

A THEORETICAL MODEL FOR
PLANNING AND IMPLEMENTATION
OF DIFFERENTIATED STAFFING

Dissertation for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
CARLETON WILLIAM HOFFMAN
1973

Michigan State
University

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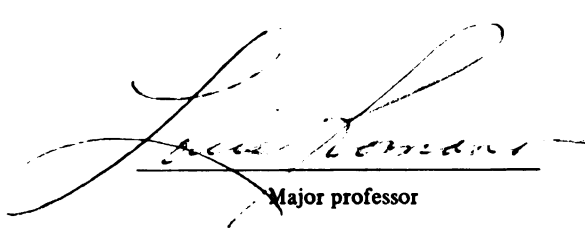
A THEORETICAL MODEL FOR PLANNING AND
IMPLEMENTATION OF DIFFERENTIATED STAFFING

presented by

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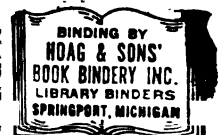
has been accepted towards fulfillment
of the requirements for

Ph.D degree in Administration and
Higher Education


Major professor

Date 6/18/73

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ABSTRACT

A THEORETICAL MODEL FOR PLANNING AND IMPLEMENTATION OF DIFFERENTIATED STAFFING

By

Carleton William Hoffman

Purpose of the Study

The purpose of the study was to survey some existing differentiated staffing programs and compare the perception of principals and teachers involved in such programs with a proposed theoretical model of effective change to a differentiated staffing organization.

The purpose of the design (which was descriptive in nature) was to: (1) establish a model for planning and implementation of differentiated staffing and (2) check the components of the model against perceptions of experienced personnel in the field.

Design of the Study

Six recommended Education Professional Development Act differentiated staffing projects were selected as the sample. The EPDA projects were Beaverton, Oregon; Laguna Beach, California; Mesa, Arizona; Kansas City, Missouri;

Sarasota, Florida; and Wayne County Intermediate School District, Detroit, Michigan. All (n = 400) principals and teachers working in differentiated staffing in the six projects were designated to participate in the study.

A survey approach was decided upon as the best method for collecting data. A questionnaire of fifty-two items was developed. The instrument measured the perception of the respondents to the item. The items were assigned a priori to a theoretical model for planning and implementation of differentiated staffing.

It was hypothesized that principals and teachers would rate questions on a specifically designed instrument to measure a theoretical model of planning and implementation of differentiated staffing with sufficient agreement to support the basic elements in the model.

Of the four hundred principals and teachers surveyed, two hundred thirty-nine (60%) responded. The data was analyzed by using the Multivariate Test of Analysis of Variance.

Major Findings

1. The client system should be carefully identified when changing from a traditional organization structure to differentiated staffing.
2. The change agent must evaluate his relationship with the client system.
3. The change agent must identify the strengths of the client system and assess their potential for change.

4. Teachers considering a move to differentiated staffing should be provided with adequate information so that they understand such a move.
5. Steps must be taken to interest the client system in moving to differentiated staffing.
6. The client system and change agent must evaluate whether they can and want to further develop a differentiated staffing organization and how long a period of time it will take.
7. Goal analysis is an important component in implementing differentiated staffing.
8. A model should be designed to organize the staff in a differentiated staffing organization to best accomplish the goals of that organization.
9. Parents should be involved in the implementation of differentiated staffing.
10. The curriculum should be examined as part of the implementation phase of a change to differentiated staffing.
11. The client system must assess its needs in order to successfully implement differentiated staffing.
12. In-service training is essential in implementation of differentiated staffing.
13. Students must be prepared for the changes expected of them in a differentiated staffing organization.
14. The differentiated staffing organization should be evaluated to determine the effectiveness of the plan and to decide where improvements should be made.

A THEORETICAL MODEL FOR PLANNING AND
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STAFFING

By
Carleton William Hoffman

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration
and Higher Education

1973

G 84252

ACKNOWLEDGMENTS

There are many people to whom I owe thanks during the long ordeal of completing this dissertation.

I would like to thank Dr. Lou Romano, my committee chairman. He took me as an orphan and although it took him a long time to know my name, he came through when I needed him most.

The inimitable Dr. Clyde Campbell who has done so much for so many so often, deserves my deepest appreciation. Words cannot express my feelings for this fine gentleman and all the help he has given.

Thanks also to committee member Dr. Norman Bell who gave me the original idea for the dissertation and the encouragement to trudge on to completion.

My gratitude goes to Dr. James McKee of the Sociology Department who agreed to serve on my committee.

To my most cherished friend Dr. William Farquhar goes my greatest thanks. His friendship, encouragement, faith in me and unestimable help with the dissertation have been the guiding light through all the work. I shall always appreciate his help and value his friendship.

My deepest appreciation to Linda Glendenning from the Research consultation office who was so patient and helpful to me in analyzing my data.

The support of the Mott Foundation has been a great contributor to the completion of this goal. Their initial financial support and the additional assistance of the Mott Institute enabled me to begin and complete this program. The patience of Dr. Howard Hickey in allowing me to complete this dissertation and the encouragement of all those dear friends on the institute staff will never be forgotten. What beautiful people.

Finally and by no small measure lastly, I must thank those who mean most, my family. Without my lovely wife, Jean, it never would have happened. Her encouragement, understanding, faith and patience were never ending. My five children, Brad, Scott, Natalie, Drew and Eric were a constant impetus to complete this thesis, so that they could take pride in their father's accomplishment. Thanks to my mother whose love, encouragement, energy, and hard work were a constant motivation for me to complete my degree. My deepest gratitude to my father, God rest his soul, whose image of a man I have admired and loved, I know he shares my feeling of joy.

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CHAPTER I

THE PROBLEM

Introduction

The concept of educational change is not new or unique to this day and age. As far back as the pharoahs of Egypt, change was occurring and being questioned. In fact a pharoah asking his advisers what would endure forever was given the reply, "O Exalted One! We have found nothing enduring except the thought, 'This, too shall pass.'"

Change in education has been constantly happening but probably more so since the time of Sputnik in 1957. At that time all kinds of answers were being given for the ills of the educational system. Some of these suggestions became very popular, others passed by the wayside.

Miller offers four general values of our society which are fundamental to change.

Deep and strong beliefs in the democratic way, equality of opportunity, material progress and education form the milieu for change in education. Without these general predispositions, our present attitudes toward change would be quite different.¹

¹Richard I. Miller, "An Overview of Educational Change," Perspectives on Educational Change (New York: Appleton-Century-Croft, 1966), p. 1.

More specific factors which have supported the concept of educational change in America are the Cold War, Viet Nam, the National Defense Education Act, growth of the knowledge industry, outside pressure upon the education profession, increased knowledge in the behavioral sciences, improvement of teacher education programs and new ideas which have arisen in the discipline of education, i.e., team teaching, non-gradedness, teaching machines, and educational television.

Rogers has pointed out that as students of society we should be aware of "how social systems change their structural form."²

Although several school systems have considered or undertaken implementation of differentiated staffing, little has been done to describe those components which are essential for effective implementation. This is not to say that all differentiated staffing organizations will be identical. However, it is suggested that there are common components which are identifiable in those implementations which are successful. Some of the writers have attempted to outline in a general way those guidelines thought to be necessary but these are based upon a limited experience in their own programs or programs they have observed. If a school system

²Everett M. Rogers and Floyd Shoemaker (East Lansing, Mich.: Michigan State University, 1971), mimeographed advance publication copy.

desires to implement differentiated staffing, there should be basic guidelines which it should follow to bring about change. According to Rowland,³ schools are not organized to initiate change. Facilitating a change to staff differentiation is an especially challenging task for school administrators. Bruce R. Joyce⁴ contends administrators working with a large number of teachers soon discover they are resistant to change.

Some forces blocking efforts in implementation of differentiated staffing are:

1. Few teachers who are recent college graduates understand how to teach in a flexible school, teach on a team, utilize auxiliary personnel, evaluate colleagues or engage in decision making.
2. Adequate guidelines are not available which are based on relevant research and effective initiation of innovation.
3. The school administrators are caught between determining that teachers gain acceptance of the program while, at the same time, maintaining the stability and security of the system.

³Monroe K. Rowland, "A String of Beads," Planning and Managing Change, Occasional Papers No. 1 (Fort Lauderdale, Fla.: International Learning Corp., 1969).

⁴Bruce R. Joyce, "Staff Utilization," Review of Educational Research, June, 1967, pp. 323-326.

4. Parents, in some instances with good reason, have blocked change because of programs they perceive as "far out" or not related to the "basics."
5. Teacher's associations cautiously examine innovation in areas they view as a threat to the security of their members.
6. School facilities have limited certain types of innovations from being implemented.

Horvat⁵ contends that some of the factors listed above are a result of school systems not having the resources at the present time to plan and implement change in education. These resources probably will not be available for some time. He suggests that the work will have to be done with teachers and administrators in the field. Perhaps a feasible approach would be to combine field experience with university designed in-service training efforts. The program would be planned innovation. Because educational change does occur as often as it does, the ultimate goal would be to have a trained staff member responsible for innovation.

⁵John J. Horvat, "Major Impediments to Educational Change and Improvement," The Teacher and His Staff: Differentiating Teaching Roles (Washington, D.C.: NEA, 1969), pp. 95-108.

Purpose of the Study

The purpose of this study is: (a) to survey existing differentiated staffing programs, (b) to analyze and describe those components perceived to be essential in the planning and implementation of differentiated staffing by authorities in the field, by teachers, and by administrators who have had experience with differentiated staffing, (c) propose a possible approach to effectively change to a differentiated staffing organization.

Significance of the Problem

At the present time there are thirty differentiated staffing projects funded under EPDA (Education Professional Development Act). Many of these projects were funded with little regard for how change occurs in social systems.

As Goodlad indicated in Behind the Classroom Door:

The winds of educational change blow strong today in America. For more than a decade, great cumulonimbus clouds of educational reform have been blowing back and forth across the United States. To what extent have these clouds nourished with their fresh moisture the fields below?⁶

The decade he was referring to was the period of 1957-1967 or the post "Sputnik" era. During this period of time non-graded organizations, team teaching, programmed

⁶John I. Goodlad, M. Frances Klein and Associates, Behind the Classroom Door (Worthington, Ohio: Charles A. Jones Publishing Company, 1970), p. 3.

instruction, and individualized instruction were a few of the innovative ideas proposed. There was also increased interest in students becoming independent and self-directed learners.

The need for stimulating subject matter, a diversity of instructional materials, individualization of learning and teaching, student involvement in planning his learning, learning how to learn, and so on are well-worn pedagogical ideas receiving widespread teacher endorsement. One would expect them to be rather well established in school practice.⁷

Goodlad was prompted to go into schools with his associates to see if the kinds of things described were actually happening. The dismay of his findings is reflected in the following:

From the observations of our visiting staff and from analyzing their reports, one gets an impression of conventional, middle-aged buildings: experienced, dedicated, and rather hard-working teachers; conventional, self-contained classrooms, enjoying intermittent access to specialized resources; the usual array of textbooks; and both reporting and testing procedures which have characterized schools for some years. Within this broad and rather uniform picture are a few splashes of contrast representing movement toward some of the innovations which have been predominant in educational parlance for a decade.⁸

It was apparent that although some of the schools were designated as innovative schools few of the innovative

⁷Ibid., p. 5.

⁸Ibid., pp. 42-43.

ideas previously mentioned were in operation. As Goodlad so aptly puts it:

A very subjective but nonetheless general impression of those who studied the data was that some of the highly recommended and publicized innovations of the past decade or so were dimly conceived and at best, partially implemented in the schools claiming them. The novel features seemed to be blunted in the effort to twist the innovation into familiar conceptual frames or established patterns of schooling.⁹

Unless some attention is given to the dynamics of change in developing differentiated staffing plans it may meet the same fate of many other promising innovative ideas. In addition, while considerable time and writing has been spent discussing individual needs of students little has been done to consider the individual differences of teachers. The result has been students having to accept incompetent instruction in certain areas, teacher dissatisfaction with their teaching responsibility, a pay scale based on endurance and longevity, and promotion of capable teachers away from children to achieve status or more money. As Dwight Allen¹⁰ points out, "It happens because we staff schools as though differences in teacher ability don't exist or don't matter if they do."

⁹Ibid., p. 72.

¹⁰Dwight W. Allen, "A Differentiated Staff: Putting Teaching Talent to Work," The Teacher and His Staff, Occasional Papers No. 1 (Washington, D.C.: National Commission on Teacher Education and Professional Standards, NEA, December 1967, 12 pp.

Edelfelt¹¹ and Olivero¹² have both expressed what they believe to be false assumptions about education today. We have assumed that all educators are omniscient, all teachers are alike rather than different, years of experience is the best way to determine salary, there is no way to assess the relationship between teaching and learning, professional educators are not able to evaluate themselves, educators should train students in certain selective skills, the educator's responsibility is to pass on accumulated knowledge, and educators know what should be taught.

It is reasonable to assume that the administrator will need guidelines for the planning and implementation of a differentiated staffing organization. A major goal of the study is to identify components essential in the planning and implementation of differentiated staffing as perceived by authorities, experienced teachers, and administrators.

Definition of Terms

Differentiated staffing--Term describing various plans of staff utilization different from the more traditional self contained classroom at the elementary level and

¹¹Roy A. Edelfelt, "A Possible Dream: A New Education and New Models of Teachers," The Teacher and His Staff: Differentiating Teaching Roles (Washington, D.C.: NEA, 1969), pp. 109-118.

¹²James L. Olivero, "Educational Manpower: An Overview of Potentials and Problems," Educational Manpower (Bloomington, Ind.: Indiana University Press, 1970), pp. 12-23.

departmentalization at the secondary level within the existing line-staff structure of school organization.

Team teaching--An organizational plan which permits two or more teachers to plan and teach in one or more curricular areas where they have strengths and talents or assume varying levels of responsibility for the instructional program.

Individualized instruction--A program of instruction designed for the individual student in a class with careful regard for his interests and ability.

Coordinating instructor--Title given to member of differentiated staffing hierarchy who has primary responsibility for coordinating activities of a number of grades or levels.

Senior teacher--Title given to member of differentiated staffing hierarchy with primary responsibility for a team of teachers.

Flexible scheduling--An organization for instruction that permits classes of varying size, provides for instructional groups which meet in various frequencies and varying length, makes team teaching possible for all students in any context area, and requires numerous decisions by teachers about students, context, and methodology.

Auxiliary personnel--Personnel who perform supplementary services for regular school personnel such as speech therapists, art, music, and physical education consultants, etc.

Merit pay--Pay based on the merit judgment of one or more people by an evaluation technique.

Change agent--An individual who facilitates change or planned innovation.

Client system--A group of people usually interrelated being served by a change agent.

Quasi model--A model which seemingly has components which are essential but need further verification.

Assumptions or Delimitations of the Study

1. The amount of research available about change and components to bring about change is limited. Therefore the theoretical model will of necessity have to be developed from the review of literature and what little research that has been done.
2. It is not the purpose of this study to defend differentiated staffing but to provide a possible approach for planning and implementation.
3. There is some question as to whether the perceptions of those involved in the various projects are valid measures of what the components of planning and implementation of differentiated staffing should be.

Research Hypothesis

The general research hypothesis of this study will be: Principals and teachers will rate questions on an especially designed instrument to measure a theoretical model of planning and implementation of differentiated staffing with sufficient agreement to support the basic elements in the theoretical model especially developed for this study ($\alpha = .05$).

Overview

It has been the intent in Chapter I to discuss the purpose of the study and explain why it is important to develop a systematic approach to planning and development of differentiated staffing patterns. The first chapter also defined terms which will be used throughout the study, stated the general research hypothesis, and recognized limitations of the study.

In Chapter II a review of the related literature is presented. The major emphasis in this chapter is on the change process and its relationship to differentiated staffing. Also the rationale and review of differentiated staffing; trying to point out essential characteristics of a new staffing pattern which must be considered before implementing it.

The research design of the paper will be discussed in Chapter III. Included in this chapter will be the sample to be used in the study, techniques that will be used to gather data and the instrument to be used.

An analysis of the data will be presented in Chapter IV. A discussion of the general hypothesis in light of the data, and further discussion of questions which may have arisen, will be included.

A summary of the findings, conclusions drawn from the analysis of the data, and suggestions for testing the model will be included in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of literature is directed toward two primary areas, change and differentiated staffing. It is the thesis of this paper that lack of concern for the strategies of change will result in ineffective planning and implementation of differentiated staffing organizations.

Why Educational Change?

Few people will argue that the world changes as we walk in it. It is probably foolhardy to debate whether change is inevitable. As Lippitt¹³ explains:

The world is above everything else, a world of rapid change. This is something upon which observers in every field of thought and knowledge are agreed. What does it mean? Many things, of course; but perhaps its primary meaning lies in its effect upon people. It means that people, too, must change, must acquire an unaccustomed facility for change if they are to live in modern world. It means that the achievement and maintenance of our mutual well-being is becoming progressively more important and more difficult for us as individuals and as groups. It means that if we are to maintain our health and a creative relationship with the world around us, we must

¹³Ronald Lippitt, Jeanne Watson, and Bruce Westley, The Dynamics of Planned Change (New York: Harcourt, Brace and World, 1958), p. 3.

be actively engaged in change efforts directed toward ourselves and toward our materials, social, and spiritual environments.

What forces push man toward innovations in modern society? Four dominate: (1) Society is constantly using technology to try to solve problems which have arisen in our environment. Man is always looking for new ways to use the natural resources in his environment. In trying to solve these complex problems which arise there comes the need to solve additional problems dealing with worker cooperation, new working patterns and new patterns of leadership. (2) Another force created by the first is the need to adjust to this new environment and use those resources which are provided by it. The adjustment to a new way of life means new laws are passed to accommodate this way of life, individuals must examine their personal goals, desires and expectations, and as educators we must carefully examine what we are trying to accomplish in the schools in light of the ever changing society. (3) The competitive nature of our society also drives us to change, trying to develop better products and better ways of doing things. (4) The revelation of knowing the way we have done things for so long is not functional any longer pushes us to innovation or change.¹⁴

¹⁴Ibid., p. 17.

As Toffler¹⁵ states, time is the yardstick by which we measure change. "Without time, change has no meaning, and without change, time would stop. Time can be conceived as the intervals during which events occur."

One only has to read the facts regarding the rapid urbanization which has occurred, the great technological advances which have been made in the last fifty years, and the tremendous explosion of knowledge to appreciate the ever changing world we live in. We should not ask ourselves, "Will there be change?" but, "How can we adapt to this continuing change," "How can we effectively plan for change," and "How do we involve others in change?"

All around us we see the impetus for change. More specialization meaning more cooperation and concern for the processes of getting along together. Increased government spending has suggested we look at what we are doing in education at the present and suggesting that changes may be in order.

Factors Which Inhibit Change

In general there are three factors which inhibit change: traditionalism, laziness, and fear or insecurity. More closely related to education you could list factors

¹⁵Alvin Toffler, Future Shock (New York: Random House, 1970), p. 22.

such as routinization of the teaching function, administrative reticence, educational bureaucracy, insufficient finances, community indifference and resistance, inadequate knowledge about the process of change, and inadequate teacher education programs.

The item "inadequate knowledge about the process of change" has been underlined because of its relevance to this study. Many good innovative ideas have been passed by or dropped because of inadequate attention to the change process. As Miller¹⁶ has indicated:

Three myths have grown up around planned change. First some individuals think of planning with overtones of 1984 and Brave New World. Educators need to face squarely the issue of planning. It is a fact that more planning will be a part of the educator's future.

A second myth is that a good product will succeed on its own merits. Given a good educational idea or program the need for effective introduction remains.

A third holds and assumes that the introduction of new educational ideas can be final. Too often an innovation is introduced as "the answer" rather than something good but not perfect that can be improved with experience and careful study.

Opposition or resistance to change is not uniform. Electric lights, the telephone, automobiles and TV were met with some fear but were easily accepted by the public. Innovative ideas in the behavioral and social sciences have met with much less enthusiasm.

¹⁶Richard I. Miller, "An Overview of Educational Change," Perspectives on Educational Change (New York: Appleton-Century-Croft, 1966), p. 12.

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Watson¹⁷ contends that "all forces which contribute to stability in personality or in social systems can be perceived as resisting change." This is not all bad. The forces of change naturally see this resistance as an obstacle but it is these tendencies which permit duration of character, intelligent action, institutions, civilization, and culture.

The usual approach to change is through persuasion and dissuasion which raise tensions in the system. A better strategy might be to neutralize or transform the resistance to change and enable forward movement of the existing forces for change in the system.¹⁸

Watson¹⁹ divides the resistance to change into two general categories, "Resistance in Personality" and "Resistance to Change in Social Systems." Under Resistance in Personality he lists nine contributing factors. They are:

1. Homeostasis
 - a. Those factors that seem to pressure the person back to a complacent state even though there is a strong desire and need to react with their environment.
2. Habit
 - a. The idea that the familiar is preferred
 - b. What Allport calls functional autonomy

¹⁷Goodwin Watson, "Resistance to Change," Concepts for Social Change (Washington, D.C.: NEA, 1967), p. 10.

¹⁸Ibid., pp. 10-11.

¹⁹Ibid., pp. 12-23.

3. Primacy
 - a. The way you first successfully cope with a situation sets a persistent pattern for future behavior.
4. Selective Perception and Retention
 - a. We hear and believe those things we agree with or are consistent with what we want to hear or believe.
5. Dependence
 - a. This is apparent early in life in dependence at time of birth which causes children to imitate or incorporate values, attitudes, and beliefs of those who cared for them.
 - b. Also evidenced by the tendency of teachers to teach as they were taught early in life.
6. Illusion of Impotence
 - a. Client system cannot change because they are victims of circumstances beyond their control.
7. Superego
 - a. Parents pass on taboos to child and he must be a strong person to overcome these and cope realistically with changing life situations.
8. Self-Distrust
 - a. Because of childhood dependence and superego children quickly learn to distrust their own impulses and decide that what they want is bad and they shouldn't want it. This results in guilt which is mobilized to prevent change.
9. Insecurity and Regression
 - a. Even though people are unhappy about the situation the thought of change increases the anxiety more and they try to find a path to the old, more peaceful way of life.

"Resistance to Change in Social Systems" is described as having five contributing factors:

1. Conformity to Norms
 - a. The organization has certain institutional norms which they expect its members to conform to.

2. Systematic and Cultural Coherence
 - a. If you change one part of the organization you may cause side effects which are destructive in some other area.
3. Vested Interests
 - a. A threat to the economic or prestige interests of individuals is one of the most obvious sources of resistance.
 - b. The vested interest might be the freedom to operate as you choose.
4. The Sacrosanct
 - a. Problem in bringing about change in those areas that are held sacred.
5. Rejection of "Outsiders"
 - a. The major impetus for change comes from outside and there is feeling of suspicion and hostility toward strange outsiders.

Resistance to an innovative idea may occur at the beginning of the change process or may appear after the change process is already begun. These resistance forces may increase in their intensity for a while after the project begins. Those involved may feel as though little headway is being made in resolving differences between groups. The situation may become even more intense. After a period of time, however, the resistance forces may be weakened or the change forces strengthened by some success or crisis.

Akin to resistance forces are interference forces. These are forces not opposing change but competing forces to have their change project accepted. Interference may occur also because of the difficulty a client system sees in a proposed change project. This could be caused by too

few ideas or too many, lack of information, skill or knowledge by the client system and no adequate resources by which to hire the services of a change agent.

How can resistance to change be reduced? Watson²⁸ suggests the following:

A. Who brings the change?

1. Resistance will be less if administrators, teachers, board members and community leaders feel that the project is their own--not one devised and operated by outsiders.
2. Resistance will be less if the project clearly has wholehearted support from top officials of the system.

B. What kind of change?

3. Resistance will be less if participants see the change as reducing rather than increasing their present burdens.
4. Resistance will be less if the project accords with values and ideals which have long been acknowledged by participants.
5. Resistance will be less if the program offers the kind of new experience which interests participants.
6. Resistance will be less if participants feel that their autonomy and their security is not threatened.

C. Procedures for instituting change

7. Resistance will be less if participants have joined in diagnostic efforts leading them to agree on the basic problem and to feel its importance.
8. Resistance will be less if the project is adopted by consensual group decision.
9. Resistance will be reduced if proponents are able to empathize with opponents, to recognize valid objections, and to take steps to relieve unnecessary fears.

²⁸ Ibid., pp. 24-30.

10. Resistance will be reduced if it is recognized that innovations are likely to be misunderstood and misinterpreted and if provision is made for feedback of perceptions of the project and for further clarification as needed.
11. Resistance will be reduced if participants experience acceptance, support, trust, and confidence in their relations with one another.
12. Resistance will be reduced if the project is kept open to revision and reconsideration if experience indicates that changes would be desirable.

D. Climate for change

13. Readiness for change gradually becomes a characteristic of certain individuals, groups, organizations, and civilizations. They no longer look nostalgically at a Golden Age in the past, but anticipate their Utopia in days to come. The spontaneity of youth is cherished and innovations are protected until they have had a chance to establish their worth. The ideal is more and more seen as possible.

Approaches and Strategies for Bringing About Change

Benne and Chin²¹ outline three basic strategies which are used to bring about change. The first of these is the (1) Empirical-Rational Strategy based on the "assumption that men are guided by reason and that they will utilize some rational calculus of self-interest in determining needed changes in behavior." The chief foes of this strategy were ignorance and superstition. Scientific investigation and research were ways of extending knowledge

²¹Kenneth D. Benne and Robert Chin, "General Strategies for Effecting Changes in Human Systems," The Planning of Change (New York: Holt, Rinehart, and Winston, Inc., 1969), pp. 32-57.

and removing ignorance. This strategy contributed strongly to the trend toward universal schooling. This was the way to do away with ignorance and superstition and spread reason, knowledge and knowledge-based action and practice. Thomas Jefferson and Horace Mann were two well-known proponents of this approach. Under this strategy are found several approaches.

1. Basic Research and Dissemination of Knowledge through General Education. In this approach basic knowledge building and general education are still thought by many to be the best way to effect change in society. The approach worked well in areas of knowledge-based thing technologies where everyone is ready to accept findings of new technology. Where the readiness for technology is not forthcoming or the technology is a threat to the existing values and attitudes it is much more difficult to use this strategy.

2. Personnel Selection and Replacement. The proponents of this strategy see the problem of getting knowledge effectively into practice as lack of fitness of the person in a position to perform this function. The answer is to replace the unfit with those more fit to achieve social progress. This idea was given a large boost by the work of Binet and Moreno in testing. The focus of this strategy is on system maintenance not change.

3. Systems Analysts as Staff and Consultants. Today we are seeing more and more of the systems analysis

type of person used in organizations to bring about change. In most organizations they are used in a staff role rather than a line position. This can be attributed to the fact that their interest is in analysis of system difficulties rather than problems with role occupants. They have fallen into the realm of bureaucratically organized enterprise and obtained the image of scientific management. Since these individuals are usually experts in the area of sociotechnical systems and line management in looking for more efficient organization of human and technical effort the systems analysts have become very popular. More recently behavioral scientists are being used in systems analysis work. There are those who see system analysts as contributors to the perpetuation of the established ideology because they are problem centered and have a narrow view of the problem. Others see the outlook in a more optimistic manner. They see the behavioral scientist with a wider view of the organization and the changing of the organization involving all the input and output features of a large-scale system. This strategy offers an interesting future for analyzing the problems administrators of education face.

4. Applied Research and Linkage Systems for Diffusion of Research Results is a prominent strategy which is familiar to many today. The idea of linking applied researchers and practitioners and then those two with basic

researchers has been influenced strongly by the land-grant university and the agricultural extension system. Justin Morrill, author of the land grant college act and agricultural extension act is given large credit for this development. The county agent and his staff developed local organizations of adults and youth. Through them they provided information on new and better products and techniques in agriculture. This also provided a way by which problems and concerns could get from the practitioner back to centers of knowledge and research. This has been a most effective strategy in "thing technology." The attempt to link basic research, applied research and practitioners in education has been through Research and Development Centers and Regional Laboratories. The attempt has been made to take a well researched innovation and install it into practice settings. The main concerns are whether the innovation produces the desired result and what it can accomplish in one or more trial settings. The questions which arise are, "How to get a fair trial," and "How to install an innovation in an already going and crowded school system?" These questions are not usually a part of this strategy. A great deal of applied research effort has been wasted because the two questions above have been neglected. Clark and Guba formulated necessary processes related to and necessary if we are going to have change in practice based upon research. They

are (1) development (invention and design), (2) diffusion (dissemination and demonstration), (3) adoption (trial, installation and institutionalization). Havelock and Benne suggest concern with communication difficulties and role conflicts that occur at points of intersystem exchange.

The lines of strategy suggested by their analysis for solving role conflicts and communication difficulties call for transactional and collaborative exchanges across the lines of varied organized interests and orientation within the process of utilization.²²

5. Utopian thinking as a Strategy of Changing.

This strategy employs utopian thinking for practical purposes. B. J. Skinner represented utopian thinking in Walden Two and the eight-state project "Designed Education for the Future" is another example.

6. Perceptual and conceptual reorganization through the clarification of language.

Proponents of this strategy use semantics to clarify and reason more effectively and provide a basis for action and changing. Superstition was perceived as a foe of classical liberalism and superstitions were carried from man to man by language. Alfred Korzybski and S. I. Hayakawa are often identified with this strategy.

A second major strategy is known as the normative-re-educative. In this approach clarification and reconstruction of values is of pivotal importance in changing.

²²Ibid., p. 44.

You do not assume that the client's problem is necessarily one which can be solved by more technical information.

The problem may be rather in the attitudes, values, norms, and the external and internal relationships of the client system and may require alteration or re-education of them as a condition of its solution.²³

The change agent must intervene mutually and collaboratively with the client in efforts to define and solve the clients' problems. The change agent and client learn to use the concepts of behavioral science selectively, relevantly and appropriately with regard to the pressing problems and problems of the future which are similar. The proponents of this strategy feel "people technology" is just as important as "thing technology" in achieving desirable changes in human affairs. Exponents of both problem solving and personal growth support re-education of persons as integral to effective change in human systems. They both emphasize the following as necessary conditions of the re-educative process:

- Norms of openness of communication
- Trust between persons
- Lowering of status barriers between parts of the system
- Mutuality between parts of the system
- Release of creative responses of people being re-educated.

²³Ibid, p. 45.

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Still another major strategy is the Power-Coercive Approach to Effecting Change. It is not power as we think of one person imposing power on another or one group upon another group that distinguishes this strategy from others. "Power is an ingredient of all human action." The differences lie in the ingredients of powers upon which each of the strategies rely and how this power is generated and used in effecting change.

a. Rational-empirical depend on knowledge as the primary ingredient of power. Men of knowledge are sources of power. This approach uses processes of education and dissemination for flow of knowledge from men who know to those who don't know.

b. Normative-re-educative while not saying knowledge is unimportant feel not enough emphasis is placed upon behavioral knowledge and people technologies. They also recognize the importance of non-cognitive determinants (values, attitudes, and feelings at the personal level and norms and relationships at the social level) as resistance of supporters of change efforts. You must influence these non-cognitive attributes in the mutual processes of persuasion and in collaborative relationships.

c. Power coercive strategies emphasize political and economic power. Others may emphasize moral power playing upon guilt and shame. Laws passed in regard to

racial imbalance utilizes political power to bring about desegregation in schools. The threat of sanctions by law reduces the resistance of those morally orientated against breaking laws. Economic power was exercised by the Federal Government in trying to increase the emphasis on science education. It was economically beneficial for schools to alter their curriculums. In most instances the strategists of change try to exert economic and political power to bring about the changes they feel are desirable. Opponents try to organize the power in an opposite direction. This can cause a splitting of the society. A person or group in a social system that has legitimate political and economic power can use power-coercive strategies to effect change without those out of power knowing it. The power of those in control can be challenged when their part of the social system realizes their best interests are not being served.

There are a variety of power coercive strategies used either by those in control for maintenance or those outside position of control seeking to enlarge their power.

Mahatma Gandhi and Martin Luther King were well known exponents of the strategy of nonviolence. The use of political institutions to achieve change is another example of a power coercive strategy.

Changes of this kind in education have come in large measure from state legislation. The problem with this idea

is that the change agents think that when the law is passed the desired change has been made. People have to be re-educated to act in a different way. It is highly advisable to use normative-re-educative strategies, as well as political coercion, both before and after political action. Failure to do this will result in an uninformed public and chances are the desired change will not be achieved.

Still another power coercive approach to change is changing through the recomposition and manipulation of power elites. Karl Marx was the chief exponent of this idea.

Brickell²⁴ points out that educational change has its basis on one of two factors. It may come from failure of the program to provide the desired behavior of its students or it may come from a desired change in the goals of education.

He would approach bringing about change by local school districts using three combined components: (1) Setting Educational Goals, (2) Operating Instructional Programs, and (3) Generating Instructional Programs.

In setting educational goals the needs of the individual and society must be considered. Not all of these needs can be met by education but many can be. From these needs objectives must be chosen. The school board holds

²⁴Henry M. Brickell, "The Role of Local School Systems in Change," Perspectives on Educational Change, ed. by R. I. Miller (New York: Appleton-Century-Croft, 1966), pp. 76-92.

responsibility of selecting local objectives beyond specific objectives spelled out by State law. The task should be done in a cooperative effort of the board, the community, the professional staff and the students. The board may set up citizen committees as sensing mechanisms for change of educational objectives. The committees will assist local school systems in changing their goals so that students may be prepared to take their place in society. A constant follow-up of graduates will also help local systems assess their educational objectives. It might be well to use outside help in forming alternative objectives based on what society will be in the future. The information can be held in reserve to be used when the people choosing the objectives feel it is needed.

After the instructional goals are determined then an instructional program must be selected to best achieve those goals. The instructional program will lead us into the second phase of Operating an Instructional Program. There will probably be a delay in implementing the program because of the following factors:

1. There must be time to arouse public acceptance.
2. The staff must be informed.
3. Initial staff training is essential.
4. Appropriate materials must be examined.
5. Modification of facilities may need to take place.
6. The staff may wish to try the program on a pilot basis.

Once the program is in operation continuous evaluation of student progress must be made. After a reasonable time if the project does not seem to be contributing to the accomplishment of the goals expressed, an alternative plan should be selected.

Brickell suggests that in the final phase, Generating Instructional Programs, local school systems might request help from a central agency to solve their problems. This central agency would then try to develop a program to solve similar problems of many school districts. In other words, the agency's function would be one of development, a process of invention and engineering. The following conditions seem to be characteristic of successful curriculum development.

1. A group of highly intelligent people with differentiated and specialized roles (scholars in academic subjects and learning processes, researchers, writers, teachers and various technical support personnel).
2. Efforts are addressed to a limited problem.
3. There was time to do the job.
4. Places were provided to do the work.
5. Developers had or could produce materials or equipment needed.
6. They kept aware of similar projects but were free to pursue their own ideas.

7. The program was tried in a regular classroom.
8. Those involved could anticipate some personal recognition for their efforts.

The developers must be concerned with basic research dealing with the problem they are trying to solve and apply this basic research to the problem. There are few school systems which can provide the conditions necessary for the development of a program. Development of this kind requires the cooperation of several school systems or efforts should be funded by agencies designed to do program development.

After the design of the innovative program has been completed a trial of the innovation in a limited setting should take place. It is in this laboratory atmosphere where the design can be improved and its characteristics clarified. It is then ready to be tested in schools with teachers not associated with its creation. Teacher-student opinion and student learning will help to evaluate the problem. If revisions need to be made they should be made. If there are severe problems with the program but it does show promise, take it back for modification.

The program is now ready for field experimentation. The program should be done in controlled experimental conditions and in different settings. The purpose of this is to (1) determine cost factors, (2) identify conditions under which it can be used and (3) examine possibilities that it

will teach what it is supposed to teach. The cooperation of school systems in this area is critical. The program has been found to work well in laboratory tests and should now be ready for general use. If the program doesn't seem to be better there is no need to field test it. If it is good only under certain conditions it should be studied to see where it went wrong. The contrast of settings of where it worked and where it didn't work should help in modification. After modification, the innovative program can be tried again in schools where it was unsuccessful and work out further problems.

At this point the innovative idea is ready for dissemination to other schools. This involves the following steps:

1. Make the local school system aware of the idea.
2. Provide resources to arouse interest.
3. Demonstrate the idea in a nearby location which is similar to the clients.
4. Make materials and equipment available.
5. Provide initial training for staff and follow up with support and encouragement.
6. Assist with evaluation.²⁵

²⁵Ibid., p. 91.

Samuel Mangione²⁶ suggests that there is no one approach to bringing about change but there are strategies in the models already available that should be used: He proposed the following six elements of change:

1. Need for involvement
2. Climate for change
3. Need identification and assessment
4. Establishment of priorities
5. Searching for solutions
6. Implementation.

The first element seems to be crucial. If all those to be affected by a change cannot be involved, at least a representative group should be included. An essential part of this and all other elements suggested is communication with those involved.

There is some evidence that there is a relationship between the organizational climate of a school and its receptiveness to change. There are those that contend, however, that teachers seldom suggest new types of working patterns for themselves even if given the freedom to do so.

It is important to identify and assess needs of a school system or client system. This helps those involved become aware of the reason for needed changes. Mangione²⁷

²⁶Samuel Mangione, "Bringing Perspective to the Change Situation," Educational Leadership, XXVII (January, 1970), 359-362.

²⁷Ibid., 361.

suggests that brainstorming might be used as a technique to gather data about needs. Another means which might be used is the use of outside consultants to assess needs.

Because of limited funds and personnel most systems will have to establish priorities as outlined in element three (3). If a large number of people make up the organization then a written survey approach might be used to gather the opinions of the people. A representative committee might also establish priorities from the list of identified needs. This should be done after the needs have been appropriately categorized.

After needs have been identified and priorities established the search for solutions begins. There are various ways you might approach this. You may use the brainstorming technique, circulate a list of priority needs or use outside consultants.

A small pilot program may be tried prior to any larger implementation. This pilot program should be evaluated in terms of goals and objectives previously established. If the program seems to be good as is, it should be ready to try on a larger scale. If it does not meet the needs it should be modified and retested.

Gordon J. Klopff describes a group of interaction processes which seem very helpful in permitting change to take place. These were drawn from a study which was done

at a school of higher education. The project sought to sort out those variables which have some impact in bringing about change on the adults involved.

It appeared to the staff that it was the quality, depth relatedness to the setting, and meaningfulness of the interaction process between the trainers and consultants and the teachers, and eventually among the teachers themselves, that brought about observed changes in the teachers and in turn created a more effective learning environment for the children.²⁸

The four processes discussed are (1) The Consultation Process, (2) The Process of Dialogue, (3) The Process of Encounter, (4) The Process of Confrontation.

(1) The Consultation Process.--This process can be described as a group of activities which enable a person called a consultant to function in a role to help an individual or small group become more professionally competent in a certain situation.

The major goal of a consultation is to help a consultee to understand the situation and to recognize himself in the situation, his strength and needs; to help a person help himself as he relates to a task or set of functions. A consultation enables an individual to learn concepts and information, to enact a role, to gain competencies and skills in a face to face interaction with a person, the consultant, in relationship to a situation.²⁹

²⁸Gordon J. Klopff, "Interaction Processes and Change," Education Leadership, XXVII (January, 1970), 334-38.

²⁹Ibid., p. 335.

Some important characteristics of the consultation process are:

- Consultant begins interview with a spirit of warmth, respect, openness.
- Consultant clarifies who he is and why he is present.
- Consultant solicits response and listens.
- Consultant facilitates clarification of situations, goals, issues, needs and problems.
- Consultant shares relevant knowledge and experiences as situation demands.
- Consultant makes pertinent referrals for specific kinds of assistance.
- Consultant enables possible solution and approaches to arise eventually from mutual interaction.³⁰

(2) The Process of Dialogue.--"Dialogue is an exchange involving two, three, or four individuals. The discussion is a mutual exploration of an idea, information, a situation, an experience, or a task which may be central to the group."³¹

The major emphasis of dialogue is upon explanation not resolution. It raises questions rather than providing specific answers. Some teachers change more readily through this approach because the discussion is of a more general nature and not a direct attack on his own classroom situation.

³⁰ Ibid., p. 336.

³¹ Ibid.

(3) The Process of Encounter.--The encounter is a meeting of from two to eight people that come together to approach a situation in terms of themselves and their different roles in the situation. From the encounter should come a realistic appraisal of each person's role. It is different from consultation and dialogue in that it deals with the person or persons involved not just the situations or problems to be solved.

The encounter provides the opportunity to communicate feelings, to be angry, to be sympathetic, to be sensitive, to respond with conviction of a deep personal nature, to reflect passion and concern, to experience people as they are. The participant does not play a role, the facade is down; he is a real person and does not deny self. One listens to what others are saying, what they are trying to say and what they are actually saying.³²

(4) The Process of Confrontation.--This particular process is usually used when nothing else has worked to move or change a person. It is a planned process which is initiated by someone who understands the person involved, the conflict, and the quality of the relationship. It is usually used when there is a crucial time factor involved.

³²Ibid., p. 337.

There can be some real dangers in this approach and the following questions should be asked:

- Can the confrontee handle the attack?
- Will the process really reintegrate his perception of self and his action?
- Does he operate from what he considers a position of honesty and integrity for him?
- If he is functioning outside the limits of the situation, does he know what the limits are before he is confronted about them?
- Have other less direct and threatening processes been used prior to the confrontation?
- Is the initiator ready for the crisis or hostile behavior and negative attitude that may result from the directions of his observations?³³

Confrontation is probably a more honest approach to bringing about change in a person than some of the more sophisticated processes. Anyone using it must realize, however, that after the confrontation the person may not change anyway, and the helping relationship one has enjoyed may be destroyed by the interpersonal dynamics involved.

Peggy Miller indicates that human factors are more crucial to curriculum change than non-human or material factors. She would submit from a study done involving ESEA Title III in the State of Michigan that working with people effectively is the key to successful innovation and change. Community support, support of administration, high quality

³³Ibid., pp. 337-338.

staff, involvement of lay citizenry and parents, good communication, extensive and enthusiastic involvement of staff are all facilitators of change. "Human obstacles to change occur in the form of suspicion, reluctance, threat, and lack of communication."³⁴ Two very important factors needed in effectively working with the human element are adequate planning-development time prior to implementation of a new project and a meaningful in-service program for professional staff.

Flanders considers four broad categories of forces to bring about an environment for change:

First, personal incentive; second, provision for continuing reinforcement which is free of threat; third, having available various skills for analyzing teaching behavior; and fourth, having access to the time-space-and-equipment that the job requires.³⁵

It is felt by Flanders that the involvement of those most concerned is spread over too long a period of time--a meeting here, a meeting there and a committee report some other time. If a high density approach were used keeping in mind the four points mentioned above perhaps change could be brought about more easily.

Havelock believes the focus for change should be on the user. It is his needs and problems which should be the

³⁴Peggy L. Miller, "Innovation and Change in Education," Educational Leadership, XXVII, 339-340.

³⁵Ned A. Flanders, "Sharing in Change," Educational Leadership, XXVII (January, 1970), 327-330.

primary concern of the change agent. He sees the process of bringing about educational change as having at least six stages:

Stage I --Building a Relationship

Stage II --Diagnosing

Stage III--Acquiring Relevant Resources

Stage IV --Choosing the Solution

Stage V --Gaining Acceptance

Stage VI --Stabilizing the Innovation and
Generating Self-Renewal.³⁶

These stages do not necessarily occur in the order shown above nor would all the stages listed necessarily be used. There is inter-relationship between all stages and it is quite possible that two stages may occur simultaneously. For a closer look at each of these stages, please refer to Appendix A.

Rationale for Differentiated Staffing

The review of literature up to this point has dealt primarily with change. Because much more is known about change than differentiated staffing, the bulk of the materials presented has to do with change. This in no way discounts the importance of differentiated staffing as an alternative staffing pattern for schools.

³⁶Ronald G. Havelock, A Guide to Innovation in Education (Ann Arbor, Mich.: Institute for Social Research, 1970), p. 10.

Although change is occurring all around us the staffing patterns of schools have remained relatively static. We produce teachers and perceive them as any project which comes off the assembly line. The parts are interchangeable and one teacher is just like any other. Every teacher has thirty students and is omniscapable in providing them with their education.

We constantly hear the concept of individualized instruction mentioned and the concern for the individual differences of students. Little has been said for the individual differences of teachers. Staffing patterns as seen in schools today do not appear much different than they have in past years. Although teachers are probably better trained today than ever before, the model for staff utilization has changed little in the past 100 years.

If we look at the tasks most teachers perform in their teaching day we find many that are unrelated to her function as a teacher. Too much of a teacher's time is engaged in clerical, technical and other non-teaching tasks. Differentiated staffing offers an alternative approach to free teachers to teach.

It is difficult to comprehend how teachers in schools today can possibly be the great dispensers of knowledge as they have been viewed in the past. If in fact we are experiencing a tremendous knowledge explosion, how can we maintain this concept of omniscapability?

One can look at salary schedules of most communities and see how teachers are perceived as all being alike or as Dwight Allen³⁷ elaborates:

For the impossible expectations we hold of him in his position, we compensate this little master of the universe, the teacher, by pigeonholing him in a salary scale in which he looks very much like every other little master of the universe within his school district--both in responsibility expected him and remuneration granted him. The longer he stays on the job, the fewer duties we require of him (we drop his homeroom assignment or give him an extra free period, or waive a club assignment), and the more we pay him. His one hope of moving two steps up the scale in any given year, rather than one step, is the addition of a couple of inservice credits in his field at the nearby university. Or, he can move away from students altogether and slip into administration.

If we examine this even further there are probably three additional criteria considered in promotion and remuneration as noted by Nikolai:³⁸

1. The chances are very good that all of the teachers on the salary schedule have the same responsibilities, that is, they all are teaching thirty children, five to seven periods per day, five days a week. Thus, the remuneration is not remotely connected to responsibility or competence.
2. It is obvious that the way to make more money is to go back to school and earn more credits, and to grow older. The criterion is a "time served" concept, rather than a "performance" concept.

³⁷Dwight W. Allen, "A Differentiated Staff: Putting Teacher Talent To Work, The Teacher and His Staff," Occasional Papers No. 1 (Washington, D.C.: NEA, 1967).

³⁸Irvin Nikolai, "Differentiated Personnel: A Rationale," In Educational Manpower, ed. by Edward G. Buffie and Janis L. Olivero (Bloomington, Ind.: Indiana University Press, 1970), pp. 27-28.

3. Promotion is automatic. As the teacher grows older he moves up the salary schedule. The fact is that the only alternative teachers have is to get out of teaching completely, and to move into administration and/or supervision; or teach at the junior college or university level. However, the former type of "promotion" has an ominous implication in that it moves the teachers outside the classroom and away from their classes.

More importantly than what happens to competent teachers in this kind of staffing organization is what happens to the students who have to sit in a math classroom, as an example, with an incompetent teacher. Certainly the needs of the student, which we have long proclaimed as our main reason for being are not being met. This is true of the needs the teacher has also. This is not to say that the teacher is incompetent to handle any teaching chores, (though we know there are some of those) but the competencies which she can best give are not being utilized.

Bernard McKenna³⁹ states several factors or rationales for differentiated staffing.

1. If schools are going to individualize programs for children they need to individualize responsibilities of teachers. They need to capitalize upon the talents and interests of teachers. We can no longer expect individual teachers to assume similar responsibilities at all levels.

³⁹Bernard H. McKenna, "Differentiated Staffing: A Proposal for Redesigning the Educational Professions," Research Bulletin New Jersey Development Council, Graduate School of Education, Rutgers University, Winter, 1971.

2. The day of the generalist teacher is becoming less and less reasonable. With the explosion of knowledge and the technological advances in equipment, one teacher at any level cannot possibly hope to keep up with what she is expected to do.

3. Differentiated staffing is one possible way to strengthen career patterns in teaching. If a teacher is to improve himself careerwise he must move into an administrative or supervisory role. When he does this he is removed further from students. There are others in the profession who are not interested in it as a career and will only stay with it for a brief time. It is possible through differentiated staffing for career people to help new teachers by becoming leaders of the new staff members. They may become specialists in diagnosis of learning disabilities and prescribing for them.

4. The idea of a career ladder in teaching is another benefit of differentiated staffing. About the only way one enters teaching now is through completion of four years of college. In the career ladder idea you could enter with less than college preparation and in some instances less than high school. As a person gained experience and education he could move up the ladder. The lattice idea provides for horizontal as well as vertical movement. As the level of his training, interest and expertise dictated he could move horizontally and vertically.

5. A differentiated staffing organization can provide an opportunity for teacher education to bridge the gap between theory and practice. Rather than the formal coursework followed by student teaching approach we now have, students could begin experience in schools as Freshmen working with carefully selected senior teachers trained to help bring young prospective teachers into the teaching field. There would then be a combination of courses at the college or university with practical experience at various levels in the public schools.

6. The above point could lead to a more cooperative effort of teacher education by the public schools and colleges of education.

7. Another rationale is to place the responsibility for governing the profession in the hands of those best equipped to handle it, the professionals themselves. This does not mean control of education since this would still rest with the duly elected body of the people.

8. Curriculum decisions need to be placed nearer the students and with teachers as implementers of policy. Because of the widening range of knowledge and teaching strategies the principal can no longer fulfill the role of educational leader in his building. This responsibility should be placed with staff teams and the principal would play a different role in the scheme of things.

9. More men might be lured into teaching if it were a more powerful career.

10. The substitute problem would not be as complex as it is now.

11. You would not need large groups in order to have small groups.

12. You could involve the community to a much greater extent.

History

A Brief History

Various models of differentiated staffing have been proposed. Anyone studying these begins with Temple City, California. This is probably where the idea of differentiated staffing as it is perceived today was first born in 1965. Dr. Dwight Allen who was located at Stanford University at that time sat down over lunch with Fenwick English and M. John Rand superintendent of the Temple City Schools. From this meeting eventually evolved a preliminary model which was presented to the California State Board of Education.⁴⁰

A short time later Dr. Allen visited the Temple City School District for a second presentation to board members,

⁴⁰Fenwick W. English, A Handbook of the Temple City Differentiated Staffing Project, 1965-1970. An Up-to-Date Revision of Project Procedures and Policies, June, 1970, pp. 44.

PTA representatives, administrators, and a group of elementary teachers. At this meeting he presented a more up-to-date version of the concept of differentiated staffing. Fenwick English was then appointed to chair a committee to develop a proposal to be presented to the Charles F. Kettering Foundation of Denver, Colorado.⁴¹ The proposal which was submitted was approved and in October 1966 the Temple City School District received a check for \$41,840.00.

At this point several task forces were formed from the steering committee and from the job analysis task force group came Model II of the Temple City plan. This model was presented to staff members for their reactions and in light of their reactions a further revision was made and this became Model III. In the Spring of 1968, Oak Avenue Intermediate School was selected as the pilot school to put Model III into effect. The school year 1969-70 saw funds coming from the federal government by way of the Education Professions Development Act (EPDA).⁴²

Review of Sample Projects

Temple City, California

The hierarchy which exists under the Temple City plan involves the Master Teacher, Senior Teacher, Staff

⁴¹Ibid., p. 3.

⁴²Ibid.

Teacher, Associate Teacher and auxiliary support personnel. The role of the Master Teacher is one of research specialist. He represents an attempt to bridge the gap between new research and the local school. He works closely with the Senior Teacher to devise pilot projects to test these new ideas. It is through him that the organization tries to achieve self renewal.

The Senior Teacher has the primary responsibility for the course content in his particular subject area and is also responsible for applications of innovations into the classroom. He also hires and evaluates various paraprofessionals and gives those student teachers in his subject area their assignments. He serves on the school's Academic Senate and along with the principal assists in selection and evaluation of his colleagues in his subject area. If he is in a team teaching situation, he is the team leader.

The Staff Teacher would have the same responsibility as a full time classroom teacher today. He would have to be effective in instruction of groups of various size.

The Associate Teacher could be a student teacher, a probationary teacher, or a teaching intern. He could be used wherever needed in the subject area or skill level in which no advanced experience or expertise is needed.

Auxiliary support personnel refer to instructional aides and clerks. The aides are working with students and teachers in resource centers, learning laboratories and the like. This frees the teachers for about one-third more time to concentrate on teaching tasks.

Cherry Creek Schools of Metropolitan
Denver, Colorado

Whereas the Temple City Differentiated Staffing project was located in one school the Cherry Creek project represents a more system wide approach. There are various components which are located in different schools throughout the system. The seven components which have been identified are:

1. Differentiation of role
2. Differentiation of subject matter competencies
3. Differentiation of methodological competencies
4. Differentiation of salary, prestige, and promotional levels
5. Differentiation of professional and non-professional tasks
6. Differentiation of trainee-trainer relationship
7. Differentiation of same dollar resources.

Some of the schools have all of the components implemented, some have as few as three. It would appear that the schools are at various stages of development with their respective programs. Walnut Hills Elementary School is probably the

best known program of those implemented. The building was brand new in September, 1969 when the differentiated staffing program began. The school is built as an open space facility with three large self-contained learning centers. These centers serve from 125 to 150 students each. The library is an open space area blended in with the learning centers. In Walnut Hills School one would find individualized instruction, team teaching, non grading, 50 percent independent study or one to one tutoring, and variable scheduling. Because of the non-graded situation one would find overlapping age groups in each learning center.

Each learning center is organized with a team leader, three certified teachers, a full-time paid intern, a part-time instructional assistant, a part-time student teacher, a part-time teacher aide, a senior and junior high school assistant, and parent assistants.

The team leaders are given a pay differential for the additional responsibilities they assume. These differentials vary from \$1,300 to \$2,003 above what they would be paid on the regular salary schedule. This type of staffing arrangement was implemented at a cost of \$39,017 less than a conventional program. This was not true in Temple City where initial costs were somewhat more.

The approach to individualized instruction at Walnut Hills involves a diagnosis, prescription, and treatment philosophy.

1. Diagnosis of student requirements is done by all teachers and is an attempt to systematically analyze and determine the next step in pupil learning.
2. Prescriptions or interpretations of the diagnosis findings is individually developed and tailored to the requirements of each learner. These are of both short term (one day) and long term (two weeks) duration, depending upon the diagnosis.
3. Contracting--Prescriptions are implemented by means of the execution of learning contracts. These contracts--oral and written--are developed cooperatively by all team members, cleared through the team leader, and executed by the parent, student, and the team. The contract can be amended at any time by those contracting. The contract not only serves as the road map to instructional strategies to be used but also is used as the method of reporting to parents and the official records of the students.
4. Treatment--Very simply, the treatment includes the actual instructional strategies employed by the team and implemented by the learning contract. Treatment includes self-instruction, tutorial, independent study, small, medium, and large group instruction. The kind and size of group activity are usually decided on the basis of several criteria including: performance or achievement, requirements, interests, learning style concepts.
5. Assessment of each student is then made on the basis of clearly defined behavioral objectives specified in the learning contract and demonstrated in past test performance. These performance results become part of a new diagnosis, prescription, contract-treatment-assessment cycle.⁴³

⁴³"Differentiated Staffing in Schools," National School Public Relations Association, 1970, pp. 19-20.

Mary Harmon Weeks Elementary School
and Martin Luther King Junior High
School, Kansas City, Missouri

The two Kansas City schools were opened in the Fall of 1968 with a differentiated staffing organization. Each of the schools accommodates about 1,000 students and is located in the central part of Kansas City. One advantage which the two schools enjoyed was being able to select the personnel specifically for a differentiated staffing pattern. This factor enabled the administration to involve the teachers before the program began. As Dr. Donald Hair⁴⁴ points out: "If a traditional school which already has a staff wants to try differentiated staffing, generating teacher involvement is a must."⁴⁵ In the Kansas City project two weeks of intensive orientation were conducted for the teachers prior to the opening of school. The emphasis in the workshop were in developing a differentiated staffing philosophy, objectives, and programs for their respective schools.

The certified hierarchy in the Kansas City plan has five levels. They are (1) Coordinating Instructor, (2) Senior Instructor, (3) Instructor, (4) Associate Instructor, (5) Interns. This core group is supported by other certified personnel in Art, Vocal Music, Physical Education,

⁴⁴Donald Hair, "Differentiated Staffing and Salary Patterns Underway in Kansas City," School and Community, April, 1969, pp. 8-14.

⁴⁵Ibid.

Speech and Reading, Pupil Service, Nurse, Instrumental Music and Resource Center Director. Added to this are the non-certified personnel such as clerks, paraprofessionals, student teachers, resource persons and all other volunteer services.

The Coordinating Instructor is concerned with coordinating activities with a broad segment of the curriculum. The coordinating instructor teaches demonstration lessons and also teaches some scheduled classes. She evaluates and makes suggestions in regard to this broad segment of the curriculum. She has the responsibility for supervising the ordering and distribution of equipment, materials and supplies. The coordinating instructor also is responsible for the assessment of community needs. She brings the impetus for curriculum innovation to the level with which she works as well as new materials which show promise.

The Senior Instructor serves as a team leader. He is a representative on the instructional council which includes other senior instructors, coordinating instructors, and the principal. One of the most important functions he has is diagnosis and prescriptions for the needs of the individual children in his team. He also has major responsibility for the planning of activities for each day.

The Instructor is a full-time teacher. He is responsible for large group instruction in this specialty

field. He works with small groups and individuals in enrichment and developmental activities.

The Associate Instructor is usually a certified teacher who only wishes to work part time. She carries out activities as assigned by the senior instructor and uses plans and schedules as set up by the team.

The Student Teacher and Intern personnel for Kansas City follow closely those in other cities. The Teacher Aide is used primarily in doing clerical work. This includes taking attendance, preparing orders for materials and equipment. They also set up machines and equipment as needed.

The costs of the Mary Harmon Weeks and Martin Luther King differentiated staffing programs cost \$18,087 and \$17,698 more than conventional staffing patterns. They receive additional services, however, that many conventional plans do not.⁴⁶

Wisconsin Research and Development
Center for Cognitive Learning

The Multi-Unit Elementary School-Individually Guided Education represent a unique teaching-learning strategy. The Individually Guided Education organization is a combination of differentiated staffing, non-gradedness, and team teaching. The school is divided into units of 100 to

⁴⁶Ibid., pp. 27-28.

150 children with unit leaders, teachers, aides and interns. The school of 600 students would typically have four units with 150 students in each unit. A unit would consist of a unit leader, five teachers, a teacher aide, an instructional secretary and an intern. Unit meetings are held once weekly at least and more often if it is deemed necessary. These meetings are devoted to planning and evaluating the total instructional program for the entire unit. All certified members are required to be there. At least two hours of time a week are needed for these meetings. Various ways are used to get this necessary time for planning.

There is a committee called the Instructional Improvement Committee which is made up of the unit leaders and the principal. This committee also meets weekly and is chaired by the principal. This committee utilizes the services of central office personnel when considering certain changes in a subject matter area or school function. The central office staff acts as consultants bringing specialized knowledge regarding content, methodology, materials, evaluations, etc. This also provides a link between the building program and the system-wide program.

Another organizational level is the System-Wide Policy Committee. This is chaired by the superintendent or another person designated by him. The committee is made up of principals, representative unit leaders, representative

teachers, and other relevant central office staff. Their purpose is to establish broad policies and guidelines for the multi-unit schools. The System-Wide Policy Committee decides the functions the Multi-Unit Schools will serve, makes sure that necessary personnel and resources are made available and that the functions are interpreted to the school board and the community.

The process of instruction is left primarily up to the staff in each unit. The staff in that unit is responsible for assessment of each child, the development of objectives, selection of content and activities, the placement of each child in activities relevant to his interests, and the evaluation to be used. By this method the student in each unit can benefit from the best possible instruction that is available in that unit. In most self-contained classrooms this is not the case. The consultants meet with the staff during regular school hours and assist the unit team in planning and executing the instructional program.

The role of the principal is changed somewhat under this organizational structure. In the multi-unit school the principal has more leadership responsibility for initiating and refining the system of individually guided education, managing the inservice and preservice activities in his building, and administering the research and development activities in his building. The principal has the additional

responsibility of choosing the Instructional Improvement Committee, an important communication link in the building.

The responsibility of the unit leader is instructional, not administrative or supervisory. He has responsibilities as a team leader, as a member of the Instructional Improvement Committee and as a teacher in a unit. He has the responsibility for seeing that the unit deals successfully with the objectives, content materials, student activities, utilization of time, and utilization of space. The unit leader does have the assistance of the principal in these responsibilities as well as input from his team members. Other responsibilities include: demonstration teaching, teacher education and research development.

The other staff members serve in a capacity similar to those described in previous projects. The main differences for the teacher in the unit in comparison to the self-contained classroom is the cooperative planning that is done with other members of the unit, working with many children, and performing at a higher professional level.⁴⁷

Beaverton, Oregon and Differentiated Staffing

The Beaverton, Oregon differentiated staffing plan got under way in the Fall of 1970-71. The plan began

⁴⁷Herbert J. Klausmeier, Richard G. Morrow, James E. Walter, and Russell S. Way, "Individually Guided Education in the Multiunit Elementary School--Guidelines for Implementation," Wisconsin Department of Public Instruction, 1970, p. 32.

operation in three schools: Cooper Mountain Grade School, Mountain View Junior High School and Aloha High School.

There were two guiding principles which were followed in the Beaverton plan:

1. Teachers must be involved in planning if it is to succeed in the classroom.
2. "Schools are for kids."

The staffs of the three schools did undergo extensive in-service training during the summer of 1969 and 1970. The personnel of each pilot school created, together, their mutual staff structure.

The organizational hierarchy has at the top of the professional ladder the Instructional Coordinators. The responsibilities of these coordinators are primarily in curriculum bringing new and up-to-date knowledge in methods and curriculum content. They spend approximately 25 percent of their time with students.

The Team of Area Leaders form the second level of staff organization. They are experienced teachers used in a more specialized manner. As team leaders they are more knowledgeable in student needs and problems in certain areas. The team leaders are particularly concerned with improving the quality of teaching in their area and the amount of learning of their students.

The Associate Teachers are beginning teachers. These staff teachers are given more additional time for planning their instruction than the more experienced teachers.

The Teacher Interns are graduate college students who receive salary while working. The interns assist the certified teachers where they are best suited.

The Clerical Aides free the teacher from non-teaching tasks so that he may spend his time doing what he was hired to do--teach. Those who are more qualified are known as Teacher Assistants and may perform tasks more closely related to instruction than those less qualified.

The Beaverton project also used peer aides. These are students that are better able to communicate with others of their own age than a teacher. The peer aides are used in small groups or in tutoring on a one to one basis.

Research of Differentiated Staffing

The research which has been done to examine differentiated staffing is quite limited. Most of the research has been of a local nature to determine improved achievement by students. There is little evidence to support this claim.

The most extensive study was conducted by the Center for the Advanced Study of Educational Administration (CASEA). CASEA recently completed a two-year study of Differentiated Staffing in four schools in the Northwest. The center also

participated in a national study involving fifty schools across the United States. The main objective of the study, a part of CASEA's program 20, is to discover barriers to initiation and implementation of change projects.

The study revealed some change had taken place and some progress was made. They also found that no great strides had taken place in any of the schools to convert previously existing programs to a new form. The researchers gained the following insight into the nature of innovations. "Because of the vague and unspecified sense of many educational innovations and the lack of a 'blue-print' for change, it was observed that innovations must often be invented on the inside of schools rather than imported from the outside.

Summary

Differentiated staffing offers an opportunity for school systems to change the structure of their schools, something which has remained static for years. No longer can we operate as though teachers are omniscient. The knowledge explosion has caused teachers and administrators to re-examine their roles as great importers of knowledge. Somehow teachers must be freed from the many non-teaching tasks which occupy their time. Differentiated staffing offers an organizational structure which can accomplish these goals.

Most change and innovation in education has filtered from the top down. Little concern has been given to the planning and implementation of innovation in education. If innovation is successful it requires the involvement of those who are going to make the change. Change agents must be aware of the resistance they will meet in working with client systems.

Many authors have submitted elements for bringing about change in education and describing those factors which inhibit change. Watson describes nine personality factors which inhibit change. They are: (1) homeostasis, (2) habit, (3) primacy, (4) selective perception and retention, (5) dependence, (6) illusion of impotency, (7) superego, (8) self-distrust, and (9) insecurity and regression. He also submits five factors in social systems which inhibit change. They are: (1) conformity to norms, (2) systematic and cultural coherence, (3) vested interests, (4) the sacrosanct, and (5) rejection of outsiders.

Watson also suggests thirteen ways resistance to change can be reduced. Resistance will be less when: (1) the client system feels the project is their own, (2) the project has wholehearted support from top officials, (3) the participants see the change reducing their present burdens, (4) the change agrees with the values and ideals of participants, (5) the change offers the kind of new experience

which interests participants, (6) the autonomy and security of the participants is not threatened, (7) the participants have been a part of the diagnostic process and agree upon the real problem, (8) the change is adopted by the consensus of the group, (9) the proponents have empathy with opponents recognizing valid objections and relieving unnecessary fears, (10) there is an opportunity for feedback of the perceptions of the change so that misinterpretations and misunderstandings can be resolved, (11) the relationships of participants is built on trust and confidence, (12) the project is open to revision if change seems desirable, and (13) the readiness for change becomes a characteristic of the group.

Berne and Chin suggest there are three basic strategies used to bring about change. These are the empirical rational strategy, the normative-re-education and the power-coercive approach. Brickell would approach bringing about change in school systems using three components. They are: (1) setting educational goals, (2) operating instructional programs, (3) generating instructional programs. Brickell submits there may be a delay in implementing because (1) there must be time to arouse public acceptance, (2) the staff must be informed, (3) initial staff training is essential, (4) appropriate materials must be examined, (5) modification of facilities may need to take place, and (6) the staff may wish to try the program on a pilot basis.

Mangione suggests six elements of change which are: (1) need for involvement, (2) climate for change, (3) need identification and assessment, (4) establishment of priorities, (5) searching for solutions, and (6) implementation.

Havelock places the focus for change on the user. The change agent should be concerned about the users' needs and problems. Havelock recommends six stages in bringing about change. They are: (1) building a relationship, (2) diagnosing, (3) acquiring relevant resources, (4) choosing the solution, (5) gaining acceptance, and (6) stabilizing the innovation and generating self-renewal.

Based upon the essential components postulated by the above authors the theoretical model for planning and implementation of differentiated staffing was developed for this study. The model is delineated in the following chapter.

CHAPTER III

PRESENTATION OF THE DESIGN PROCEDURES

The purpose of this chapter is to describe the research design, the instrumentation, and the procedures used to conduct the study. The population and sample used in the study are identified in the chapter. Also, included is a discussion of the instrument used, statements of the research questions to be answered and the statistical methods used in the study.

Population

The population of the study included teachers and administrators engaged in the seventeen, differentiated staffing projects throughout the country. All projects were funded under the Education Professional Development Act⁴⁸ (EPDA). Other schools in the process of implementing differentiated staffing were not included in the study because of the possibility that they were: (1) not far enough along in implementing their program to reply to questions on the instrument, (2) calling their program differentiated staffing but did not meet the minimum

⁴⁸Hereafter referred to as EPDA.

requirements of such a program, or (3) in pilot status and too small to provide adequate data.

Sample

Through contact with one of the administrators of the EPDA program six of the seventeen funded projects were identified as being well developed differentiated staffing organizations. The projects described as well developed had been in operation for two or more years and they were also selected for their regional location. The regions represented were the Northwest, West, Southwest, Southeast and Midwest. All (n = 400) principals and teachers associated with the six projects were designated to participate in the study.

The EPDA projects were Beaverton, Oregon; Laguna Beach, California; Mesa, Arizona; Kansas City, Missouri; Sarasota, Florida; and Wayne County Intermediate School District, Detroit, Michigan.

Personnel

The range of numbers of principals and teachers involved in the six projects was from 25 to 110. Laguna Beach (n = 30) and Wayne (n = 25) each had one school engaged in differentiated staffing. Beaverton, Oregon (n = 50) had one elementary and one junior high school. Mesa (n = 95), Kansas City (n = 90), Sarasota (n = 100), each had two or more schools in various stages of differentiated staffing.

The characteristics of the sample are summarized in Chart 3.1.

<u>School System</u>	<u>Personnel</u>	<u>Total Respondents</u>	<u>Percentage of Responses</u>
Beaverton, Oregon	50	28	56
Mesa, Arizona	95	61	64
Kansas City, Missouri	90	50	56
Sarasota, Florida	110	57	52
Laguna Beach, California	30	22	73
Wayne County Intermediate School District, Detroit, Michigan	25	21	84

Chart 3.1. Summary of Number of Respondents to Differentiated Staffing Questionnaire from Six EPDA Projects.

Of the 239 respondents listed above nineteen were administrators. Two from Beaverton, Oregon; six from Mesa, Arizona; and one from Kansas City, Missouri; five from Sarasota, Florida; four from Laguna Beach, California; and one from Wayne County Intermediate School District, Detroit, Michigan.

A follow-up letter was sent to all persons who had been sent questionnaires. A copy of this letter may be found in Appendix B.

Statement of Hypothesis

To determine whether a theoretical model for planning and implementing differentiated staffing was valid it was necessary to ask those who were working in differentiated staffing organizations if they agreed with the components of the model. The general hypothesis of this study was:

General Hypothesis I

Principals and teachers will rate questions on a specially designed instrument to measure a theoretical model of planning and implementation of differentiated staffing with sufficient agreement to support the basic elements in the model ($\alpha = .05$).

Instrumentation

At the time this study was initiated little research had been done to determine essential steps which should be taken in planning and implementing a differentiated staffing organization. Instruments to measure the perception of principals and teachers regarding planning and implementation of differentiated staffing were non-existent. It was therefore necessary to design a special instrument for this study. The items in the instrument were constructed from the concepts in the published literature, in consultation

with colleagues, and from conversations with recognized authorities in the field.

The instrument consists of forty-eight items constructed to measure twenty-four concepts, an attempt was made to write each of the twenty-four statements twice to measure both poles of a differentiated staffing philosophical and action stage. Thus item 21 (Goal analysis is not a necessary component in planning for a differentiated staffing organization) is the converse of item 29 (It is important for a group considering differentiated staffing to have their goals well identified).

The original instrument was pilot tested on the staff of Averill Elementary School, Lansing, Michigan. After the pilot test the instrument of forty-eight items was revised to include four additional items. In final form the questionnaire consisted of fifty-two items which measured twenty-six theoretical concepts.

Design

This study is descriptive in nature. A theoretical model was constructed and data on a survey questionnaire was collected to determine how closely the model approximates what experienced principals and teachers declared essential in planning and implementing differentiated staffing. The theoretical model appears as Chart 3.2 and Chart 3.3.

PLANNING PHASE OF A DIFFERENTIATED STAFFING MODEL

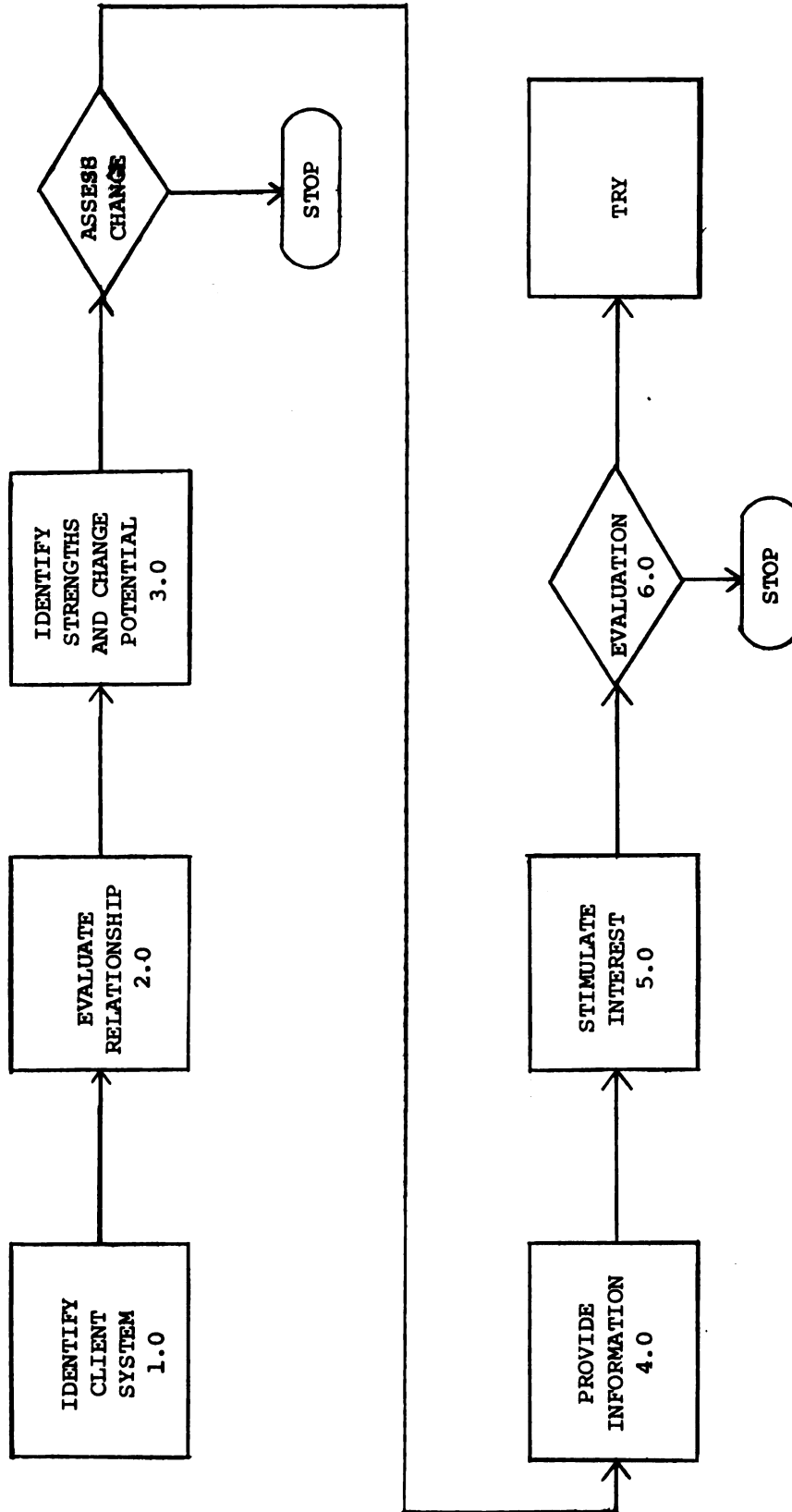


Chart 3.2. Planning Phase of a Differentiated Staffing Model.

IMPLEMENTATION PHASE OF A DIFFERENTIATED STAFFING MODEL

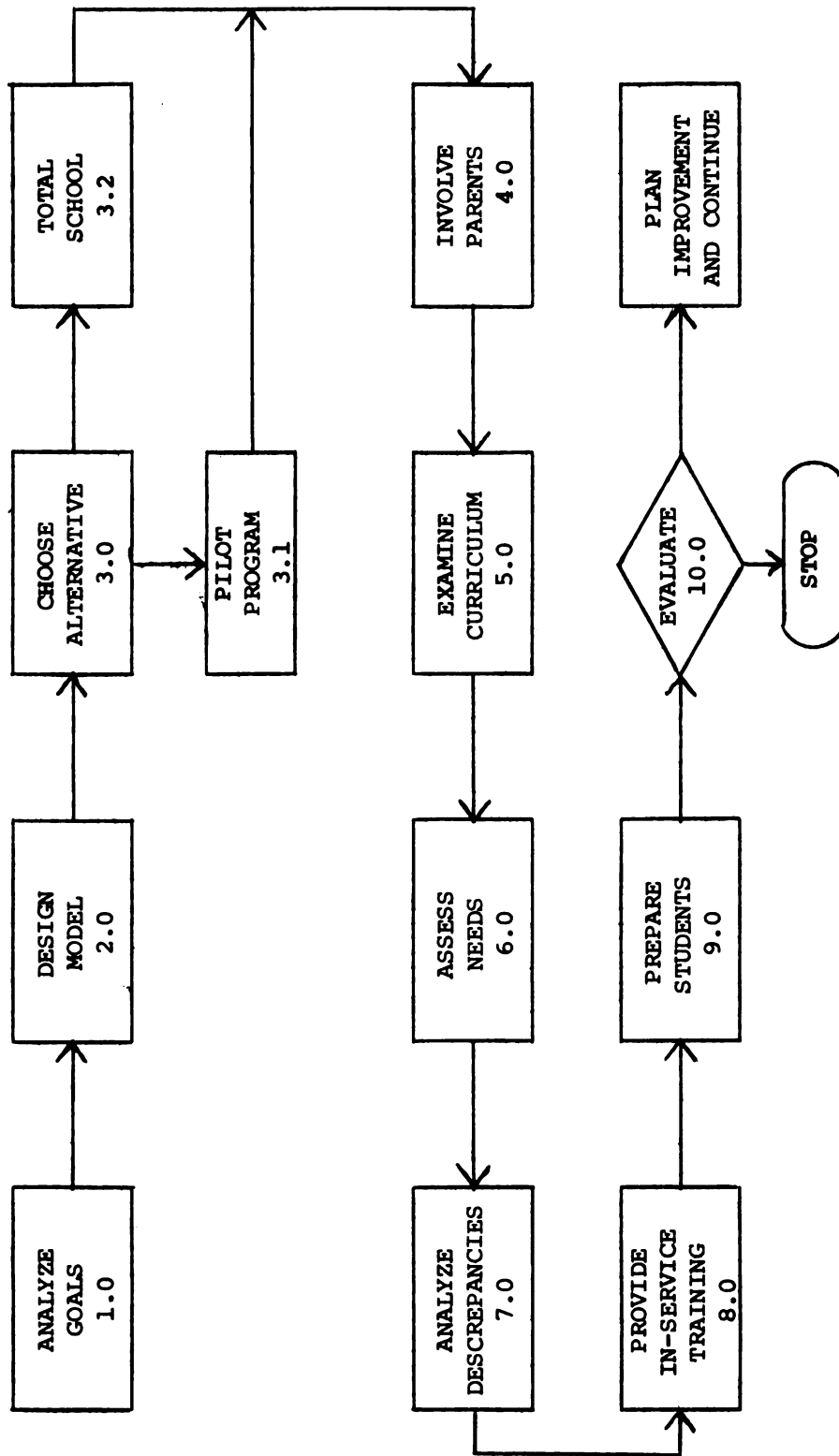


Chart 3.3. Implementation Phase of a Differentiated Staffing Model.

It was determined a priori that certain items on the questionnaire should be used to measure agreement with the stages of the model. The items assigned to each stage in the planning phase can be found in Chart 3.4. The items assigned to each of the eight stages of the implementation phase can be found in Chart 3.5. The items may be found in Questionnaire in Appendix B.

<u>Stage</u>	<u>Planning Phase Title</u>	<u>Items</u>
1	Identify Client System	6,8,10,15,18,30
2	Evaluate Relationship	32,37
3	Identify Strengths and Change Potential	1,7,19,51
4	Provide Information	26,39
5	Stimulate Interest	1,51
6	Evaluation	2,48

Chart 3.4. Assignment of Items to Stages in Planning Phase of Model.

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<u>Stage</u>	<u>Implementation Phase Title</u>	<u>Items</u>
1	Analyze Goals	21,29
2	Design Model	11,14,16,20,22,23,24,33,34,47
3	Involve Parents	6,18
4	Examine Curriculum	9,52
5	Assess Needs	5,12,17,27,35,38,40,44,45,49
6	Provide In-Service Training	3,4,25,28,31,41,42,43
7	Prepare Students	46,50
8	Evaluate	13.36

Chart 3.5. Items Assigned to Stages in Implementation Phase of Model.

Model for Planning and Implementation of Differentiated Staffing

The model in charts 3.2 and 3.3 was derived from the following: (1) planning experiences in a differentiated staffing project, (2) consultant services which were done with schools, (3) visitations to several projects throughout the country. The components of the planning and implementation model are defined in the following section.

Planning Phase

All good administrative theory includes a planning phase in development of new programs. It is important to summarize the essential components of the planning phase of a differentiated staffing organization. This phase is explained step by step in the following narrative.

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Identify Client System (1.0)

Identify those people with whom you will work in attempting to change to a differentiated staffing organization. Administrators, teachers, students, parents and representatives of the community must all be considered as part of the client system. When constructing a quality representative group to constitute this client system four basic questions should be answered: (1) Who are the opinion leaders? (2) Who represents the formal authority? (3) Who are those who have vested interests? (4) Who are those with public relations ability? (5) Who are those who have credibility and respectability?

The group that is identified from this process will form a committee which will do further study and planning in this phase of the model.

Evaluate Relationship (2.0)

It is essential that any change agent evaluate his relationship with the client system. The starting point may be a blank, meaning no former relationship. The change agent may try to reestablish a previous relationship which had been uncertain. Redefining a present relationship may be the goal. It may be necessary to ask, "Is outside help needed?"

Identify Strengths and Change Potential (3.0)

One of the facilitators of change is openness in the client system. Do they receive and seek new ideas? Is there a desire for self renewal? Are they willing to listen to the problems of others and show new ideas? Do they give authentic feedback to others? Many of these questions will be answered if the administrator permits experimentation and allows some degree of failure by the innovators. If, however, failure is not permitted on some basis any new idea will represent a threat. The chances of change and innovation in that environment are very remote. If the answers to the questions above are positive the chances that the client system will change will be much improved.

In identifying strengths it is best to build on the positive aspects of the group. What are the components of the organization which are functioning well? These components are the initial building blocks.

It is important to look at inhibitors and facilitators to change in evaluating change potential. For example, inhibitors of change are: (1) a past history of lack of responsiveness to change or innovation, (2) the change is being used to serve a special purpose of a person in power, (3) lack of power of the client to effect change made by administrative decree rather than involving those affected, and (4) rigidity, inability to assemble resources,

inability to assemble people and little or no financial or administrative support.

Assess Change

It is at this point a decision must be made. The determination must be made whether the client system is receptive to change and willing to look at the concept of differentiated staffing or whether the relationship of the change agent and client system be terminated. If the client system is receptive, then move to the next step.

Provide Information (4.0)

After it has been determined that a group is receptive to change it is necessary to provide information about the innovative program. In this case the program would be differentiated staffing. This step is designed to create a system to the point of inquiry. The material being presented should be brief, interesting and easy to understand. Furthermore, the material should make clear how the program will benefit them.

Stimulate Interest (5.0)

If an adequate job of providing information has been done, interest will increase. At this point the client should be motivated to seek further information about differentiated staffing, team teaching and individualized instruction. At the next step special attention is keyed to evidence of interest by the client system.

Evaluation--Decision Point (6.0)

The decision must be made whether to try a differentiated staffing organization or stop efforts in that direction. The evaluation should be done by the change agent in cooperation with those people who are involved as the client system. Evaluation should key on: (1) enthusiasm of the client system to use the resources provided and seek out resources on their own, (2) clear communication among members, (3) attendance at meetings when they are called, and (4) support from administrative personnel for committee members.

If the planning committee decides to proceed, the decision must also be made whether that committee should be responsible for implementation. The following questions should be answered: When was the committee formed? Has the committee done any work? Is the planning committee made up of those people who could do the best job of implementation?

Implementation Phase

After a decision has been made to implement differentiated staffing there are definite steps which should be taken to complete implementation. At this point a decision will have been made whether to have the planning committee continue through the implementation phase or to select a new

committee for this purpose. The model for the implementation phase is found in chart 3.3. The following paragraphs describe in more detail the stages of the model.

Goal Analysis (1.0)

The client system must identify goals they will seek to accomplish in a move to differentiated staffing. Discussion of what their goals are and what they should be is imperative. The committee should strive to keep their goals somewhat flexible so that they can make changes with changing times and circumstances. These goals should be broadly stated.

Openness in communication is a necessity at all times among all members of the client system. They must be open to new ideas within the system, as well as open to ideas outside the system. The freedom to express ideas back and forth is essential in this step of the implementation phase as well as all others.

The client system must consider if the capacities are there to accomplish the goals identified. It is essential that there be people, time, money, materials and facilities to attain the goals they seek.

Are there benefits and rewards derived from working toward these goals? This is another question that must be asked at this point in the flow chart. There should be benefits for students, teachers and administrations. After

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this type of goal analysis is completed, then the client system should be better prepared to design a model facilitating the achievement of their goals.

Model Design (2.0)

The client system is ready to determine which differentiated organizational plan they wish to employ. The differentiated staffing plan should be tailored to the client system since resources may not be identical to those of other clients. The design should be the one which is considered to be best suited to accomplish the goals identified in 1.0.

The importance of the following questions cannot be emphasized enough. The questions are directed toward the responsibilities the personnel will assume in a differentiated staffing organization.

Agreement must be reached regarding levels of personnel to be used in the plan. Can someone other than the certified teacher take over some of the lower level learning tasks in the classroom? Should there be differentiation of pay for those accepting more responsibility in the instruction program? Should the team leader be expected to teach part of the time in light of other duties she has? What are the tasks that persons at each level of responsibility are expected to perform? Should job descriptions be developed for personnel? These are all questions

to be considered in developing a model appropriate for the client system.

Choose Alternative (3.0)

A decision must be made to either try a pilot program involving only a part of the population of a school or a total school population. Although the population involved may differ in size the implementation steps which are followed are essentially the same.

Some of the components which will influence your decision will be cost, staff enthusiasm, physical facilities and availability of human resources.

Pilot Program (3.1)

The effort of this approach is concentrated at one level within a school. The level can be determined by a nucleus of teachers most anxious to try a differentiated staffing organization.

The pilot program approach does not require as much in the way of immediate resources. The results are more easily visible and the problems encountered can be remedied more easily.

Total School (3.2)

If the client system decides to involve the total school in a differentiated staffing organization the implementation steps will involve larger numbers of people, but

the process to prepare for implementation will be the same. Total school involvement requires complete staff support. Provisions must be made for those who do not wish to participate. This approach works best when new facilities are being opened.

Involve Parents (4.0)

Although a limited number of parents may have been involved in the planning phase it is at this point that parents of those children who are participating in the program be involved. They should be provided with adequate information about differentiated staffing and what effect it will have upon the education of their children. It would be feasible to have these parents select a committee to work with the teachers and administrators so that communication is freely flowing between school members and parents.

Curriculum Examination (5.0)

A critical look at the curriculum or "What are we doing or trying to do with children?" should be taken at this point. It is one thing to reorganize the staffing arrangement of a school but continuation of the same instructional program in the same manner accomplishes little.

Needs Assessment (6.0)

After a careful look at the curriculum it is determined that the curriculum is obsolete, a needs assessment should be made to determine what the curriculum should look like. This assessment involves the perceptions of students, parents, community, education, the state and society as a whole. These needs should reflect immediate as well as future needs to better serve the students.

Discrepancy Analysis (7.0)

At this point a comparison must be made between what is and what should be. The results of comparing the curriculum examination and the needs as established by the needs assessment will determine those areas most in need of attention. A further comparison of the needs determined by the needs assessment and the talents available on the teaching staff will determine areas where training is necessary.

In-Service Training (8.0)

The discrepancy analysis done in 7.0 should reveal areas of needed in-service training for staff. Those needs for which there is not adequate staff expertise should be met through a strong in-service program. The in-service should be based upon the needs assessment. In-service based on the whim of an individual or individuals who think they would like to have some work done in a certain area is

usually not productive. In addition to curriculum needs, in-service work in interpersonal relationships, use of auxiliary personnel, decision making, team teaching and use of time is essential.

Student Preparation (9.0)

If students are to move into a new organizational structure, it is appropriate that they have an orientation to what is expected. With a differentiated staffing plan there will be a need for self direction and flexibility of movement. Some schools may need to institute specific training for some students.

Methods of Analysis

A multi-variate analysis of variance was applied to the data to determine if the sample agreed with the proposed planning and implementation model.

Summary

The purpose of the design was to: (1) establish a model for planning and implementation of differentiated staffing, and (2) check the components of the model against perceptions of experienced personnel in the field.

The model consisted of two phases. Phase one, planning, contained six stages: Identify Client System, Evaluate Relationship, Identify Strengths and Change

Potential, Provide Information, Stimulate Interest and Evaluation. Phase two contained eight stages: Analyze Goals, Design Model, Involve Parents, Examine Curriculum, Assess Needs, Provide In-Service Training, Prepare Students and Evaluate.

From a total sample of four hundred, two hundred and thirty-nine principals and teachers participating in six differentiated staffing projects in various regions of the country responded. The respondents were asked to rate a fifty-two item questionnaire especially constructed to identify the components of planning and implementation of differentiated staffing postulated in the theoretical model.

In the following chapter, the data will be analyzed using Multivariate Analysis of Variance to determine if the respondents agreed significantly with the proposed model.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The analysis of data of the study consisted of testing each item for (1) consistency of those items postulated to be polar statements of the same concept and (2) consistency of interval agreement with the a priori classification of each statement into the sub-components of the theoretical model.

Research Hypothesis

The research hypothesis of this study was that principals and teachers would rate questions on a specially designed instrument to measure a theoretical agreement ($\alpha = .05$) to support the basic stages in the model.

Analysis of Data

The results of the analysis is presented in three main sections--item consistency, item reliability, and item agreement with theoretical model.

Inter-Consistency Analysis

Each of twenty-six items were written in an attempt to measure both poles of a differentiated staffing philosophical and action stage. When analyzing the inter-consistency of the 26 paired items using simple correlations it was found that only four matched items had high correlations. Therefore, all of the items were treated individually in the analysis. The lack of high correlations between item pairs could be due to items not discriminating sufficiently well to give evidence of polarization. The paired item numbers and their correlation coefficients can be found in Table 4.1.

Table 4.1. Correlation Coefficients of Paired Items in Questionnaire

Paired Items	r =	Paired Items	r =
1-51	-.1579	17-45	.1302
2-48	-.0722	20-34	.3237
3-42	.3040	21-29	.2945
4-31	.2686	22-47	.3425
5-12	.3086	23-33	.0841
6-18	.0836	25-41	.2147
7-19	.4467	26-39	.0889
8-15	.3919	27-40	.2815
9-52	.1372	28-43	.2108
10-30	.2970	32-37	.0193
11-16	-.2092	35-38	.6593
13-36	.2326	44-49	.4371
14-24	.3038	46-50	.6013

Hoyt's Interval Consistency Reliability

The Hoyt Interval Consistency Reliability

Coefficient test was used to measure the interval consistency of the items for the Change Section, Information Section and the Implementation Phase. The breakdown of Hoyt's estimate of reliability for each section was: the Change Section ($r = .68$), Information Section ($r = .51$), and Implementation Phase ($r = .89$).

The Theoretical Model Agreement Analysis

All the item analysis data were treated as follows.

In order to assess the degree of respondent agreement the items were weighted on a five point scale as follows:

-2 = strongly disagree, -1 = disagree, 0 = undecided, +1 = agree, and +2 = strongly agree. Therefore, if the respondent marked a +2 he indicated strong agreement with the item. If the respondent marked a -2 he indicated strong disagreement with the item. Zero represented the midpoint or neutral point in the response column of the questionnaire.

The original decision to split the theoretical model into a Planning and Implementation Phase was based on the reasoning that a school might do the planning phase and decide not to implement. In developing the Planning Phase the sub-system involved a critical decision point before continuing planning, so this phase was developed in two

sections. The first section is devoted to assessment of the climate for change and the second section is devoted to the information portion of the planning process.

Implementation Phase

The Implementation Phase was theorized as one continuous system. Once the commitment to implement is made, the assumption is made that the plan will be followed to the logical point of evaluation. Thereafter the decision of continuing or not continuing can be made.

If the means of the subscore means were greater than zero overall respondent agreement for the three stages of the proposed model was indicated.

Change Section

The Change Section was divided into three stages. Stage one in the data represents 1.0 in the model "Identify Client System," stage two represents 2.0 in the model "Evaluate Relationship," stage three represents 3.0 in the model "Identify Strengths and Change Potential."

The means and standard deviations for stages one, two, and three are reported in Table 4.2.

Table 4.2. Means and Standard Deviations of Subscores of Change Section of Proposed Model

Variable	Mean	Standard Deviation
Stage one	0.752456	0.5816
Stage two	1.039749	0.6902
Stage three	0.384937	0.6774

The Multivariate Test of Analysis of Variance was used to test the three stages in the change section of the model simultaneously. This analysis was done to determine if the means of the three stages differed significantly from zero. The results of the Multivariate test for stages one, two, and three are reported in Table 4.3.

Table 4.3. Results of the Multivariate Test of Analysis of Variance

Dependent Variable	Within Mean Squares	Between Mean Squares	Univariate F	p Less Than
Stage one	0.338214	135.3193	400.1002	0.0001
Stage two	0.476355	258.3776	542.4061	0.0001
Stage three	0.458869	35.4142	77.1772	0.0001

The means were greater than zero indicating overall respondent agreement in rating the three stages of the change section of the model.

The correlation among the items of stages one, two and three are given in Table 4.4.

Table 4.4. Correlation Matrix Stages One, Two, and Three

	Stage One	Stage Two	Stage Three
Stage one	1.000000		
Stage two	0.261025	1.000000	
Stage three	0.090486	-0.003657	1.000000

The correlation matrix shows a low correlation between the three stages of the change section of the proposed model. Because the correlations between the dependent variables are low, and the univariate F statistic for each stage was significantly different from zero, the data indicate that each dependent variable (each stage) could stand independently in the proposed model.

Information Section

The Information Section was also divided into three stages (see Chart 3.2, page 70). Stage four in the data represents 4.0 in the model "Provide Information," stage five represents 5.0 in the model "Assess Interest," and stage six represents 6.0 in the model "Evaluation."

The means and standard deviations for stages four, five, and six are reported in Table 4.5.

Table 4.5. Means and Standard Deviations of Subscores of Information Stage of Proposed Model

Dependent Variable	Mean	Standard Deviation
Stage four	1.410042	0.5531
Stage five	0.215481	0.6865
Stage six	0.156904	0.6179

The means of the Information Section of the proposed model were greater than zero. Again, respondent agreement is indicated.

The Multivariate Analysis of Variance was used to test stages four, five and six of the Information Section of the model simultaneously. This test was used to determine if the means of the three stages differed significantly from zero. The results of the Multivariate test for stages four, five and six are reported in Table 4.6.

Table 4.6. Results of the Multivariate Test of Analysis of Variance of the Information Section of the Proposed Model

Dependent Variable	Within Mean Squares	Between Mean Squares	Univariate F	p Less Than
Stage four	0.305949	475.1841	1553.1473	0.0001
Stage five	0.471230	11.0973	23.5496	0.0001
Stage six	0.381790	5.8839	15.4113	0.0002
df = 1 and 238				

The Multivariate F for the Information Section of the proposed model was 525.5287 which is significant (p less than 0.0001). The principal and teacher respondents agreed significantly with the overall Information Section of the proposed model. To determine if any one particular stage was contributing to the over significance the univariate F score for each stage was calculated and is reported in column four of Table 4.6. The mean for each of the three stages is significantly different from zero.

The correlation between stages four, five, and six are given in Table 4.7.

Table 4.7. Correlation Matrix Stages Four, Five, and Six of the Information Section of the Proposed Model

	Stage Four	Stage Five	Stage Six
Stage four	1.000000		
Stage five	0.029134	1.000000	
Stage six	0.216659	0.026443	1.000000

The correlation matrix shows a low correlation among the three stages of the Information Section of the proposed model. Because these correlations between the dependent variables are low, and the univariate F statistic for each stage was significantly different from zero, the data indicate that each dependent variable (each stage) can stand independently in the proposed model.

Analysis of Implementation Phase

Because of the continuous flow of the elements of the Implementation Phase of the proposed model the data for this phase was treated as a whole. There were eight stages for which data was analyzed (see Chart 3.3, page 71). Stage one in the data represents 1.0 in the Implementation Phase "Analyze Goals," stage two represents 2.0 "Design Model," stage three represents 4.0 "Involve Parents," stage four represents 5.0 "Examine Curriculum," stage five represents 6.0 "Assess Needs," stage six represents 8.0 "Provide In-Service Training," stage seven represents 9.0 "Prepare Students," and stage eight represents 10.0 "Evaluate Program." The means and standard deviations for stages one through eight of the Implementation Phase are reported in Table 4.8.

Table 4.8. Means and Standard Deviations of Subscores of Implementation Phase of Proposed Model

Dependent Variable		Mean	Standard Deviation
Stage one	(1.0)	0.864540	0.4238
Stage two	(2.0)	1.349372	0.5484
Stage three	(4.0)	0.740586	0.3535
Stage four	(5.0)	1.037657	0.6694
Stage five	(6.0)	0.525105	0.7199
Stage six	(8.0)	0.576151	0.3663
Stage seven	(9.0)	0.633891	0.9252
Stage eight	(10.0)	1.399582	0.5819

The means were greater than zero indicating respondent agreement as found in the previous section of the model.

The Multivariate Test of Analysis of Variance was used to test the eight stages of the Implementation Phase of the proposed model simultaneously. The test was done to determine if the means of the three stages differed significantly from zero. Results of this test for stages one through eight of the Implementation Phase are reported in Table 4.9.

Table 4.9. Results of the Multivariate Test of Analysis of Variance

Dependent Variable	Within Mean Squares	Between Mean Squares	Univariate F	p Less Than
Stage one	0.179643	178.6355	994.3903	0.0001
Stage two	0.300745	435.1726	1446.9800	0.0001
Stage three	0.124943	131.0837	1049.1520	0.0001
Stage four	0.448156	257.3389	574.2175	0.0001
Stage five	0.518275	65.9006	127.1539	0.0001
Stage six	0.134177	79.3359	591.2795	0.0001
Stage seven	0.855947	96.0345	112.1968	0.0001
Stage eight	0.338613	468.1600	1382.5803	0.0001

The multivariate F for the Implementation Phase of the proposed model was 335.3484 which is significant ($\alpha = .0001$). The principal and teacher respondents agreed

significantly with the overall Implementation Phase of the proposed model. To determine which particular stage was contributing to the overall significance the univariate F score was found for each stage of the Implementation Phase and is reported in column four of Table 4.9. The mean for each of the eight stages of the Implementation Phase of the proposed model is significantly different from zero.

The correlations between stages one through eight of the Implementation Phase are given in Table 4.10. The correlation matrix shows low correlations among the eight stages of the Implementation Phase of the proposed model. Because the correlations between the dependent variables of the Implementation Phase are low, and the univariate F statistic for each stage was significantly different from zero, the data indicate that each dependent variable (each stage) could stand independently in the proposed model.

Summary

One basic research hypothesis was proposed and studied for this study: Principals and teachers would rate questions on an especially designed instrument to measure a theoretical model of planning and implementation of differentiated staffing with sufficient agreement to support the basic elements in the model. The research hypothesis was supported by the data.

Table 4.10. Correlation Matrix Stages One-Eight of the Implementation Phase of the Proposed Model

	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven	Stage Eight
Stage one	1.000000							
Stage two	0.481263	1.000000						
Stage three	0.184790	0.189901	1.000000					
Stage four	0.316069	0.281607	0.282942	1.000000				
Stage five	0.332208	0.249075	0.066979	0.205088	1.000000			
Stage six	0.257516	0.193296	0.236936	0.271832	0.091506	1.000000		
Stage seven	0.266775	0.335974	0.145201	0.347984	0.223612	0.114847	1.000000	
Stage eight	0.363060	0.330940	0.259921	0.220073	0.133923	0.170068	0.149952	1.000000

The Planning Phase of the model was divided into two sections. One section included the elements essential to beginning and assessing the change process. There were three stages in this section: Identify Client System, Evaluate Relationship and Identify Strengths and Change Potential. Using the Multivariate Analysis of Variance the data from the respondents ($n = 239$) was analyzed. The data indicated the respondents agreed significantly with the three stages of the Change Section of the model. The low correlations between the stages gave further support that those dependent variables could stand independently in the Change Section of the model.

The Information Section of the model was analyzed next and it too had three stages: Provide Information, Assess Interest and Evaluation. The three stages were analyzed using the Multivariate Analysis of Variance. The low inter-stage correlations supported the notion that each stage could stand alone in the model.

The Implementation Phase was analyzed with eight dependent variables using the Multivariate Analysis of Variance. The eight dependent variables were: Analyze Goals, Design Model, Involve Parents, Examine Curriculum, Assess Needs, Provide In-Service Training, Prepare Students, and Evaluate Program. The data supported the eight dependent variables as essential elements in the Implementation

Phase of the model. The ability of each of these variables to stand independently was substantiated by the low inter-stage correlations.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The final chapter is devoted to a summary of the study, a discussion of the conclusions drawn from the data collected, and recommendations and implications for future research.

Summary

A review of the literature on change and innovation in education indicates a lack of a planned approach to accomplishing the change. Many authorities have suggested the importance of a systematic approach to planning and development of innovation but in practice change is treated casually resulting in little quality innovation occurring.

Resistance to change in school systems can be reduced if those who are to change are involved in the process. Resistance will be less also if those who are participating see the change as reducing rather than increasing their present burdens. The perceptions of those involved in the innovations, i.e., differentiated staffing, must be respected. The focus of the change effort should be on the user.

In order to properly plan and implement differentiated staffing there is a need to change not only the structure of the organization but how learning is conducted in the classroom. How are the needs of children met? Are there precise steps through which schools must go to develop differentiated staffing? This thesis posits there are such steps. Furthermore, the purpose of the study was to empirically validate a theoretical model using responses of experienced teachers and administrators in the field.

Purpose of the Study

The purpose of the study was to survey some existing differentiated staffing programs and compare the perceptions of principals and teachers involved in such programs with a proposed theoretical model of effective change to a differentiated staffing organization.

The purpose of the design (which was descriptive in nature) was to: (1) establish a model for planning and implementation of differentiated staffing and (2) check the components of the model against perceptions of experienced personnel in the field.

Limitations

Two limitations highlighted the study:

1. Little adequate research has been done about change and the components to bring about change

in education. The research that has been done has had little effect upon actual educational practice.

2. There may be a question whether the perceptions of those actively involved in differentiated staffing projects are valid measures of what the components of change should be.

Design of the Study

Six recommended EPDA differentiated staffing projects were selected as the sample. The EPDA projects were Beaverton, Oregon; Laguna Beach, California; Mesa, Arizona; Kansas City, Missouri; Sarasota, Florida; and Wayne County Intermediate School District, Detroit, Michigan. All (n = 400) principals and teachers working in differentiated staffing in the six projects were designated to participate in the study.

A survey approach was decided upon as the best method for collecting data. A questionnaire of fifty-two items was developed. The instrument measured the perceptions of the respondents to the item. The items were assigned a priori to a theoretical model for planning and implementation of differentiated staffing. A copy of the model appears as Charts 3.2 and 3.3 in Chapter III.

It was hypothesized that principals and teachers would rate questions on a specially designed instrument to

measure a theoretical model of planning and implementation of differentiated staffing with sufficient agreement to support the basic elements in the model.

Of the four hundred principals and teachers surveyed, two hundred thirty-nine (60%) responded.

Analysis

In analyzing the model the Implementation Phase was divided into two sections. The first section focused on change and the second section on information. The change section contained three stages. They were: Identify Client System, Evaluate Relationship and Identify Strengths and Change Potential. There was sufficient agreement from the respondents to retain the three stages of the change section of the model.

The Information Section of the model also contained three stages. They were: Provide Information, Create Interest and Evaluation. The three stages of the Information Section also received sufficient agreement to retain them in the Planning Phase of the model.

The Implementation Phase of the model was analyzed in eight stages. There was sufficient agreement from the respondents to retain all eight stages of the Implementation Phase of the model.

A five point scale was used to assess the degree of agreement the respondents had with each item. The categories

included Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The means of the item included in each stage were calculated for each respondent. This was done to remove the effect that some stages included more items. If the means of the subscore means were greater than zero, overall respondent agreement was indicated for the stages of the model. There was such agreement for all stages of the model.

The Multivariate Test of Analysis of Variance was used to determine if the means of stages of the Change Section and Information Section differed significantly from zero. The same test was used for the eight stages of the Implementation Phase of the model. There was significant agreement at an alpha level of .0001.

To determine which particular stage was contributing to the overall significance the univariate F score of each stage in the model was found. The F test indicated that the mean for each of the stages of the model was significantly different from zero.

The correlations between the stages of the Change Section, Information Section and the eight stages of the Implementation Phase were all found to be low.

Because the correlations between the dependent variables were low and the univariate F statistic for each stage was significantly different from zero, the

data indicates that each dependent variable (each stage) stood independently in the proposed model.

Conclusions

The following conclusions were derived from the data collected from questionnaires sent to principals and teachers actively involved in differentiated staffing. The importance of each of the elements listed here cannot be overemphasized. The components should be examined carefully when planning and implementing differentiated staffing. The data in the study show significant agreement with these elements as being necessary in bringing about a change to differentiated staffing. These are the steps needed to carry through efforts to plan and implement differentiated staffing.

- 1. The client system should be carefully identified when changing from a traditional organizational structure to differentiated staffing.*

The data of the study gave significant agreement that the client system selected to plan a move to differentiated staffing should have broad representation of administration, teachers, students, parents and other community members.

2. *The change agent must evaluate his relationship with the client system.*

Respondents agreed change would take place best when the relationship between client system and change agent was positive and the role of the change agent was perceived as helping the client system.

3. *The change agent must identify the strengths of the client system and assess their potential for change.*

Respondents stated that it would seem reasonable if a client system were extremely reluctant to change and there were not sufficient strengths in personnel the relationship between the client system and change agent should be terminated.

4. *Teachers considering a move to differentiated staffing should be provided with adequate information so that they understand such a move.*

There was significant agreement by respondents that teachers should have adequate knowledge of differentiated staffing before deciding to implement it in their school.

5. *Steps must be taken to interest the client system in moving to differentiated staffing.*

All types of resources must be used to create further interest in differentiated staffing. Written materials, film strips, video tapes and site visitations all should be used to increase interest.

6. *The client system and change agent must evaluate whether they can and want to further develop a differentiated staffing organization and how long a period of time it will take.*

The data indicated that after study a decision must be made whether to move to implementation or stay in the present organization. There was indication that a period of two years or less to accomplish the implementation task was needed.

7. *Goal analysis is an important component in implementing differentiated staffing.*

There was significant agreement that goals should be well in mind when implementing differentiated staffing.

8. *A model should be designed to organize the staff in a differentiated staffing organization to best accomplish the goals of that organization.*

The organizational model determines the responsibilities of those in the organization who will perform

certain tasks, if there will be salary differentiation on the basis of responsibility, if paraprofessionals will be used, and if all members of the teaching team will teach full time.

9. *Parents should be involved in the implementation of differentiated staffing.*

There was significant agreement that parents should know what was being planned for their children. If parental support is desired, they must be involved in the changes that are being made.

10. *The curriculum should be examined as part of the implementation phase of a change to differentiated staffing.*

It is quite possible in changing the organizational structure of a school to continue to do the same kinds of activities in the classroom. A critical examination should be made of the curriculum and what was done with students to meet the objectives of the curriculum.

11. *The client system must assess its needs in order to successfully implement differentiated staffing.*

There was significant agreement that needs assessment was important to the implementation of differentiated

staffing. The needs of students, community, society and staff must all be considered.

- 12. In-service training is essential in implementation of differentiated staffing.*

Respondents agreed that instructional objectives should be defined and that implementation of differentiated staffing required extensive in-service training in order to meet those elements identified in the needs assessment.

- 13. Students must be prepared for the changes expected of them in a differentiated staffing organization.*

Students could not be expected to move from a traditional self-contained organization to differentiated staffing instantly. They must be given time to develop self-direction and time to handle the movement usually a part of differentiated staffing. The respondents supported this stage of the model.

- 14. The differentiated staffing organization should be evaluated to determine the effectiveness of the plan and to decide where improvements should be made.*

The component stage of evaluation was significantly agreed upon by the respondents in the study. They felt a project must be evaluated to determine its worth.

Implications for Future Research

The proposed model in the study was given support by principals and teachers involved in differentiated staffing. However, the true test of a model is its usefulness and effectiveness in accomplishing what it was designed to do. Future studies may test the model in an actual situation to determine if it is effective in planning and implementation of differentiated staffing.

The instrument used to gather the data could be improved upon. The matching of items in the instrument to stages in the model could be more adequately done. The improvement of the instrument would give greater support for the model which was proposed.

Further study could be given to the validity of the perceptions of those who are involved in differentiated staffing. Are they a true indicator of what actually should be done in bringing about change?

Reflections

Although there was significant agreement by the respondents with the proposed model, it should be accepted with cautious optimism. The model needs to be tested to determine if it is effective in bringing about a change to differentiated staffing. The questionnaire which was used should be revised if the study is replicated. The original

questionnaire was pre-tested at one school, but little attention was given to revision of the items. The items should be more closely examined in relationship to the model.

The proposed model does not represent an ultimate implementation model. It is an attempt to emphasize the need for a systematic approach to innovation, in this case differentiated staffing. From the attempts that have been made in many areas to implement differentiated staffing, a model of this type is sorely needed. The model does not presuppose a package to be plugged into any system. It may be used as a guide by any school or school system to develop their own organizational structure. Too often schools have been given a packaged plan to implement with little concern for their own particular problems. The failure of these attempts has been described in the literature.

A word of caution must be given to those pursuing differentiated staffing. Differentiated staffing is an organizational structure which can facilitate a move to more individualized instruction and better use of teacher talent. Teachers can, however, continue to teach children in the same manner as they have always taught. Hopefully a move to differentiated staffing will involve a careful examination of the activities and methodology teachers are using with children. Differentiated staffing offers a framework for teachers to do many different things but teachers must examine their relationships with children as well.

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APPENDICES

APPENDIX A

OUTLINE OF HAVELOCK'S PROCESS OF

EDUCATIONAL CHANGE

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OUTLINE OF HAVELOCK'S PROCESS OF EDUCATIONAL CHANGE

In stage I "Building a Relationship," Havelock points out the following questions a change agent should be concerned with:

I. Who is the client?

A. It may be a classroom, a faculty, or a community.

1. Relating to client system

a. What are the norms of the client system?

- 1) Common beliefs, values, or rules of behavior

b. Who are the leaders?

- 1) The formal leadership structure

c. Who are the influentials?

- 1) Those who are not part of the formal leadership but have great influence

d. Who are the gatekeepers?

- 1) Those who have little formal or informal leadership but are in a strategic spot in relationship to information flow

e. With whom should you choose to work:

(Change agents have found those which represent the following system characteristics best to work with)

- 1) Opinion leadership
- 2) Formal authority

- 3) Representative of major factions or vested interests
- 4) Public relations ability
- 5) Credibility and respectability
- 6) Compatibility with you

2. Relating to the larger social environment

- a. What are the norms in the community?
 - 1) Who are the most powerful and influential people in the community?
 - 2) How do these people usually react to innovation in the community?
 - 3) How can these people be approached and influenced to endorse the change effort?
- b. Who are the influentials in the community?
- c. What is the community leadership like?
- d. What percentage of your efforts should be devoted to these outside forces?

B. What is your relationship at the very beginning?

- 1. Blank slate
- 2. Reestablishing a good relationship
- 3. Reestablishing an uncertain relationship
- 4. Redefining an existing relationship

C. The Ideal Relationship

- 1. Reciprocity
 - a. There should be give and take of information
- 2. Openness
 - a. Open to new ideas (client and change agent)
 - b. Eagerness to seek out new ideas

- c. Desire for self renewal
- d. Willingness to share new ideas with others
- e. Listen to the problems of others
- f. Give authentic feedback to each other
- 3. Realistic expectations
 - a. Don't oversell yourself or expectations
- 4. Expectations of reward
 - a. Give some reason for optimism
 - b. Point out some future reward
 - c. Pilot program can sometimes do this
- 5. Structure
 - a. Definition of roles
 - b. Working procedures
 - c. Expected outcomes
- 6. Equal power
 - a. Power should not play a significant role
- 7. Minimum threat
- 8. Confrontation of difference
 - a. Ability to talk out your differences
- 9. Involvement of all relevant parties
 - a. Not only those in the client system but those outside who influence the client system.

Stage II involves the diagnosis of the needs or problems of the client system.

If you do not take the time to study and understand the current state of the system, your change efforts are likely to be misdirected--and disappointing in the long run. For this reason you and your client should pause, at the beginning of your relationship, and take a careful look at the system around you. This is what we mean by diagnosis (p. 59).

A. How do you make a good diagnosis?

1. Three approaches that may be used
 - a. Identify the problem
 - b. Identify the opportunities
 - c. Look at the client as a system
2. Identifying the problem
 - a. You will probably identify surface symptoms first.
 - b. There may be underlying problems which are less obvious and have led to the outbreak of the symptoms. These should be identified and evaluated.
 - c. You may have to go further and interpret the evidence and infer underlying causes.
3. Identifying the opportunities
 - a. Spend time identifying areas of strength and potential for change. Do not focus exclusively on the problems the client has.
 - b. Look at the history of the client system in solving problems. You may find the system has competencies in solving problems in certain areas. These should be noted.
 - d. Sometimes a comparison of one system with another will help a system see how it might change.

4. Understanding the client as a system
 - a. You must look at the client as a system. A number of interrelated parts working together to accomplish certain goals.
 - b. When you have the goals clearly in mind you can begin to describe the activities which are necessary to achieve these goals.
 - c. There are four major elements which should be considered in a system diagnosis.
 - 1) Goals (desired outputs)
 - 2) Learning environment (administrators, teachers, students)
 - 3) Inputs (other systems)
 - 4) Boundaries (protects but allows stimulation)
5. Making a diagnostic inventory
 - a. There are five basic questions which should be asked and answered in a good diagnostic inventory.
 - 1) What are the system goals?
 - 2) Is there an adequate structure for attaining these goals?
 - 3) Is there openness in communications?
 - 4) Does the system have the capacities necessary to achieve its goals?
 - 5) Does the system reward its members for working towards its stated goals?
6. It is important to involve the client in the process of diagnosing his own problem.

In stage III we seek to acquire relevant resources. These resources can come in the form of printed material, people, or products. It is important for the client to know what has happened, what is available, and what is potentially useful and relevant. Havelock asserts the following:

- A. There are seven major purposes for resource acquisition
 - 1. For diagnosis
 - 2. For awareness
 - 3. For evaluation-before-trial
 - 4. For trial
 - 5. For evaluation-after-trial
 - 6. For installation
 - 7. For maintenance
- B. There are three basic processes in the resource acquisition strategy
 - 1. Acquisition for diagnosis
 - 2. Awareness of the resources universe
 - 3. Homing in on relevant resources

Stage IV, Choosing the Problem, involves four general steps with suggestions for each.

- A. Deriving Implications from Research
 - 1. Retrieve statements from the summaries of research reports
 - 2. Summarize the findings of the research in your own words

3. Relate the findings to the diagnosis of the problem
4. State in behavioral terms ideas for action
- B. Generating a Range of Solution Ideas
 1. Brainstorming is one technique that may be used
- C. Feasibility Testing
 1. Potential benefit
 2. Workability
 3. Diffusibility
- D. Adaptation.

You may have to redesign or make further changes in the selected innovation. The previous information has taken us through the procedure of preparing a system for a program of change. We now come to the stage, stage V, of transforming intentions into actions. This is the point at which we want to gain acceptance for the innovation. There are four issues for consideration in this stage suggested by Havelock.

- A. How Individuals Accept Innovations
 1. Researchers have identified six phases in the adoption process
 - a. Awareness--exposure to the innovation
 - b. Interest--active information seeking
 - c. Evaluation--mental trial of innovation
 - d. Trial--use of innovation on small scale
 - e. Adoption--results or trial are considered adopted or rejected
 - f. Integration--use of innovation becomes routine.

B. How Groups Accept Innovations

1. Common things and key people
 - a. Acceptance by a few key members
2. How can you gain group acceptance?
 - a. Diagnose the forces for and against the innovation
 - b. Use key people as stepping stones

C. How to Communicate

1. Selecting the right medium for the right job
 - a. Written and oral presentations
 - b. Film
 - c. Demonstrations
 - d. Person-to-person contacts
 - e. Group discussions
 - f. Conferences, workshops, and training events

D. Keep your program flexible

1. You may have to change your plans as you get further into the innovative process

Perhaps the most important stage in the entire process is stage VI, "Stabilizing the Innovation and Generating Self-Renewal." It involves three sections:

A. Insuring continuance of the innovation

1. Continuing reward
2. Practice and routinization
3. Structural integration into the system

4. Continuing evaluation
 5. Providing for continuing maintenance
 6. Continuing adaptation capability
- B. Creating a self-renewal capacity
1. A positive attitude toward innovation
 2. An internal change agency
 3. An external orientation
 - a. Seek out new solutions to problems
 4. A future orientation
 - a. Belief in progress and the future
- C. Disengagement
1. When does the change agent disengage?
 2. How does he disengage?

APPENDIX B

**COVER LETTER, FOLLOW-UP LETTER AND
TEACHER QUESTIONNAIRE**

MOTT INSTITUTE FOR COMMUNITY IMPROVEMENT
COLLEGE OF EDUCATION • 517 BRICKSON HALL

August 1, 1972

Dear Teacher:

I need your help. My chairman has accused me of trying to be a Ph.D. candidate taking the longest time in history to finish his degree. In order that I may try to avoid that pleasure, I would appreciate it if you would fill out the enclosed questionnaire.

As you read the questionnaire, you will see it is related to something with which you are familiar--Differentiated Staffing. I would like to ascertain from those who have been involved with differentiated staffing the essential components of planning and implementation. In other words, "What are those things that must be done during the planning and implementation phases?"

I realize you are busy enjoying your vacation, but please take a little time to fill out this questionnaire. My chairman will appreciate it, my family will quit bugging me, and I can sleep nights.

Thank you so much.

Sincerely,

A handwritten signature in cursive script that reads "William Hoffman".

William Hoffman

WH:dk

MOTT INSTITUTE FOR COMMUNITY IMPROVEMENT
COLLEGE OF EDUCATION • 517 ERICKSON HALL

August 15, 1972

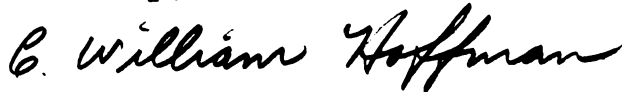
Dear Teacher:

This short letter has a twofold purpose. I want to sincerely thank all of you who took the time to fill out the questionnaire I sent you on differentiated staffing. Your cooperation was most appreciated. Many of you made some additional comments which were extremely helpful. Thanks to all of you who wished me well with this hurdle that I'm trying to get over. It is strange, but I feel as though I did get to know you a little bit. It was apparent that you have a strong interest in kids, and I know you will have a fine year. Please do.

For those of you who haven't had time to fill out the questionnaire, won't you please take a little while and do so. As my boy says, "I will be proud of you" if you will. It would be greatly appreciated if you would.

Thanks again to all of you. You're important people to those youngsters and to me. Keep up the great work!

Sincerely,



C. William Hoffman, Coordinator
Differentiated Staffing Project

CWH:kj

P.S. The sleep is getting a little better, although there is another one now that is interfering.

Introduction:

Below you will find 52 statements related to the planning and implementation phases of differentiated staffing. It is the purpose of this questionnaire to try to determine those activities which are essential in planning and implementation of a differentiated staffing organization. Respond to each statement from your honest perceptions. Do not spend a great deal of time on any one item. There are no "correct" answers.

Directions:

Each of the following statements is followed by five responses. Indicate how important you feel each statement is by circling one of the responses.

Circle the number 1 if you strongly disagree with the statement.

Circle the number 2 if you disagree with the statement.

Circle the number 3 if you are undecided about the statement.

Circle the number 4 if you agree with the statement.

Circle the number 5 if you strongly agree with the statement.

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
1. Only teachers who are prepared and cooperative should enter a differentiated staffing project.	1	2	3	4	5
2. An effective change to staff differentiation can be implemented within two years from the start of planning.	1	2	3	4	5
3. The administrator and his staff should define instructional objectives in expected student behavior.	1	2	3	4	5
4. Detailed job descriptions should be constructed so that each teacher is aware of his (staff) responsibilities.	1	2	3	4	5
5. Increased planning time is essential if you are involved in a differentiated staffing organization.	1	2	3	4	5
6. A representative group of the community should be involved in the planning sessions to consider the feasibility of differentiated staffing.	1	2	3	4	5
7. When making a major change in staffing patterns, some provisions should be made for teachers who wish to function in traditional self-contained classrooms.	1	2	3	4	5
8. Broad representation of administrators, teachers, students, parents and other community members should be involved at the outset of planning for differentiated staffing.	1	2	3	4	5
9. A critical examination of the curriculum should be an essential component in the planning phase of a differentiated staffing organization.	1	2	3	4	5
10. The local teachers organization should be notified of the change in staff utilization after plans have been well formulated.	1	2	3	4	5
11. Change takes place when the coordination and responsibility of the project is shared primarily by the administrative team.	1	2	3	4	5
12. The individualizing of instruction for students does not require additional time to plan their program.	1	2	3	4	5

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
13. If a unit or a school decide to try differentiated staffing an evaluation design should be a part of the project.	1	2	3	4	5
14. It is not possible for master teachers or coordinating instructors to teach and do the tasks required of their position in a differentiated staffing pattern.	1	2	3	4	5
15. Only members representing the professional staff of the school system should comprise the planning committee for differentiated staffing.	1	2	3	4	5
16. The best method for implementing change is to make one administrator responsible for supervising the change.	1	2	3	4	5
17. Teaching is impossible to define and evaluate on the basis of an efficiency study.	1	2	3	4	5
18. The organizational plan of the school is the exclusive responsibility of the administrators.	1	2	3	4	5
19. The change to a new staffing pattern works best when the administrator does not permit some teachers to remain in traditional assignments.	1	2	3	4	5
20. Someone with less than a college degree in education can handle some of the lower level learning activities in a classroom (example, working with students to learn basic sight words).	1	2	3	4	5
21. Goal analysis is not a necessary component in planning for a differentiated staffing organization.	1	2	3	4	5
22. A single salary schedule based upon years of service and hours of training should be retained even though a differentiated staffing organization is adopted.	1	2	3	4	5
23. The administrator should indicate his commitment to change by including a large portion of the school population in the initial implementation.	1	2	3	4	5
24. All members of the teaching hierarchy of a differentiated staffing organization should teach at least part of the day.	1	2	3	4	5
25. The cost of in-service education for teachers preparing for a change in staff assignments is greater than the benefits derived.	1	2	3	4	5

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
26. An administrator will find implementation of differentiated staffing easier if teachers have limited knowledge about the subject.	1	2	3	4	5
27. Leadership and responsibility of the team in differentiated staffing should move from person to person with the team according to the needs of students.	1	2	3	4	5
28. A change in staffing patterns cannot be realized without using the personnel of some university, professional organization or research and development center.	1	2	3	4	5
29. It is important for a group considering differentiated staffing to have their goals well identified.	1	2	3	4	5
30. When making a change in staff use the local teachers' organization should be actively involved.	1	2	3	4	5
31. Because each teacher is professionally trained, specific job descriptions are not needed for teaching positions.	1	2	3	4	5
32. In making a change in staffing patterns the administrator should remember that authority is the central, indispensable means of managerial control.	1	2	3	4	5
33. Staff differentiation should be introduced on a small scale and be incorporated throughout the district on a gradual basis.	1	2	3	4	5
34. Teaching basic skills is the responsibility for a certified teacher and cannot be delegated to anyone else.	1	2	3	4	5
35. A school district cannot move to a differentiated staff without substantial outside financial support such as from a foundation or a higher level of government.	1	2	3	4	5
36. Evaluation of a project is not important in determining the worth of the differentiated staffing project.	1	2	3	4	5
37. Change takes place best when the administrator possesses great skills in group dynamics, sensitivity and human engineering.	1	2	3	4	5

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
38. A major change in staff use, such as differentiated teaching assignments, can be adequately financed by the operating funds of the local school district.	1	2	3	4	5
39. Information regarding differentiated staffing should be provided to teachers before discussion of a possible organizational change in a school.	1	2	3	4	5
40. One person should be responsible for the leadership of a team.	1	2	3	4	5
41. The changes required of teachers moving to a differentiated staff assignment requires extensive use of teacher in-service education.	1	2	3	4	5
42. Expressing student goals in behavioral terms should be avoided because it reduces teaching to a mechanical process.	1	2	3	4	5
43. Because of their theoretical outlook, college professors and staff members of outside agencies can provide little help in making a change in staff utilization.	1	2	3	4	5
44. Making decisions on staff assignments is solely the responsibility of the school administrators.	1	2	3	4	5
45. An analysis of the duties teachers perform would provide an administrator with valuable information needed in making assignments.	1	2	3	4	5
46. Students should have adequate preparation before participating in a more flexible organizational plan such as differentiated staffing.	1	2	3	4	5
47. If a school is to try differentiated staffing, there should be differentiation of pay for those involved on the basis of responsibility.	1	2	3	4	5
48. An administrator should begin planning for a change in staff utilization at least two years before implementation.	1	2	3	4	5
49. Teachers should be actively involved in staff assignment decisions.	1	2	3	4	5

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
50. An orientation period for students about to be involved in a differentiated staffing organization is not necessary.	1	2	3	4	5
51. If a teacher does not wish to participate in a staffing pattern such as differentiated staffing, he should be transferred to another school.	1	2	3	4	5
52. Differentiated staffing can be accomplished without changing the curriculum the school offers.	1	2	3	4	5

APPENDIX C

PRINCIPAL QUESTIONNAIRE

Introduction:

Below you will find 52 statements related to the planning and implementation phases of differentiated staffing. It is the purpose of this questionnaire to try to determine those activities which are essential in planning and implementation of a differentiated staffing organization. Respond to each statement from your honest perceptions. Do not spend a great deal of time on any one item. There are no "correct" answers.

Directions:

Each of the following statements is followed by five responses. Indicate how important you feel each statement is by circling one of the responses.

Circle the number 1 if you strongly disagree with the statement.

Circle the number 2 if you disagree with the statement.

Circle the number 3 if you are undecided about the statement.

Circle the number 4 if you agree with the statement.

Circle the number 5 if you strongly agree with the statement.

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
1. Only teachers who are prepared and cooperative should enter a differentiated staffing project.	1	2	3	4	5
2. An effective change to staff differentiation can be implemented within two years from the start of planning.	1	2	3	4	5
3. The administrator and his staff should define instructional objectives in expected student behavior.	1	2	3	4	5
4. Detailed job descriptions should be constructed so that each teacher is aware of his (staff) responsibilities.	1	2	3	4	5
5. Increased planning time is essential if you are involved in a differentiated staffing organization.	1	2	3	4	5
6. A representative group of the community should be involved in the planning sessions to consider the feasibility of differentiated staffing.	1	2	3	4	5
7. When making a major change in staffing patterns, some provisions should be made for teachers who wish to function in traditional self-contained classrooms.	1	2	3	4	5
8. Broad representation of administrators, teachers, students, parents and other community members should be involved at the outset of planning for differentiated staffing.	1	2	3	4	5
9. A critical examination of the curriculum should be an essential component in the planning phase of a differentiated staffing organization.	1	2	3	4	5
10. The local teachers organization should be notified of the change in staff utilization after plans have been well formulated.	1	2	3	4	5
11. Change takes place when the coordination and responsibility of the project is shared primarily by the administrative team.	1	2	3	4	5
12. The individualizing of instruction for students does not require additional time to plan their program.	1	2	3	4	5

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
13. If a unit or a school decide to try differentiated staffing an evaluation design should be a part of the project.	1	2	3	4	5
14. It is not possible for master teachers or coordinating instructors to teach and do the tasks required of their position in a differentiated staffing pattern.	1	2	3	4	5
15. Only members representing the professional staff of the school system should comprise the planning committee for differentiated staffing.	1	2	3	4	5
16. The best method for implementing change is to make one administrator responsible for supervising the change.	1	2	3	4	5
17. Teaching is impossible to define and evaluate on the basis of an efficiency study.	1	2	3	4	5
18. The organizational plan of the school is the exclusive responsibility of the administrators.	1	2	3	4	5
19. The change to a new staffing pattern works best when the administrator does not permit some teachers to remain in traditional assignments.	1	2	3	4	5
20. Someone with less than a college degree in education can handle some of the lower level learning activities in a classroom (example, working with students to learn basic sight words).	1	2	3	4	5
21. Goal analysis is not a necessary component in planning for a differentiated staffing organization.	1	2	3	4	5
22. A single salary schedule based upon years of service and hours of training should be retained even though a differentiated staffing organization is adopted.	1	2	3	4	5
23. The administrator should indicate his commitment to change by including a large portion of the school population in the initial implementation.	1	2	3	4	5
24. All members of the teaching hierarchy of a differentiated staffing organization should teach at least part of the day.	1	2	3	4	5

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
25. The cost of in-service education for teachers preparing for a change in staff assignments is greater than the benefits derived.	1	2	3	4	5
26. An administrator will find implementation of differentiated staffing easier if teachers have limited knowledge about the subject.	1	2	3	4	5
27. Leadership and responsibility of the team in differentiated staffing should move from person to person with the team according to the needs of students.	1	2	3	4	5
28. A change in staffing patterns cannot be realized without using the personnel of some university, professional organization or research and development center.	1	2	3	4	5
29. It is important for a group considering differentiated staffing to have their goals well identified.	1	2	3	4	5
30. When making a change in staff use the local teachers' organization should be actively involved.	1	2	3	4	5
31. Because each teacher is professionally trained, specific job descriptions are not needed for teaching positions.	1	2	3	4	5
32. In making a change in staffing patterns the administrator should remember that authority is the central, indispensable means of managerial control.	1	2	3	4	5
33. Staff differentiation should be introduced on a small scale and be incorporated throughout the district on a gradual basis.	1	2	3	4	5
34. Teaching basic skills is the responsibility for a certified teacher and cannot be delegated to anyone else.	1	2	3	4	5
35. A school district cannot move to a differentiated staff without substantial outside financial support such as from a foundation or a higher level of government.	1	2	3	4	5

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
36. Evaluation of a project is not important in determining the worth of the differentiated staffing project.	1	2	3	4	5
37. Change takes place best when the administrator possesses great skills in group dynamics, sensitivity and human engineering.	1	2	3	4	5
38. A major change in staff use, such as differentiated teaching assignments, can be adequately financed by the operating funds of the local school district.	1	2	3	4	5
39. Information regarding differentiated staffing should be provided to teachers before discussion of a possible organizational change in a school.	1	2	3	4	5
40. One person should be responsible for the leadership of a team.	1	2	3	4	5
41. The changes required of teachers moving to a differentiated staff assignment requires extensive use of teacher in-service education.	1	2	3	4	5
42. Expressing student goals in behavioral terms should be avoided because it reduces teaching to a mechanical process.	1	2	3	4	5
43. Because of their theoretical outlook college professors and staff members of outside agencies can provide little help in making a change in staff utilization.	1	2	3	4	5
44. Making decisions on staff assignments is solely the responsibility of the school administrators.	1	2	3	4	5
45. An analysis of the duties teachers perform would provide an administrator with valuable information needed in making assignments.	1	2	3	4	5
46. Students should have adequate preparation before participating in a more flexible organizational plan such as differentiated staffing.	1	2	3	4	5
47. If a school is to try differentiated staffing, there should be differentiation of pay for those involved on the basis of responsibility.	1	2	3	4	5
48. An administrator should begin planning for a change in staff utilization at least two years before implementation.	1	2	3	4	5

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
49. Teachers should be actively involved in staff assignment decisions.	1	2	3	4	5
50. An orientation period for students about to be involved in a differentiated staffing organization is not necessary.	1	2	3	4	5
51. If a teacher does not wish to participate in a staffing pattern such as differentiated staffing, he should be transferred to another school.	1	2	3	4	5
52. Differentiated staffing can be accomplished without changing the curriculum the school offers.	1	2	3	4	5

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