How many people saw the material?

How many people used the material for other purposes?

Part IV, 1a.　Returns: 98.9 percent
　　Percentages are based on 65 returns.　Of these 5.0 percent did not
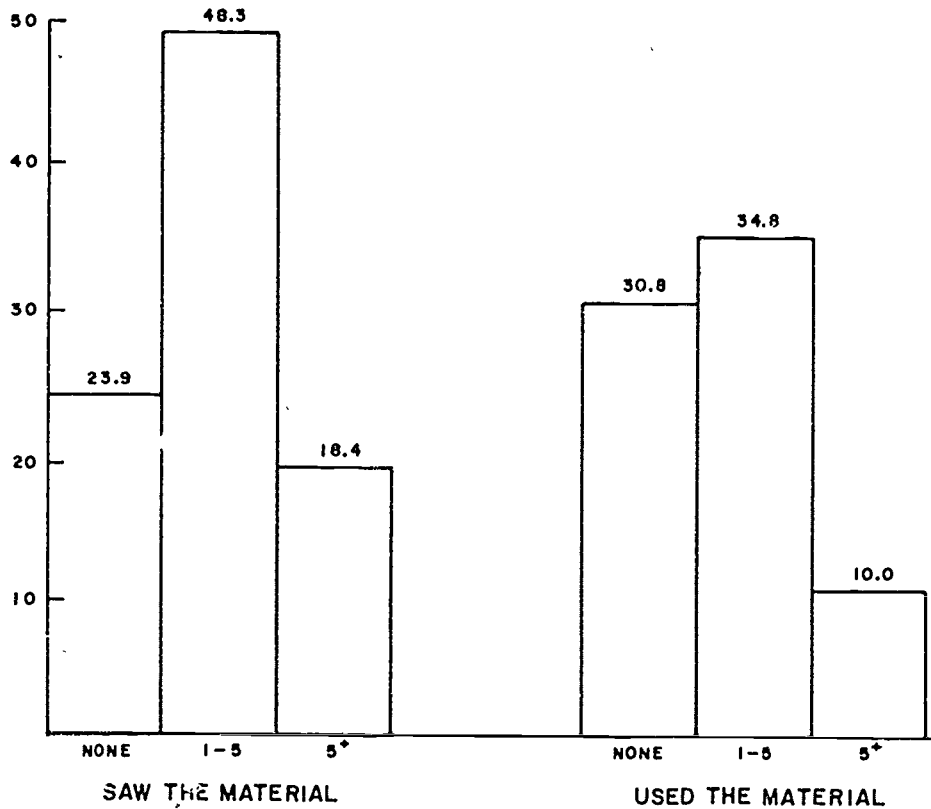answer the question.

Part IV, 1b.　Returns: 98.9 percent
　　Percentages are based on 64 returns.　Of these 13.0 percent did not
answer the question.

Figure 58.　RSVP Information Services: Nature of
Secondary Distribution

146

Part IV, 1a, b. How many people besides yourself or members of the committee saw the material?

How many people besides yourself or members of the committee used the material for other purposes?

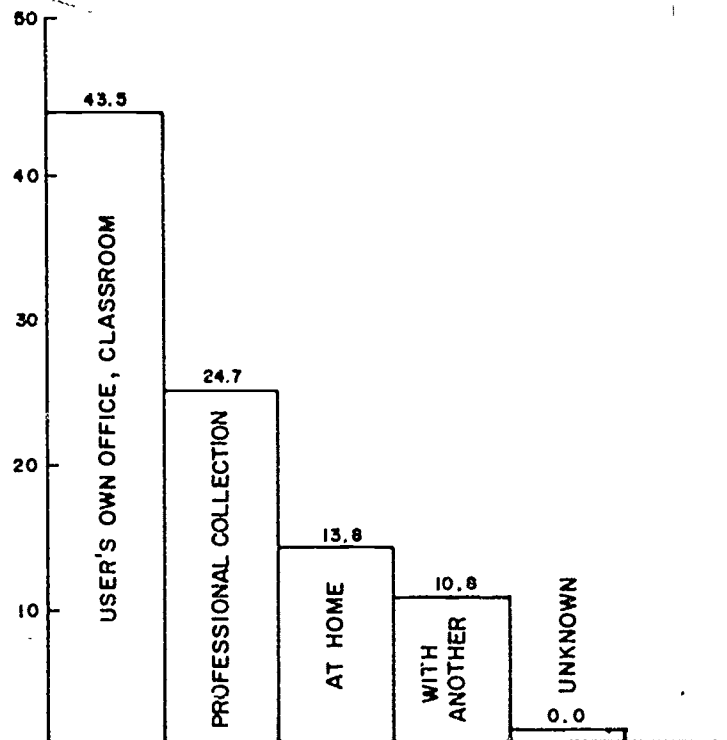Part IV, 1a. Returns: 93.8 percent
Percentages are based on 202 returns. Of these 8.2 percent did not answer the question.

Part IV, 1b. Re*urns: 9.86 percent
Percentages are based on 202 returns. Of these 23.0 percent did not answer the question.

Figure 59. SID Information Services: Nature of Secondary Distribution
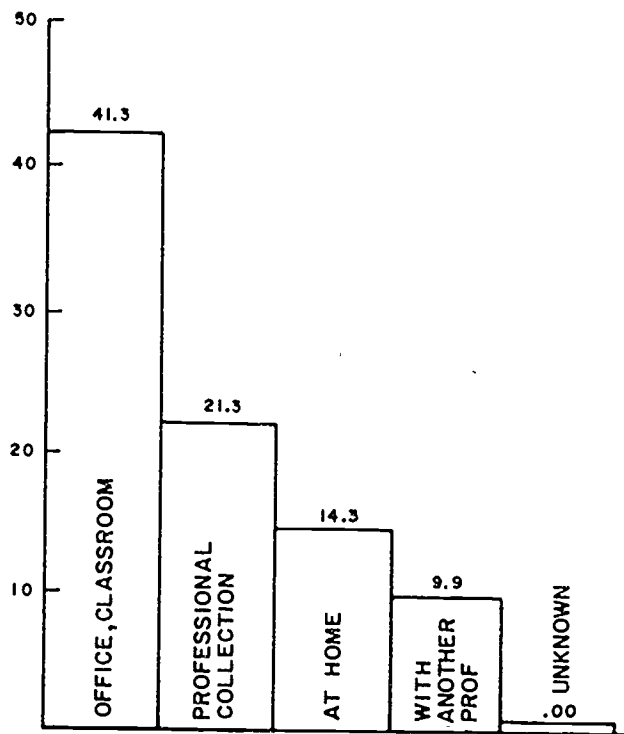
Part IV, 3. Where are the packages now?

Part IV, 3. Returns: 98. 8 percent

Percentages are based on 64 returns. Of these 1. 5 percent had oth
locations for the material than that which was suggested and 3. 0 percent ...d
not answer the question.

Figure 60. RSVP Information Services: Current Location
of the Packages

Part IV, 4. Where is the original search now?

Part IV, 4. Returns: 96.7 percent

Percentages are based on 201 returns. Of these 5.0 percent did not answer the question while 4.1 percent indicate other locations than those suggested. Of those answering "office, classroom." 17.9 percent are central office administrators.

Figure 61. SID Information Services: Current Location
of the Packages

149

APPENDIX VI

SAMPLE OF

USER COMMENTS: SID and RSVP SURVEY

COMMENTS: SID, PART III, – Question 2

When you received the information you:

Comments

Passed on to person directly involved

Skimmed it, then read it carefully

Brought it to a meeting to be shared

Skimmed it first then at a later date went through it carefully

Passed on to Faculty Committee

Going from member to member

Skimmed it, then read it carefully

Assigned it to students for detail reading

Referred it to person responsible for research on project

No printout

Looking for "Research"

Completely!

Passed it on to the people who requested it

Filed it

Committee members are reading it carefully then I will

Presented research paper to school officials

Had to view at library with limited time

COMMENTS: SID, PART III, – Question 3

The original intent of the information was to:

Comments

Help me write a proposal

Provide background info. for selecting dissertation topic.

Part of admin. internship agreement

Comments

Provide in-depth-search in specific field
This was not accomplished

Personal

Preparation for dissertation

Doctoral Dissertation

Research in field of my doctoral study

Research project

Doctoral Dissertation

State research

Ph. D. Dissertation

Doctoral Research

Dissertation

Help.write my doctoral dissertation

Assist in writing Title III project

Resource material for dissertation

Dissertation research

I do not know as I came into this position in Sept. — material handed to me.

Backup decisions made

Help in a specific project being researched while on sabbatical

Recommendations for a school re-organization report.

Check the literature search for a dissertation.

Indicates a partial consideration

Formulation of a new curriculum

Research project

Write up grant proposal

Develop EDD dissertation proposal

Preparation for In-Service workshop

Comments

Write an article

Dissertation proposal research

COMMENTS: SID, PART IV, — Question 2

Use of information by others

Comments

Used as resource by planning team

Planned circulation to other decision makers

I called it to the atteation of teachers who might want to see it

It was used to support a decision being made by a large group

Still in use by me, will eventually be disseminated as part of a major report

Dissemination by me to the people concerned with the problem

Recommendations of the committee, perhaps follow-up by the others

Personal use of material

Used by requester; file copy in subject file for any user interested in this subject.

Personal and only of interest to me

No one else was interested

Passed on to someone working on a Title II Grant

Committee work

Committee

Proposal did not receive funding

Used by Committee of Five

Shared by original readers

Dissemination to other project personnel

No need

Group work, i.e., summer planning group

155

Comments

Group worked with material to plan new program

Used for specific course

Thorough examination by Committee members

Research by Faculty Committee

Announcement of Search arrival — Queries followed

In-service course

Need to write other proposals

Group project for course

Related to my specific case only

Haste

Brought to team curriculum meetings

Inclusion in over microfiche professional library

Co-author

Was given to person responsible for coordinating subject objectives and research

Members of Committee

Not pertinent to needs

No data

I developed a 25-page report that included information from the search and included in the appendix 9 abstracts for their reference.

Shared it with graduate class

The material was sent to me by the Curriculum Superintendent.

I told my students about it.

Was not goal of search

Only two people involved in curriculum development

Planned discussion meetings

Circulation to those involved

156

Comments

Was used only in writing proposal

Planned for all members to see the material

No one saw it.

Research findings were incorporated into curriculum

Committee became inactive because of a larger design on curriculum

Presentation of formal paper

Was useful to others for their needs

COMMENTS: SID, PART IV, — Question 4

Where is the search now?

Comments

With committee

Some with school administration

With requestor copy in Resource Center files

Women's Center

Sorry to say — destroyed in school fire

No data

Passed around

Will be given to our library

School archives

Government

157

COMMENTS: SID, PART II, – Question 2B

Are there ways that this process could be more helpful?

Comments

Offer a list of just what publications have been searched for any given topic.

More exact info as to my request (not home visits but evaluating a home visit program).

I am puzzled as to why the specific description KELLER SYSTEM (or) METHOD was not listed in my report, although I had specified it both in writing and on the phone.

Probably this was my first experience and most helpful. Time seems to be a factor.

Am not sure. I think I am in a good position to keep abreast of much that is filtered out in their searches, so that I can select well.

Make it available without cost.

Undoubtedly, but I don't know.

Information received was totally sufficient. However, I am still sorting, too early to determine.

Undoubtedly, but I don't know how.

Would have to use system more than once to know this.

Job seems to be well done.

Increase the research with adult subjects (nonacademic).

No, because of circumstances.

Undoubtedly, but I don't know how.

Undoubtedly, but I don't know how.

Undoubtedly, but I don't know how.

None.

Our two-pronged approach had difficulty fitting into your categories.

Information could be more specific.

We have had some trouble getting the Source material noted in the print-outs.

Comments

None that come to mind, service was prompt and efficient.

It is difficult to find micro-fiche readers.

I was pleased with the delivery time.

Doubtful.

The information specialists must be capable of understanding; and therefore, dealing with the problem at hand.

Yes, personal conversation with person who is to do search.

Expand the search beyond ERIC. I have found that the forms of ERIC are limited, the data obtained in many areas are of questionable validity and the data is often out dated.

Undoubtedly, but I don't know how.

Not given the breadth of the particular topic.

You might compile an index of standardized and other types of research tests.

Too unfamiliar to make an educated criticism.

No.

Of the two searches (1) I.G.E. (2) Middle School Administration, I felt more information in print-outs and abstracts were more useful than the microfiche. Also more was done with the first search.

Develop some sort of checklist rather than seeking topics orally at the spur of the moment.

I would have liked more information or in more detail so as to give more information about the research itself without having to buy all the articles etc. In other words more of a critical review of the material itself.

Yes, get access to more "research" data banks.

Undoubtedly, but I don't know how.

Undoubtedly, but I don't know how.

Undoubtedly, but I don't know how.

I would have liked more magazine articles rather than microfiche.

Since I have not worked with it before, I see nothing with it.

Comments

No.

No. (ERIC system of catalogue is too crude).

None.

Yes, had too little data in my interest area.

Not the fault of IES. There just wasn't any resource material on my subject.

Letting know what is in reality available.

By informing the customer of how specific his research question should be.

Summarization of content of studies (found the N.C. Sciences & Tech. Research Center much more useful).

Communication by telephone, rather than attempting to accomplish the task solely by referring to the written request.

From our end having a micro-fiche reader/printer, we now just have a reader.

Yes, send information.

Material arrive more promptly. Send microfiche readers.

Yes.

Good as is!

Introduction to an actual example of a search.

Direct communications to coordinators and directors.

I had a clear idea of what I wanted.

Not for that particular request.

Individual school districts should have their own book of descriptors.

Although microfiche material is good, it's a problem to get the equipment for proper reading (scheduling — time, etc.) written material can be read over at leisure, etc.

Only in wider dissemination of the workshop format.

Hire more knowledgeable people.

Initial survey and information I sent in should have been more specific. I received some pertinent material that was not.

Comments

The material you sent me didn't pertain to my topic.

Like summaries of microfiche, before looking at slides.

No.

Expedite information requested.

More "back and forth" w' 'i IES researcher to communicate needs verbally.

None that are evident to me.

Information specialist should ask questions to help narrow the field, especially for a first-time user.

We didn't get all the information on time.

Would have preferred printout rather than microfiche and more specific information. No abstracts were sent.

COMMENTS: SID, PART III, – Question 7A

How did you use this search beyond its original intent?

Comments

Basis for formulating a program.

Plan to use it in my own program area – school volunteers – also plan to keep on file for use by others.

Preparing a presentation to the School Committee to assist in determining position on issue.

Shared it with a teacher who could make use of 't

Not as yet.

Still evaluating.

Reference material for a committee.

Information was a source for other contexts.

Provided information on other areas to study.

Depends upon school committee reaction to the study – committee's recommendation.

Information was a source for other contexts.

I don't understand the question.

Information was a source for other contexts.

Information was a source for other contexts.

School system curriculum center and for Women's Centers.

I shared it with colleagues working in similar fields and with prospective users to show them what the SID service was.

Information was a source for other contexts.

Visited one of the recommended resources.

Forwarded the information to colleagues.

We have secured the information to help us determine the need for and the functions of a deaf collaborative, and may use it for a second.

Information was a source for other contexts.

Comments

To participate in discussions on pending legislation related to school funding.

Very little info in this area — so what I got was helpful.

Justify a dissertation problem.

Not as yet — still planning.

In "Reporting to Parents" I spent the day at Memorial Center, personally reviewing materials before purchasing.

To assist with other project writing.

Not as yet!

But I plan to.

But probably will.

Information was a source for other contexts.

Information was a source for other contexts.

Information was a source for other contexts.

I needed a selected test of curriculum materials for future ordering.

I'm looking further myself.

In discussing importance of field trips with Superintendents to justify expansion in this area.

I am incorporating items of information from it in the workshops I run for specialists and the course I expect to teach on the college level.

Made it available for my doctoral students.

Passed it on to another committee.

I will.

Increase professional background.

Have prepared performance objectives based on data received — 3 levels have been developed for elementary schools.

In class on learning.

Personal interest and curiosity.

For writing a dissertation only.

Comments

Shared with others beyond my group.

Try out pilot program

Information altered my approach to the administration of informal reading inventories.

Reproduced articles; evaluated IES service.

COMMENTS: SID, PART II, — Question 8

Comments, Suggestions, Criticisms About the IES Service

Comments

I don't think the search that was done answered the question I sought inform-
ation on. This was most likely due to my inability to work the question cor-
rectly but I think you should offer more help in just how one should phrase
their requests.

Very little information regarding my topic could be found. Seems to me that
there must be literature on the subject of evaluating a home visitation
program.

I may be that I expected too much, and it may be that information on the
KELLER METHOD is not treated exhaustively by ERIC publications, but I
have already found references to 12 articles on it, using the subject read-
ings I submitted, through the H. W. Wilson indexes. Also, I feel too remote
from the person who actually does the search. I miss the serendipity of
personal documentary research through which some of my best finds have
come.

I have found IES very helpful. I hope to use the services in the future — my
only concern is one of time. I realize a thorough job requires a lot of time,
but wish there were some way to speed up process. It would be helpful to
have a listing of IES areas on file.

Having access myself to a continuing supply of literature, I find I can zero in
on my needs better than an outside resource.

One of the best services to come down the Pike in years. Moves us into the
20 century.

Wish hard copy weren't so expensive — much microfiche in SID was excel-
lent — magazine articles not solicited or very pertinent.

Thorough and extremely useful.

The abstracts often do not give any information beyond basic descriptors.
Concise conclusions or summaries would really help.

Comments

I have a feeling from speaking with colleagues that many may believe that a SID will sift out all the relevant literature on a given subject. Though you certainly do not advertise the service in this way, it may be important, I think, in preventing people's dissatisfaction or disappointment to make the point to them that they will not get EVERYTHING. I think your educational consultant is outstanding in her provision of the IES service.

Results have instituted another search in mathematics for grades K — 5. Excellent service and material. Have previously attempted a lot of this manually by myself.

Directions on how to limit topic, examples of categories and sub-divisions, more printed articles or microfiche in package upon delivery.

The abstracts often do not give any information beyond basic descriptors. Concise conclusions or summaries would really help.

Very helpful.

Knowing how useful these evaluation reports can be, I don't want to ignore your request. However, the form does not really speak to our situation since I am not the ultimate user.

Of the four searches for which you sent forms, the one on "... Feed-back" was done for a trainer who has since moved to A. T. & T. However, her response was most favorable and she reported that she had gotten exactly what she needed from the search. The other three were for a staff member no longer with the company. He did not return the searches to me so that I can not review them now to judge how substantive they were.

As you know, we now have our own access to Dialog and do our searching on-line here at the Resource Center. However, we found IES most helpful before this was so, and your staff most competent and cooperative.

Very little research has been done with adult subjects with respect to second languages. Became convinced after I received the search material. Prior to that time, I was not sure.

There is not much research in the area which I requested therefore IES did not produce many sources. The contact person was very helpful and supportive. Unfortunately, I've forgotten her name.

Comments

I would use IES again because it saved me time and energy and I suppose that I could not do the same type of research within the same amount of time in which I earn the money to pay for the search. I would have preferred faster service and possibly more contact with IES staff before the search was started.

The abstracts often do not give any information beyond basic descriptors. Concise conclusions or summaries would really help.

The abstracts often do not give any information beyond basic descriptors. Concise conclusions or summaries would really help.

Excellent service as it provides material that is "in-depth" and also expan-
ive beyond the capacity of any one individual or group particularly when working against a deadline.

Much of material from IES was not useful in terms of my research paper. I was grateful for quick service of IES and for time saved by this service; was displeased at cost of Searches-in-Depth, $25.00, since much of the material was not usable.

Limited information is available on the subject of inquiry. However, I was pleased by the efficient response by the IES and I will not hesitate to use the service of the Institute in the future.

The abstracts often do not give any information beyond basic descriptors. Concise conclusions or summaries would really help.

Very well done.

On the basis of one request, I am not in a position to be of much constructive help. Our only problem was that the system was not flexible enough to accept our 2-phased approach to a problem in which the 2 phases had not previously been related.

Keep up the good work.

To me it is a great service. Teachers do not seem to have the time for this scholarship. Current budget thrusts, emphasis on 3-R's rather than innova-tion and staff efforts to implement 766 have curtailed imaginative programs. We seem to be swinging into a conservative framework in the mid 70's.

There should be a greater awareness of its existence.

167

170

Comments

If it were possible, I think information on this service should be made known to college and university staffs, and to teachers and other school professionals doing graduate work, possibly as part of their research and statistics course. Many involved in educational programs come to the center for information, and know nothing of IES or ERIC.

The first search done by IES was not very helpful. In discussing this with the staff at IES a second research was done and it was quite good.

I do not know what process you use to get information, but I recommend more active search for material to include in ERIC.

The community needs microfiche readers. I traveled quite a distance in order to obtain a reader.

My feeling is that your service can be limited in nature only. One search, the initial search, should be only step one in a series of follow-up searches to fully explore the field. The use of IES is such that it is too cumbersome to do this, i.e., communicating back and forth between user and service. For my own purposes it is more convenient to initiate and follow-up research personally.

The search did not serve its intended purpose only because the material needed was not available. No fault of the service.

The abstracts often do not give any information beyond basic descriptors. Concise conclusions or summaries would really help.

Keep up the work. The concept is without peer. I am certain that within a few years your fame will be widespread.

I am happy you have such a service. Too few educators know about it. I think you might find a way to let more teachers know. Too few of them realize how much energy, time, and money are saved in this way. Also, I was grateful to know about SMERC — fugitive catalog. I was also impressed with the courtesy and helpfulness of those with whom I conferred on the phone who explained your service.

I was most pleased with the service rendered me by IES as well as with the search itself. I have recommended your service to several of my colleagues as well as to my students in a Research Methods course here at Framingham.

While we used a "general" research, I'm sure we could benefit from more specific researches as we continue operations.

168

Comments

I'd like a copy of the search that was destroyed. Personal attention was fantastic.

Service was excellent, my problem was lack of time to research and teach at the same time.

Great aid to personal endeavors — but the last one only because I was able to use a microfiche reader (portable) at home for reading articles. The search would be of little value without it.

I was unable to utilize the search to its fullest extent because it arrived two weeks later than I was promised. I did not have the time to waste so I found most of my information on my own. However, the info I was able to work with from the search was extremely helpful. Some of the information hit my topic on the nose, but some was much too far removed.

It may have been even more useful if I had had the opportunity to actually see the "Descriptor List."

IES service is good. I was particular' ppy with the woman who discussed my search with me. She seemed very interested and eager to be of service. GREAT P. R.

This was the second search purchased. The first was on fiscal anatomy of school committees. Although the specialist tried hard, the necessary information was not available, and I found what I needed elsewhere.

I found it quite useful. It allowed me to get teachers involved in reading abstracts and articles in town as part of our Elementary Science Study Com. Work. It raised their knowledge of the subject quickly and efficiently.

The abstracts often do not give any information beyond basic descriptors. Concise conclusions or summaries would really help.

The abstracts often do not give any information beyond basic descriptors. Concise conclusions or summaries would really help.

I have run a number of different searches but I'm not completing one questionnaire. N. B. Your comment "No need to sign anything." Implies arrangement which is believed by placing title and # on this questionnaire. Person completing questionnaire is not the person who formally contacted IES about the search.

Time is important — It must be received promptly.

169

Comments

The more microfiche available the easier it is to implement changes desired.

A good reference list but not very pertinent to my type of class and subject matter.

Publicize it more in journals. If it had not been for Superintendent suggestions would never have known.

Automatic forwarding of some microfiche material might be useless to some people who do not have readers.

I always have great hopes for ERIC related searches, I am usually disappointed. I now see it as a $25.00 colleague — who like other colleagues — may be of some help. In fact, I'm thinking of requesting another search soon, I found the service itself prompt and professional.

IES has too little information on group work. Should have had more.

I believe IES is doing a fine service and is of benefit to the Educational Community. It didn't happen to benefit me, not because of a lack at IES but because of the paucity — in fact, utter lack of — materials on the subject I was pursuing.

Because my situation was unique, I could not comment. I am very happy with staff interest and follow-up.

I can get the same material from ERIC Guides Monthly — faster and cheaper by the use of CEDIS.

Some of the material touched on other facets rather than curriculum.

The service would be more helpful if it went back further in years, particularly in areas which are not very active currently.

I received information about books which I know or have. I asked for Review of Literature from a research aspect; and got very little on this. I was able to use some of the information and will obtain some of abstracts for use in the future. I was disappointed that I got so much "fill" or inappropriate material — Perhaps questions should be more specific.

Would like a more in-depth search — expected more articles, etc.

Sorry I cannot be more helpful but unfortunately, the search done for me proved fruitless. I am sure it was because, as Ms. Clay suggests, no one has concerned himself with this particular project before.

Comments

The service saved me valuable time which I could not give to research the particular subject area. Their search was also more in-depth than mine and I have thus been provided with different aspects of the subject area that I originally would not have been aware of.

The difference between this search and others I have had done was vast. The others capsulize matter so an investigator saves enormous amts. of time in preparing a report of current related literature to any subject.

I wonder if something was lost in communicating between my original request (by Ltr. to Dr. Matton) and the form in which you rec'd it? Perhaps that is where the weak link is.

This search has not arrived at East Junior High School. It may have been sent out but the copy hasn't been delivered to me or the School system.

I appreciate the amount of time it takes IES to review the abstracts and select microfiche and journal articles. If a few abstracts on global articles that do not relate specifically to the narrow subject could be dropped and another journal article substituted it would be even more effective.

The time delay hampered but I can understand since the year-end holidays intervened. I have found this to be most helpful, especially the microfiche that were supplied.

Readers were not delivered — were not able to use mic 'che when most needed.

No criticisms about the service. I do find this form of questionnaire to be of little value. Some questions cannot be answered accurately at this point; some are irrelevant; some request purely incidental information. In any event, I appreciate the fact that IES is available and sincerely hope that significant decisions concerning IES refunding or procedures are not based on this questionnaire. Keep up the good work! Your service is vital.

I found the service to be excellent. I would like at this time to thank IES for the warm and friendly way they have served our faculty and requests for materials.

Very satisfied with the service. Public relations of IES staff extremely high quality — very helpful and obliging. Despite the challenge of trying to search across two topics simultaneously, the representative sought every means to identify the discipline and locate pertinent information. This is a very difficult procedure when you are trying to do it for another person with a limited range of descriptors.

Comments

Excellent Search.

The completion of this survey was accomplished with regards to one experience with ERIC — collaboratives. I realize that the subject matter of collaboratives was difficult to pull together, thus making whatever available information somewhat aged. Information on flexible ways to build and operate collaboratives is now becoming a big item in Massachusetts as well as the nation.

The service is an excellent source of help — hope to use it over and over again — first class help.

The service is fine. The idea is good. The information in print was, for my purpose, poor.

I found the service to be excellent. I would like at this time to thank IES for the warm and friendly way they have serviced our faculty and request for materials.

More printed materials.

Not as many hits as I would like but that may relate to the descriptors, etc.

Especially suited to extensive research. Took many hours (and weeks) to cull the information presented. Would have been impossible if my time would also have had to be used to do the search as well. In other words, it is a great service for busy people, like teachers, but if they are to utilize it, the cost can't be so high.

As mentioned original information from the teacher to IES should be more detailed and specific as to what information she needs.

The only problem was the huge amount of materials made available.

It is helpful!

Good Job!

Cooperative, sympathetic, and eager to be of service. One important microfiche was unreadable & effort was made to make it legible.

Literature search proved extremely helpful.

Be more selective. The search really didn't turn up a specific answer to my problem, how much and what grammar is now being taught in the leading high schools and for what kind of student population.

Comments

The mimeographed articles were excellent as were the microfiche cards. Of course, a person would have to have access to a viewer for these. The computerized articles were a good source if one had the time to send for them — my time was limited. My resource was to be limited to Massachusetts, but I finally had to do just a general survey of all culturally disadvantaged children from urban areas.

We were on a limited time schedule and the material did arrive too late for complete usefulness to us.

I do not find too much value in the ERIC Abstracts as I review them on a monthly basis from the Guide and obtain microfiche from Project Career, however, many of the articles that were sent are of value.

None of our searches have brought clarification from SID to the degree you suggest you are capable. The problem is probably in the match between our need and your material acquisition.

The reprints could have been more technical but I was pleased with the material.

Need better balance of selected articles (hard copy) and fiche and abstracts. More of former, about the same of others. Article selection good. Expected more stuff.

COMMENTS: RSVP, PART III, — Question 2

Your use of RSVP Package (s)

Comments

Had microfiche ordered & printed.

Sent on to committee

Made it available to specific teachers

COMMENTS: RSVP, PART III, — Question 3

The original intent of the Seminar request was to:

Comments

Develop summer seminar

Provide a resource for committee information

Keep file of information updated

Educate parents & community

Increase professional background knowledge of a subject & possibly get enough info. to research an area to make a decision with regard to ed'l issues.

Initial literature search for dissertation

Use in information file

COMMENTS: RSVP, PART III, — Question 7

How did you use this information beyond its original intent?

Comments

For use with colleges in other communities who needed the same information

Helped in research, given to other people working in the field

For later reference

For background & reference for writing 3 proposals

No, but would plan to in the future

Comments

Loaned to other administrators

Am still finding ways to use it as I pursue new issues or perceive them I require resources

No, too soon to tell

As reference material for an in-service I taught.

Referred it to others in Central Office

In committee work

For use in local systems (Supportive Staff)

Shared articles with others

Position Papers

Workshops

Wrote several articles and used material for in-service workshops

COMMENTS: RSVP, PART IV, – Question 2

How did others access your package ?

Comments

Credit in Course

Felt it would be more useful to someone else

This was a specific assignment given to me

Material was used in preparation of a special report

Distributed by me to friends

Reference to availability in staff meeting

Too much reading to get to the Crux!

Used material for grad. courses, user sought out information from curriculum foundation center

COMMENTS: RSVP SURVEY ON TEACHER EFFECTIVENESS

Comments

Organizations resist spending the money, alternate means of providing the information through non-payment procedures.

So far — GREAT!

Too long questionnaire.

Will be better prepared to use this form when my committee on Teacher Evaluation gets the material and I have a chance to read it.

Too costly, too detailed but not nearly as comprehensive as necessary.

Have materials sent as soon as possible.

I did have an in-depth search undertaken on evaluation. Your staff was extremely helpful and many of the materials were pertinent. The difficulty lies in the limitation of the ERIC files. They are not comprehensive enough of the general literature (books, articles) in the field. If you could tap those sources also you would really have something. The RSVP package was just too shallow and broad for my needs. If I can be of further help, please let me know.

Excellent service — I have found it to be very useful.

Extremely useful, we just wish we had found out about the service sooner. I hope you can continue to expand your selection of "RSVP" materials.

The material is not well reproduced, making it difficult to read. That's why my answers are not as complete or favorable as they might be. I will go back over it now that I have received this form; I had really forgotten that I had the material.

COMMENTS: RSVP COMMENTS ON OPEN EDUCATION

Comments

Learned about the service by chance. Very pleased with this first experience in use of it. Hope to be kept informed regarding available packages.

There are times when theory and background is essential. Others when you need practical things, this was the latter. Maybe next time it could be the other. If we had known what was in the material we would not have ordered it.

I would be interested in information dealing with establishing minimum competency levels in the basic skills grade by grade and as a pre-requisite to graduation. Also, anything on the effect of non-promotion, retention of failure on students.

Questionnaire too long — and not related to my use.

The material was only tangentially related to the area in which I was interested. As a result, it is difficult to assess the overall utility of the program to a teacher of education who is focusing on the areas in which you are prepared to provide information.

Questionnaire took at least 25 min. to fill out.

If new information on same topic or other new topics related — maybe a newsletter?

Excellent. People need to have some outline of steps to follow to get materials in softcover if they want them. Addresses, etc. Also, what about research material 4-5 years old. How can I know if it is available in book form or paper form?

I would have reservations about their use beyond the scope of the classroom teacher or practitioner. The references (in actual materials and reading list) were poorly documented with no regard for bibliographic standards (either APA or U Chicago or even MLA Style Sheet). The cataloging of articles was poor — only tangentially relevant, and not comprehensive (I found others that should have been included and were not). The packaging was difficult — stapling ten articles all together in a pack does not make for easy use, filing, etc. I would be interested in knowing what improvement you make in the service, since I think it has great potential and great marketing value. However, you need to decide what audiences you can best service given the limitations, if any, of your operation and then serve those selected audiences well.

Comments

The IES service allowed me to read materials I had previously obtained without interruption. The information package provided me the necessary supplementary materials which I could not research myself. Given the shortage of time I had to devote on my project.

Analogous to what was referred to in the service as "ISUMS" (intelligence summaries). Most pertinent a~' up to date: i.e., need to know (priority) as well as nice to know.

The quality of the copies was in some cases poor.

Any attempt to organize resources and information is necessary for people whose time and energies are not unlimited. By including information dealing with many sides of an issue, you offer people a well balanced perspective and an opportunity to further pursue an area and define their positions in a reasonable, informed way.

So much of the material is valuable — but simply too theoretical for my community. I needed something more like an Elementary School Bulletin Board display to catch people's interest! The articles did help to reinforce my own thinking about education.

The broad nature of the material made it less than useful to me since I am familiar with most of the items included.

This was extremely useful for background material to help make a decision when time was a severe handicap in doing an in-depth search.

It's great, but this form is too long.

There seems to be a need for greater teacher contact on the part of IES, in order to determine more specifically, and continuously, teacher-information needs.

The material was useful to me for background prior to coming to England for a year's work and observation in the open schools. I'm not sure at this point just how I shall use it in the future or what future materials I may want or need.

I am convinced that your services are outstanding. I have very little more to say except that I talked my school department into using your services.

REFERENCES

1. R. Lippitt, "The Use of Social Research to Improve Social Practice," Concepts for Social Change (Baltimore, Maryland: Moran Printing Service, Published by National Training Laboratories, National Education Association for the Cooperative Project on Educational Development, March 1967), pp. 71-80.

2. "Center Sources: A Collection of Materials Currently in Use by Educational Information Centers," A Report of the National Conference of Educational Information Centers (Downingtown, Pennsylvania: Research and Information Services for Education), September 1972.

3. G. A. Ray, "A Study of the Relationships Between T acher Educational Attitude and Sanction of Student Creative Behavior and Student Creative Potential and Preference for Creative Behavior." Unpublished dissertation, Amherst, Massachusetts: University of Massachusetts, June 1974.

4. F. N. Kerlinger, Manual for Education Scale VI and Educational Scale VII (New York: New York University), p. 1.

5. Ibid. p. 60.

6. H. Menzel, "The Information Needs of Current Scientific Research," The Library Quarterly, Vol. 34, No. 1, July 1964.

7. "Survey Research Methods," Encyclopedia of Educational Research, 1960, Third edition, Reported in R. J. Fitzgerald, "Guidelines for Negotiating Teams Interested in Facilitating Improvement in Educational Programs." Unpublished dissertation, Amherst, Massachusetts: University of Massachusetts, July 1971, p. 22.

8. G. H. Lunney, "The Construction of Questionnaires for Surveys in Education." Mimeographed research paper, University of Massachusetts, spring 1970.