

THE NORMATIVE ROLE OF THE
SECONDARY RESOURCE TEACHER
IN MONTGOMERY COUNTY, MARYLAND--
A TYPE OF DIFFERENTIATED STAFFING

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Philip H. Sheridan

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ABSTRACT

THE NORMATIVE ROLE OF THE SECONDARY RESOURCE TEACHER IN MONTGOMERY COUNTY, MARYLAND-- A TYPE OF DIFFERENTIATED STAFFING

By

Philip H. Sheridan

Statement of the Problem

In recent years, the role of the public school secondary teacher has expanded and become more demanding. Many creative and competent teachers have found themselves bogged down in technical and clerical duties or overwhelmed by the many complex and important things to do that, few if any, tasks are well done enough to leave them with any sense of accomplishment. An increasing number of educators are proposing differentiated staffing as a potential solution to some of these problems. Montgomery County, Maryland, Public Schools', a large suburban school district, main effort in the area of differentiated staffing has been concentrated in the Secondary Resource Teacher Program. This program has undergone considerable growth and change since its inception in 1953.

The purpose of this study was to map out that portion of the normative structure that pertains to the

role of the resource teacher. The normative structure was composed of the view of the resource teachers, principals, and supervisors. These are the professionals of the Montgomery County Public Schools system that have the greatest influence on the role of the resource teacher.

The following views were considered: (1) the way the resource teachers view their own position, (2) the perception of the other relevant populations of the school system.

Design of the Study

The sources of the data for this study were groups of randomly selected Montgomery County Public School teachers, resource teachers, principals, and supervisors, who occupied their position the school year (1970-71) prior to the study.

An instrument, The Normative Role Inventory of the Secondary Resource Teacher, was constructed to collect the required data.

The one factor analysis of variance was used to determine if there was any difference in the perceived role of the resource teacher by the four relevant populations. Tukey's post hoc procedure was used to determine between which groups the differences existed. The .05 level of significance and the appropriate degrees of freedom were used for both tests.

The agreement score developed by Professor Robert Leak of the University of Washington was used to indicate the extent of agreement within members of a given group and the extent of agreement on the role of the resource teacher when considering those tested as one group.

Findings

The data suggest that:

1. The position in the role network of the resource teacher with probably the most influence on the role was the secondary principal. There was no significant difference in the perception of the role of the resource teacher found to exist between the principals and the resource teachers in the areas of Staff Development, Research - Planning - Evaluation - Reporting and Administration.
2. A significant difference was detected between the resource teacher's perception of the role and the principal's perception in the area of Instruction. The principal perceives the resource teacher as being more actively involved in the instructional program, especially in the area of appraisal, than does the resource teacher.
3. Efforts to develop the resource teacher program to supplement and carry on some of the functions

traditionally identified with central office supervision has been successful in terms of both the resource teacher and the supervisor understanding the role the resource teacher is to play.

4. The resource teacher is placed in a rather difficult, uncomfortable role conflict position because of differences in perception of the role of the resource teacher by two important counter positions--the teachers and the principals. This is especially true in the area of teacher evaluation and the role that resource teacher is to play. The principals perceive a more active role in evaluations for the resource teachers than do the teachers.
5. The range of agreement within a group was the lowest for the resource teachers than for any of the other groups.
6. The range of agreement within a group was the greatest for the principals than for any of the other groups.
7. The majority of the items in the Normative Role Inventory of the Secondary Resource Teacher was found to have a high degree of agreement when the four groups were considered as one. Forty-four of the fifty-one items in the inventory had an agreement score of 600 or higher.

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CHAPTER I

THE DEVELOPMENT OF THE STUDY

Introduction to the Problem

This study of role perception finds its rationale in the fact that an increasing number of professional educators are proposing differentiated staffing as a potential solution to some of the problems of education today. Since 1965, there has been a great deal of interest generated in the concept of differentiated staffing. The professional literature has been increasing in abundance with descriptive articles--the pros and cons--on the subject. Differentiated staffing projects are taking place in Beaverton, Oregon; Kansas City, Missouri; Temple City, California, and Montgomery County, Maryland.¹ The Florida State Department of Education has taken the initiative in developing state-wide support for differentiated staffing by conducting a feasibility study of flexible staff utilization and developing a master plan for establishing a network of pilot projects on a

¹James L. Olivero, "The Meaning and Application of Differentiated Staffing in Teaching " Phi Delta Kappan, September, 1970, pp. 36-40.

state-wide basis.² Highly respected educators such as J. Lloyd Trump,³ Dwight Allen,⁴ and James Olivero⁵ are endorsing differentiated staffing as a method for organizing schools for the current scene as well as the near future.

Differentiated staffing is one of the most interesting and elaborate of the new organizational patterns being tried. The implications of this innovation are extensive. If it should be implemented and survive the trauma that would accompany a change of such magnitude it has, according to its proponents, the potential to transform the schools and the teaching profession. The program has been resisted in some localities and there is evidence to believe that its implementation will be further resisted. The public school teaching profession has been heavily concerned with formal requirements as a

²Marshall L. Frinks, "Toward More Effective School Personnel Utilization," Educational Technology, February, 1970, pp. 73-74.

³J. Lloyd Trump and Dorsey Baynham, Focus on Change--A Guide to Better Schools (Chicago: Rand McNally and Co., 1962), pp. 23-35.

⁴Dwight W. Allen, "A Differentiated Staff: Putting Teaching Talent to Work," The Teacher and His Staff, Occasional Paper No. 1 (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1969), p. 10.

⁵Olivero, op. cit., p. 38.

basis for raising professional status and income. According to Janowitz,

This pressure has led to an emphasis on rigid entrance and training requirements often unrelated to actual teaching requirements. The teaching profession has resisted the introduction of subprofessionals and other labor-related approaches to mass education.⁶

Changes in educational practices tend to be piecemeal, imposed from above, and without impact on the organization as a whole.⁷ Differentiated staffing is, by definition, a school-wide re-deployment of staff. Changes will be carried out by the staff and with very extensive side effects. Differentiated staffing stresses the instructional team and flexibility of student grouping as an alternative to the self-contained organization--one teacher and thirty students--of the traditional pattern. Its implementation will certainly require a change in organization of learning activities, but more importantly it will require a change in the teacher's image of his role. The traditional conception of the role of the teacher is of an independent entity, operating alone and self-sufficient. This model of the teacher is

⁶Morris Janowitz, "Institution Building in Urban Education," in Innovation in Mass Education, ed. by David Street (New York: John Wiley and Sons, 1969), p. 291.

⁷H. M. Brickell, Organizing New York State for Educational Change (Albany: New York State Department of Education, 1962), p. 19.

probably obsolete, just as a self-sufficient doctor, lawyer, or architect is rapidly given to the assemblage of specialists in some type of "firm or clinic."⁸

Differentiation is a new word to describe a very old process within human organizations. It describes the division of labor or the separation of tasks via specialization or departmentalization. English describes this change in role in the Temple City Project:

Staff differentiation is a radical change in education because it means changing the role of the teacher vertically as well as horizontally. It is when the vertical dimension is added that the term "hierarchy" is appropriate. The concept of teacher's hierarchy remains, to date, a rather controversial one. It is necessary for the realization of a career ladder. . . . The Temple City Model was the first of its kind to make a radical departure in conceptualization of vertical roles for teachers, accompanied by ranges of pay, status and authority. Such roles grew from an analysis of tasks conducted in the Spring of 1967 by the project steering committee. Various tasks were regrouped into more specialized roles along a task difficulty continuum. Then these tasks were subdivided into new roles and given titles accordingly.⁹

Don Barbee, in his definition of staff differentiation, also greatly stresses the changing role of the teacher.

Differentiated staffing is a concept of organization that seeks to make better use of educational personnel. Teachers and other educators assume different

⁸Jansen T. Shaplin and H. F. Olds, Team Teaching (New York: Harper and Row, 1964), p. 87.

⁹Fenwick W. English, "A Handbook of the Temple City Differentiated Staffing Projects 1965-1970," Temple City California, Temple City Unified School District, 1970, p. 2. (Mimeographed.)

responsibilities based on carefully prepared definitions of the many teaching functions. The differential assignment of educational personnel goes beyond traditional staff allocations based on common subject matter distinctions and grade level arrangements and seeks new ways of analyzing essential tasks and creative means of implementing new educational roles.¹⁰

The resource teacher program, which is a form of differentiated staffing, was instituted in Montgomery County, Maryland in September, 1953. Since the inception of the resource teacher program, and its enlargement and modifications over the years, Montgomery County has proposed, but not implemented, other phases of a differentiated staffing and responsibility program.

Statement of the Problem

The major purpose of this study is to carry out an initial mapping of that portion of the normative structure that pertains to the role of the secondary resource teacher in Montgomery County, Maryland. The normative structure will be composed of the views of the relevant populations. The following will be considered:

(1) The ways the resource teachers view their own position, (2) The perceptions of each of the other populations of the school structure of the resource position.

¹⁰Don Barbee, "Differentiated Staffing: Expectations and Pitfalls," TEPS Write-in Papers on Flexible Staffing Patterns No. 1 (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, March, 1969), p. 7.

Significance of the Study

Role theory is a body of knowledge and principles that at one and the same time constitutes an orientation, a group of theories, loosely linked network of hypotheses, isolated constructs about human functioning in a social context, and a language system which pervades nearly every social scientist's and educator's vocabulary.

Role perceptions are expectations held by particularized or generalized others for the appropriate behavior that ought to be exhibited by the person or persons holding a given role. The normative or prescribed quality of role expectations represents the "oughts" and "shoulds" of a given role.

Data gathered in this study will lead to further understanding and clarification of the normative role expectation for the position of secondary resource teacher in Montgomery County. The data will help to identify areas of consensus, uniformity, and differentiation. Knowledge of the normative role of the secondary resource teacher in Montgomery County should assist in preventing role conflict and strain; or help to identify areas where it exists.

Information relative to this study will be useful to those persons interested in the development and improvement of the resource teacher program in Montgomery County. Results of examining hypotheses posed will

expand current thinking concerning the role of the resource teacher in relation to principals, supervisors, and teachers. Further knowledge of how other administrators perceive this role may serve as a stimulus for administrators to examine and evaluate their own perceptions in this area. University educators in educational administration may find the perceptions suggestive of the kinds of experience and knowledge, which should be provided students in differentiated staffing seminars.

Limitations and Scope of the Study

The study provides for role perceptions of the resource teacher position to be identified by the principals, teachers, resource teachers, and supervisors of the secondary schools in Montgomery County, Maryland. Although the resource teacher may interact with all of the school's populations, the investigation is limited to the previously mentioned four groups. The study measures agreement or lack of agreement of the groups' perceptions of the role of the resource teacher.

The study is further limited to only those members of the group who have held their position at least one year prior to the study and to the secondary teachers and resource teachers of English, math, science, and social studies.

The data collected in the formal instrument will be restricted to the responses to the role norm inventory and generalized only to the population sample investigated.

Definitions

Principal.--A public school executive officer whose full-time supervisory assignment includes Grades 7-9, or Grades 10-12.

Resource teacher.--A twelve-month teacher, whose assignment to direct instruction and contact with students is less than full-time, and whose other responsibilities involve consultative and advisory service in an academic discipline of a secondary school.

Supervisor.--A professional assigned to the office of the superintendent, who is involved in instructional leadership on an academic discipline.

Teacher.--A ten- or twelve-month professional, whose assignment to direct instruction and contact with students is full time.

Expectation.--"An evaluative standard applied to an incumbent of a position. This refers to what should happen, not to what will happen in the sense of anticipation."¹¹

¹¹ Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 58.

Role.--"A set of expectations, or evaluative standards, applied to an incumbent of a particular position."¹²

Role conflict.--"Any situation in which the incumbent of a focal position perceives that he is confronted with incompatible expectations."¹³

Disagreement.--Will be defined as a difference between the role perception of two groups as measured by a one-way analysis of variance at the .05 level.

Agreement.--Is defined as no significant difference between the role perception of two groups as measured by a one-way analysis of variance at the .05 level.

Related Theory

Organizations are social systems, made up of people who occupy various positions in a vertical (hierarchical) and horizontal relationship to each other. Any given position is the location of one individual within the system. How individuals behave in these positions is dependent in part on how others actually expect them to behave. This composite set of expected behaviors of an individual holding a position is classified as role. Roles are interdependent in that

¹²Ibid., p. 60.

¹³Ibid., p. 248.

each derives its meaning from other related roles--not only for the given role incumbent but also for the incumbent of other roles within the organization.¹⁴

Further clarification of the terminology of role theory is necessary. Role expectation refers to a belief held by others as to whether or not a particular behavior is part of another individual's position. Gross defines role expectation, "as a set of evaluation standards applied to an incumbent of a particular position."¹⁵ Role expectation may also be directional; that is it may be either prescriptive or postscriptive. It may also have an intensity ranging from permissive through preferential to mandatory.

"Role perception" is an estimate of another person's expectation for one's own role. If the other person is seen as having a right to hold this expectation, it is regarded as a legitimate role. If he is not seen as having the right to this expectation, then it is classified as illegitimate. A role having a clearly defined boundary is referred to as a "specific" role. While a "diffuse" role, in contrast, is defined with great leeway for variation in role behavior by the individual incumbent.

¹⁴Jacob W. Getzels, "Administration as a Social Process," in Administrative Theory in Education, ed. by Andrew W. Halpin (Chicago: Midwest Administration Center, 1958), p. 153.

¹⁵Gross, op. cit., p. 67.

Conflicts which occur within organizations may be clarified through the utilization of concepts relative to role theory. The most common occurrence of role conflict is conflict within roles and between roles. One type of conflict occurs when the manner in which a person thinks he is expected to behave is different from the way others really expect him to behave. His role perception is different from others' role expectation for the same position.

A second kind of conflict may take place when two reference groups have conflicting expectations of a role incumbent. Also, there may be conflict among individuals holding similar positions within the organization.

Basic to most formulations of the role concept is the assumption that consensus exists on the expectations applied to the incumbents of particular social positions. Cottrell, for example, presents a series of hypotheses concerning the degree of adjustment for roles. Several of them are concerned with role adjustment as a function of such variables as "the clarity with which roles are defined," and the consistency with which others in the individual's life situations exhibit to him the reasons called for by his role.¹⁶

¹⁶Leonard S. Cottrell, "The Adjustment of the Individual to His Age and Sex Roles," American Sociological Review, VIII (1942), 618.

There has been an increasing tendency to consider role consensus an important variable for the study of individual social behavior, the functioning of social systems, and the cultural organization.¹⁷ That the members of a social system must agree among themselves to some extent on expectations is a matter of definition. Gross on this point states,

It was our assumption that the extent to which there is consensus on role definitions may be an important dimension affecting the functioning of social systems, whether they are total societies or subsystems within them. In addition the degree of consensus among significant role definers as perceived by an actor may be an important variable affecting his behavior.¹⁸

Foskett presents a slightly different point of view on this subject of consensus.

Role norms have been viewed traditionally as commonly held rules of behavior, shared expectations or socially defined patterns of behavior. Agreement as to the content of roles has been, for the most part, assumed. More recently, and as a result of attempts to carry out empirical studies of roles, the alternate view that agreement is itself a variable has started to emerge. As systematic empirical data becomes available it is increasingly clear that full agreement even among occupants of a specific position is atypical.¹⁹

Unquestionably, role perception is an important determiner of an individual's behavior. The concept of

¹⁷Gross, op. cit., p. 42.

¹⁸Ibid., p. 21.

¹⁹John M. Foskett, The Normative World of the Elementary School Teacher (Eugene, Oregon: University of Oregon Press, 1967), p. 80.

role may be used to explain the difference in an individual's behavior in different situations. His behavior varies according to how he defines each social situation in which he finds himself and according to how he perceives others expecting him to behave. Similarly, the concept of role may also be used in accounting for differences in a set of people; individuals who occupy the same position may hold varying expectations as to what constitutes appropriate behavior in it.

Thus there are studies which lend support to the basic notion that malfunctioning in a social system may have its source not only in structural strains deriving from actual inconsistencies among expectations of these in component roles, but also in perceptual conflicts deriving from the different views of the various individuals occupying the position, even when the actual expectations are not inconsistent.

The institution of a differentiated staffing model into a school system involves a redefining of the once generic role of the classroom teacher. "Differentiating roles means assigning personnel in terms of training, interest, ability, aptitude, career goals, and the difficulty of tasks."²⁰ In addition to changing

²⁰ Ray A. Edelfelt, Redesigning the Education Profession (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, January, 1969), p. 17.

the role of the teacher, changes must be made in the role of other personnel. Roles are highly interrelated within organizations. English, writing in Phi Delta Kappan says,

Field practice suggests that the first roles to be changed with differentiated staffing are those of the so-called "middle management" levels: principals, coordinators, supervisors, and directors. This fact also accounts for greater resistance to the concept from those in middle management roles than from other administrative levels in school systems.²¹

English also suggests that, "Under a differentiated staffing scheme, the teachers new and stronger voice in directing the allocation of resources of the organization is not considered as a force for democratization, but rather of tightening the bolts by creating a split in the ranks."²² This is why some union leaders find the concept threatening.

Finally, Merton made the point, "that along with increasing specialization and bureaucratization there is an increasing tendency to differentiate oneself and less sense of commonality."²³ This idea is backed up by Soles' study. His findings indicated that there were

²¹Fenwick W. English, "Teacher May I? Take Three Giant Steps: The Differentiated Staff," Phi Delta Kappan, December, 1969, p. 211.

²²Ibid.

²³Robert K. Merton, Social Theory and Social Structure (Glencoe, Illinois: Free Press, 1957), p. 246.

many differences among role expectations of personnel within and among the schools he studied. And he concluded that, "it may well be that differentiation of task and role functions of teachers may be such that they are bound to see their role obligations in different ways."²⁴

Assumptions Upon Which the
Study Is Based

The following basic assumptions are derived from the theory and underlie this study:

- (1) That the theory of role perception and role analysis is a valid one and can be applied to this study.
- (2) That school systems are social systems and that the role of the resource teacher can be determined. The perceptions of the resource teachers, principals, supervisors, and teachers concerning the role of resource teacher can also be obtained and analyzed.
- (3) That the data-gathering device will indeed measure what the study seeks; the expectations of the secondary school principals, teachers, resource teachers, and supervisors for the role of the resource teacher.

²⁴Stanley Soles, "Teacher Role Expectations and the Internal Organization of Secondary Schools," The Journal of Educational Research, XLVII (January, 1964), 234.

- (4) That the research and conclusions derived will be of value to those school officials who now have, or will have, resource teachers or differentiated staffing positions in their school systems.

Hypotheses To Be Tested

The issue to be explored in this thesis is to determine the agreement on the perceived role of the resource teacher by the different groups that make up the relevant school population. The role of the resource teacher is separated into the five areas of instruction, staff development, research-planning-evaluation-reporting, administration, and curriculum.

The Normative Role Inventory of the Secondary Resource Teacher was specifically designed to include a series of statements reflecting each of these categories.

General Hypothesis I:

There will be no difference between the scores of the resource teachers and scores of the principals on the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIa:

There will be no difference between the scores of the resource teachers and the scores of the principals on the section classified as Instruction of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIb:

There will be no difference between the scores of the resource teacher and the scores of the principals on the section classified as Staff Development of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIc:

There will be no difference between the scores of the resource teachers and the scores of the principals on the section classified as Research-Planning-Evaluation-Reporting of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIId:

There will be no difference between the scores of the resource teacher and the scores of the principals on the section classified as Administration of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIE:

There will be no difference between the scores of the resource teachers and scores of the principals on the section classified as Curriculum of the Normative Role Inventory of the Secondary Resource Teacher.

General Hypothesis II:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIa:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the section classified as Instruction of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIc:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the section classified as Research-Planning-Evaluation-Reporting of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIId:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the section classified as Administration of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIe:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the section classified as Curriculum of the Normative Role Inventory of the Secondary Resource Teacher.

General Hypothesis III:

There will be no difference between the scores of the resource teachers and the scores of the supervisors on the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIIa:

There will be no difference between the scores of the resource teachers and the scores of the supervisors on the section classified as Instruction of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIIb:

There will be no difference between the scores of the resource teachers and the scores of the supervisors on the section classified as Staff Development of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIIc:

There will be no difference between the scores of the resource teachers and the scores of the supervisors on the section classified as Research-Planning-Evaluation-Reporting of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIIId:

There will be no difference between the scores of the resource teachers and the scores of the principals on the section classified as Administration of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIIe:

There will be no difference between the scores of the resource teachers and the scores of the principals on the section classified as Curriculum of the Normative Role Inventory of the Secondary Resource Teacher.

Overview

The literature pertinent to this study is reviewed in Chapter II.

Chapter III is devoted to reviewing the design of the study. A detailed review is made of the sampling procedures used, the hypotheses to be tested, the instruments to be used, the procedures to be followed in the collection of the data, and the procedures to be followed in analyzing the data.

An analysis of the data and a summation of the support or rejection of the hypotheses is set forth in Chapter IV.

The final chapter, Chapter V, sets forth a summary of the study, with conclusions and the recommendations which have evolved.

CHAPTER II

A REVIEW OF THE LITERATURE

Historical Background

The literature on differentiated staffing, because it is a relatively new and a not well-defined concept, and because many aspects of staff utilization become part of a model for differentiated staffing, tends to be found in education journals, magazines, conference reports, and brochures. Hypothetical models, proposals, and the writings of university professors also serve as sources for information on differentiated staffing, along with research in related fields such as staff utilization studies, team teaching, and the use of para-professional aides.

Although the term "differentiated staffing" is a relatively new one in educational literature, the concept is one that can be traced back in the historical records of education in this century. Its course seems to be similar to that of the industrial development in the United States, although the transitions usually occur at later periods.

Modern industrial organization is based on division of labor and standardization of organizational operations.¹ This division of labor and standardization resulted in simplified jobs and job training, which permit the easy substitution of personnel on various jobs. Automobiles, once handmade by a few skilled craftsmen, are now assembled by thousands of workers performing small, specialized, simple tasks that require little training to master. Differentiation is one of the principle hallmarks of modernization. It has developed in response to the need for greater efficiency in the accomplishment of increasingly complex tasks, and the growing degree of technical proficiency required at every stage in the process.² Schools stand about midway between the old craft and the new factory system of production.³

Historically, the division of labor in the schools was a relatively late phenomenon. The earliest manifestation was the distinction between teachers and custodians. As schools grew, the graded school, beginning in 1884,

¹Patricia Caye Sexton, The American School (Englewood Cliffs, N.J.: Prentice Hall Inc., 1967), p. 73.

²Lee Firester and Joan Firester, "Differentiated Staffing: Some Reflections," New York State Education, March, 1970, p. 28.

³Sexton, op. cit., p. 74.

emerged.⁴ This process of differentiation continued to include subject specialists and then an administrative hierarchy. In 1908, superintendent William Wirt at Gary, Indiana, introduced the widely used "platoon" plan.⁵ Specifically, this meant discarding the idea of providing a school seat for the exclusive use of each child. Groups alternated between the classroom and other activities and this resulted in more specialization of teachers. The Batavia plan initiated in 1919, was a form of supervised study in the elementary grades.⁶ Under this plan two teachers were assigned to each room, one to help the pupils in the preparation and the other to conduct the group and class exercise. This early plan has some resemblance to current differentiated staffing models.

Toffler, in his recent book Future Shock, describes mass education as an "ingenious machine constructed by industrialism to produce the kind of adults it needed."⁷ He continues with his analogy:

⁴L. Firester and J. Firester, op. cit., p. 28.

⁵Adolph E. Meyer, Development of Education in the Twentieth Century (New York: Prentice Hall, 1939), p. 185.

⁶H. G. Good, A History of Western Education (New York: The MacMillian Company, 1945), p. 481.

⁷Alvin Toffler, Future Shock (New York: Random House, 1970), p. 354.

Yet the whole idea of assembling masses of students (raw material) to be processed by teachers (workers) in a centrally located school (factory) was a stroke of industrial genius. The whole administrative hierarchy of education, as it grew up, followed the model of industrial bureaucracy.⁸

The demands for the augmented functions of schools and the increasingly high minimum quality of education expected from the schools in the last two decades has resulted in an even finer division of labor in the schools. The following positions are the result of these demands for quality in education and for the increase in the scope and function of the schools: community school directors, testing experts, guidance counselors, psychologists, visiting teachers, and paraprofessional aides. The term "paraprofessional" includes teacher aides, clerical aides, monitors, intern teachers, and volunteers. Many of these professionals and paraprofessionals have no direct contact with students in an actual classroom but are related to the extended functions of the school.

Another important factor in the historical development of the differentiated staffing models that appear in today's literature was the critical shortage of teachers in the fifties and early sixties. Lloyd S. Michael, in explaining the purposes of the National

⁸ Ibid., p. 355.

Association of Secondary School Principal's Commission
on Staff Utilization, stated:

The Commission had its genesis in problems associated with the shortage of well-qualified teachers for the secondary schools of the United States. There was such concern that school systems in their efforts to compete with problems relating to the teacher shortage might engage in a number of practices which would in reality lower the quality of education in the secondary schools. . . . Members of the Commission believe that, in contrast to such adoptions, it would be better to see if experimentation would reveal ways of meeting the teacher shortage and at the same time improve the quality of education through better utilization of the time and energies of staff and student, changes in curriculum and design and teaching methods and reorganization of administrative patterns.⁹

The review of the literature seems to spotlight the middle 1950's as the period when the thinking about and the experimentation with the concept of differentiated staffing, as it is used in this study, had its real beginnings. Dean Francis Keppel of the Graduate School of Education at Harvard in his 1954-55 report to the president of Harvard described a differentiated staffing proposal very similar to what is being promoted today. He stressed this need of a change or "breakthrough" in his annual report. He asked:

. . . if schools should not consider a reorganization which would lead to teams of teaching personnel, including a leader, perhaps certain subject specialists and a staff of junior status members including young teachers and "aides." Leaders of

⁹Lloyd S. Michael, "Commission on Staff Utilization," National Association of Secondary School Principals' Bulletin, January, 1959.

such teams could handle many aspects of relations with parents and could give supervision to the work of junior members, many of whom will teach only a few years. Each of the leaders would be directly responsible for the quality of work done in his division of the school work, and would be expected not only to supervise the inexperienced teachers or teacher's aides, but also to play a major part in pupil's lives by themselves teaching in the classroom for which they are responsible. The teams and their leaders would have different responsibilities at the several levels of school work--elementary, junior high and high school. In the last case, for example, the leader might be in effect, a new type of chairman for a subject area. The young career teachers, who started at junior status, could aspire to their standings in due course.¹⁰

The previous mention of a teacher shortage was at its peak in the middle and late 50's and much of the rationale behind those favoring differentiation in staffing is and has been directed to the solution of this pressing problem.¹¹ In 1956 the National Association of Secondary School Principals received a grant of \$650,000 from the Fund for the Advancement of Education for experimental studies on the utilization of teachers in secondary schools.¹² This Commission on Staff Utilization, headed by Dr. J. Lloyd Trump, fostered and publicized experimental programs in team teaching, flexible scheduling, and use

¹⁰As quoted in Mathew Gaffney, "Higher Education's Relationship to Staff Utilization Studies," National Association of Secondary School Principals' Bulletin, January, 1958, pp. 188-89.

¹¹L. Firester and J. Firester, op. cit., p. 28.

¹²"Annual Business Meeting Report," National Association of Secondary School Principals' Bulletin, April, 1956, p. 570.

of technology and paraprofessionals to assist the classroom teacher. The wide distribution of materials such as the books, Focus on Change--Guide to Better Schools,¹³ three complete issues of the National Association of Secondary School Principals' Bulletin,¹⁴ and the film, "And No Bells Ring,"¹⁵ exposed many to some of the concepts behind the differentiated staffing movement.

Also in this period, Myron Lieberman, in his book Education as a Profession, approached the concept of differentiated staffing from the avenue of professionalism. He theorized, "It might be a more effective utilization of sub-professional assistants and would pave the way for a profession of teachers at all grade levels fully comparable to the leading profession; an elementary school with 25 teachers with master's degrees might be better served by five PhD teachers with 20 professional assistants with bachelor's degrees."¹⁶

¹³J. Lloyd Trump and Dorsey Baynham, Focus on Change--Guide to Better Schools (Chicago: Rand McNally and Company, 1962).

¹⁴National Association of Secondary School Principals' Bulletin, January, 1958, January, 1959, and January, 1962.

¹⁵Produced by the National Education Association, Department of Secondary School Principals, Washington, D.C.

¹⁶Myron Lieberman, Education as a Profession (Englewood Cliffs, N.J.: Prentice Hall, 1956), p. 87.

Differentiated staffing is an outgrowth and refinement of team teaching and the idea of the "teacher and his staff," both of which recognize a diversity of teaching tasks and propose use of auxiliary personnel in the schools to relieve teachers of nonteaching duties. The team teaching concept is a product of the thinking and experimentation in the 50's and early 60's, while the term "teacher and his staff" began to appear in the professional literature during the late 60's.

Much of the impetus for creating the present interest in differentiated staffing can be attributed to the National Education Association, and its affiliate, the Association of Classroom Teachers. The Classroom Teacher Speaks on His Supportive Staff, a report resulting from the 1966-67 study conference on one phase of differentiated staffing--the use of auxiliary personnel--was of particular significance.¹⁷ This report suggested that because of man's mobility and the ease with which he may earn a living, he now has time to give consideration to the development of human resources. It further indicated that education is the link between the individual and his role in society; furthermore, that schools must provide some degree of success for everyone. Together, these factors call for a new concept of school

¹⁷The Classroom Teacher Speaks on His Supportive Staff (Washington, D.C.: The Association of Classroom Teachers, National Education Association, 1966).

organization. There must be a team of people working together in which the teacher is the nucleus of a group of professionals and nonprofessionals who are dedicated to the notion of coordinating the talents and contributions of a supportive staff.

In considering the role of the supportive staff, attention was given to: (a) What jobs can be done by others? (b) What jobs should be done by the classroom teacher? (c) Who are the classroom teacher's supportive staff: and (d) What are the blocks to such school organization?

The 1968-69 annual Classroom Teachers National Study Conference, studied differentiated teaching assignments for classroom teachers. The stage was set for this study and the subsequent publication of its report, The Classroom Teacher Speaks on Differentiated Teaching Assignments,¹⁸ by resolutions adopted by both the Association of Classroom Teachers and the National Education Association Representative Assemblies in July, 1968, in Dallas, Texas. The Association of Classroom Teachers of National Education Association Resolution 68-25--Specialization and Differentiation in Teaching Assignments--which supports examination of the concept of differentiated staffing, is as follows:

¹⁸Classroom Teachers Speak on Differentiated Teaching Assignments (Washington, D.C.: The Association of Classroom Teachers, National Education Association, 1969).

Association of Classroom Teachers recognizes the new role and the growing diversity in teacher assignments and responsibilities created by the innovative developments in education. It therefore urges classroom teachers (a) to initiate a study to explore the differentiation in roles and responsibilities, (b) to identify the issues and problems involved, including salaries, as they relate to classroom teachers, and (c) to seek solutions that will continue to meet the needs of teachers and the children they serve.¹⁹

A National Education Association Resolution 68-10--
The Improvement of Instruction--is similar with both
stressing the involvement of teachers in any differentiated
staffing plans that are to be developed.

The National Education Association recognizes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The Association further believes that motivation for improvement is effective when it comes from one's peers. The Association, recognizing that much of the responsibility to make educational changes should lie with the teachers through their influences and involvement in democratic decision making in and out of the school, invites its state affiliates to join in a cooperative endeavor to provide services to local associations to improve instruction.²⁰

Also in 1968, in place of the annual meeting, the Regional Conference of the National Commission on Teacher Education and Professional Standards, accumulated information and encouraged involvement in differentiated staffing. During this eighteen-month period, 220 demonstration centers looked at the matter of the teacher and his staff. At these conferences papers were presented on the topic and ten were selected for publication in The Teacher and

¹⁹Ibid., p. 10.

²⁰Ibid.

His Staff.²¹ Generally, these represented scholarly and theoretical models, as well as insight into some of the more perplexing problems in the whole rubric which surrounds the topic of differentiated staffing. Team instruction imposes a novel set of preparation requirements on the teaching-training instructions in order that the elementary or secondary teacher may be appropriately prepared. This raised the interesting question of redesigning student teaching along the lines of team function. The matter of relevance is alluded to as that which will facilitate the development of any capacity of a potential learner. It is argued that the individualization process, a function of differentiated staffing, will enhance learning for a greater number of students than traditional processes.

In his booklet, The Teacher and His Staff--Man, Media and Machines, Bruce R. Joyce describes Harvey Thompson, a hypothetical master teacher in a differentiated staffing organization.

Harvey is a very good teacher of children, but also a master at coordinating the work of many other people and in developing curricular patterns that are tailored to the kinds of students he has, the kind of place where they live, the requirements of many subject matters, and the capabilities of a large variety of instructional materials. His immediate staff includes the seven other members

²¹The Teacher and His Staff: Differentiating Teaching Roles, Report of the 1968 Regional TEPS Conference (Washington, D.C.: National Education Association, 1968).

of his direct-instruction team, and his extended staff, the people who work in the six support centers. Because his staff can not only interact effectively with children but create and provide instructional resources, Harvey is able to individualize his teaching and utilize effectively the talents of subject specialists and technologists . . . 22

Still another important factor in the development of differentiated staffing experiments and models, is the increased interest of the Federal Government in education's organization and manpower problems. With the passing of the Education Profession Development Act in 1967 and with the staffing of a new Bureau of Educational Personnel Development in the U.S. Office of Education, there is concrete evidence of the concern about educational manpower.²³ Don Davies, a former NCTEPS director and differentiated staffing advocate, in one of his first acts after becoming Associate United States Commissioner of Education, inaugurated a program expressly aimed at developing and testing differentiated staffing programs across the country.²⁴ It was funded with an appropriation of a little less than three million dollars under the

²² Bruce R. Joyce, The Teacher and His Staff--Man, Media and Machines (Washington, D.C.: National Education Association, 1967), p. 20.

²³ James L. Olivero and Edward G. Buffie, Educational Manpower (Bloomington: Indiana University Press, 1970), p. 21.

²⁴ "Differentiated Staffing in Schools," Education U.S.A.--Special Report (Washington, D.C.: National School Public Relation Association, 1970), p. 2.

Education Profession Development Act. Twelve proposals out of the original 270 proposals submitted were funded.

Definitions

Although its origins can be traced back to the 50's, the concept of differentiated staffing is in its infancy and the literature is still to a very great extent, based on what it could do--the theoretical prospects. The National Education Association, Division of Field Services, conducted a diligent search for the literature and in the field for the available information about differentiated staffing in action. In the Washington Memo, dated April, 1970, they published the following statement:

A review of the literature, however, failed to satisfy seeming responsible expectations. With minor exceptions, recently published materials continue to be almost as completely devoted to theory and devoid of data as was true several years ago. As for these minor exceptions--which amounted to a few brief unexplained "factual" references--most of them fell apart under close scrutiny.²⁵

Also because of its newness and lack of concrete data, the various theories surrounding the concept of differentiated staffing are not bound together in a nice, tight definition. This vagueness is also due to the emphasis on having local professional involvement at the teacher level in the development of differentiated

²⁵"About Differentiated Staffing and Trojan Horses," The Washington Memo (Washington, D.C.: National Education Association Division of Field Services, April, 1970), p. 1.

staffing proposals for a school or a district. The proponents of differentiated staffing, as well as the teacher associations and the unions, have contributed to this emphasis on local development. The main thrust behind differentiated staffing is to upgrade the quality of instruction and to provide more individualized learning programs for students. Differentiated staffing advocates say these goals cannot be met in the traditional system built around the self-contained classroom, and self-contained school.²⁶ The knowledge explosion and changes in the schools since the 1950's, such as team teaching, nongraded programs, the use of teacher aides, and open-space planning, seem to the advocates of differentiated staffing that the next logical step as the result of these events would be differentiated staffing.

Peter Coleman and Herman A. Wallin of the University of British Columbia, offer the most analytical and inclusive definition of differentiated staffing to date.

Differentiated staffing is a staff utilization pattern which offers:

1. a career pattern in teaching which does not inevitably lead out of the classroom into counseling or administration;
2. a more manageable teaching assignment, with improved matching of qualifications and interests to responsibilities;

²⁶"Differentiated Staffing in Schools," Education U.S.A.--Special Report (Washington, D.C.: National School Public Relation Association, 1970), p. 2.

3. a structure for decision-making, goal setting, and evaluation in which teachers play a leading part (a collegial structure);
4. a flexible instructional pattern open to innovation at the level of each of the school's working units, a pattern which readily accommodates consultants and paraprofessionals. A variety of student/teacher groupings, and a wider range of curricula.²⁷

Bernard H. McKenna, Associate Secretary of the National Commission on Teacher and Professional Standards, defines differentiated staffing as follows: "A plan for recruitment, induction and continuous education and re-education of staff personnel for the school that would bring a much broader range of manpower to education than is now available."²⁸

Don Barbee, a San Francisco State educator, defined differentiated staffing in a TEPS Write-in Paper as:

. . . a concept of organization that seeks to make better use of educational personnel. Teachers and other educators assume different responsibilities based on carefully prepared definitions of the many teaching functions. The differentiated assignment of educational personnel goes beyond traditional staff allocations based on common subject matter

²⁷Peter Coleman and Herman A. Wallin, "A Rational for Differentiated Staffing," Centre of the Study of Administration in Education, The University of British Columbia, 1970, p. 2. (Mimeographed.)

²⁸Bernard McKenna, "Differentiated Staffing: A Proposal for Re-Designing the Education Profession," Research Bulletin, New Jersey School Development Center (Winter, 1970), p. 4.

distinctions and grade level arrangements and seeks new ways of analyzing essential tasks and creative means of implementing new educational roles.²⁹

Basic Concepts of Differentiated Staffing

Analyzing these and other definitions of differentiated staffing, common elements can be found and classified into concepts that form the critical basis for differentiated staffing models. One of these concepts is a career ladder.

The case for a career ladder in a differentiated staffing model is, in considerable part, a case against the present system of staffing and teacher recompense. The present system treats teachers--good ones and mediocre ones--as interchangeable parts. The superior teacher reaches his salary ceiling in a relatively few years. He can make a financial breakthrough after that only by quitting the teaching profession or going into administration. This means abandoning the very thing he set out originally to do.

Clark has pointed out that teaching is a relatively attractive career for women, and a relatively unattractive one for men. He states:

²⁹Don Barbee, "Differentiated Staffing: Expectations and Pitfalls," TEPS Write-in Papers on Flexible Staffing Patterns No. 1 (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, March, 1969), p. 7.

. . . women perceive and use teaching as an in-and-out career. Two out of three beginning women teachers, for reasons extrinsic to work itself, expect to leave teaching within five years. . . . For men, they go into teaching hoping to advance up the school ladder into administration or permanently leave education to take employment in another field . . . men persist in their teaching careers better than do the women, but they persist with the intent of getting away from the women's work of teaching to the men's work of administration.³⁰

The consequences of this attitude to the profession by teachers are extremely serious for the educational system. The in-and-out and up-or-out career patterns help to keep the field a place for amateurs.³¹ The turnover of teachers restricts identification, commitment, and expertness, necessary ingredients of advanced professionalism.

Irvin Nikelai, of the Southwestern Cooperative Educational Laboratory, reports statistics that tend to support the thesis of teacher fall out.

Each year 30 per cent of the students graduating from the nation's teacher-training institutions do not enter teaching. Of the remaining 70 per cent who do enter the teaching profession, one-third leave by the end of the first year. About half are gone by the end of two years. Eighty per cent are gone by the end of 10 years.³²

³⁰Burton R. Clark, "Sociology of Education," The Handbook of Modern Sociology, Chicago: Rand McNally, 1964, p. 754.

³¹Ibid., p. 756.

³²"Differentiated Staffing in Schools," Education U.S.A.--Special Report (Washington, D.C.: National School Public Relation Association, 1970), p. 3.

Another factor in retaining the best teachers in the teaching profession is the psychological satisfactions derived from teaching. According to the Herzberg's³³ and Sergiovanni's³⁴ studies, it was found that five factors tend to be job satisfiers--achievement, recognition, work itself, responsibility, and achievement. Anthony F. Gregore, Principal of the University High School and assistant professor of Educational Administration and Supervision at the University of Illinois, in an article based on the Herzberg and Sergiovanni's studies, contends that differentiated staffing holds great potential meeting job satisfier needs. He writes as follows:

This plan (differentiated staffing) is founded upon the belief that man is an agent and should not be subject to a monolithic determinism which restricts his talent. It further takes into account the realization that teachers are neither omniscient nor omnipotent, that adult needs, interests, and commitments vary; that teachers specialization, in addition to common competences, can afford all the idiosyncrasies we attempt to foster in pupils but fail to acknowledge in adults; and that teachers who are continually learning serve as good examples to children who are learning.³⁵

³³Frederick Herzberg, Bernard Mausner, and Barbara Snyderman, The Motivation To Work (New York: John Wiley and Sons, 1959).

³⁴Thomas J. Sergiovanni, "Factors Which Affect Satisfaction and Dissatisfaction of Teachers," The Journal of Educational Administration, V (1967), 66-82.

³⁵Anthony F. Gregore, "Satisfactions From Teaching," Education Forum, March, 1971, p. 301.

Differentiated staffing, which provides for promotion as a teacher, not as an administrator or counselor, may significantly improve teaching as a career and help to retain dedicated professionals in teaching. Corwin provides a full statement of the possibilities.

. . . Differentiated work roles can be arranged in such a way as to provide meaningful career ladders for teachers, which should result in more equitable rewards for the most committed to their work. Career ladders may increase internal competition among teachers within a particular school, but they would circumvent the "dead end" quality of teaching as it is presently constituted, which seems to have permitted many teachers to leave the classroom. In addition to increasing commitment to teaching in general, career ladders could be used to increase commitment to specific fields within teaching. It soon will be possible to use promotion as a reward for teachers who have been effective in dealing with certain types of problems--working with disadvantaged children, for example--without requiring them to forsake their area of specialization. It is this characteristic, more than any other, that could transform teaching from a job into a career.³⁶

Closely related to the concept of a career ladder is the concept of differentiated salary scales emphasizing contribution rather than seniority. The overall purpose of a coherent system of incentives would be to ensure that teachers are rewarded better for teaching well than for teaching badly. The most important criticism of the present single salary scale is that it does not do this. Benson, writing in 1968, states that: " . . . the most important school variable, in terms of its effect on

³⁶Ronald Corwin, "Enhancing Teaching as a Career," Today's Education, March, 1969.

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performance on students, is quality of teaching. Yet the professional pay structure in education fails to establish strong incentive for teachers to work hard in the classroom."³⁷ The primary impact of the present scale is to reward longevity.

A new and different concept of the educational decision-making process is usually included or implied in most models of differentiated staffing. Teachers become formal professional partners with administrators in the decision-making process. It requires the establishment of decision-making structure in which the instructional teams would be the principal members. The collegial arrangement would have two main purposes: first, it would provide a setting for on-site decision-making about curricula, methods, and students, carried on by the people who must implement the decisions; second it may substantially promote increased teacher effectiveness by increasing the visibility of the teacher.³⁸ In addition to diffused decision-making, differential staffing structure seems to run counter to other traditional concepts of organizational management--authority equals responsibility, "group" accountability vs. single accountability, line/staff separations.

³⁷Charles S. Benson, The Economics of Public Education (New York: Houghton Mifflin, 1968), p. 305.

³⁸Coleman and Wallin, op. cit., p. 13.

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NON-TENURE							SALARY RANGE
						Teaching Research Specialist Doctorate degree	\$17,500-19,000
					NON-TENURE	Teaching Curriculum Specialist Master's degree	\$15,000-16,500
				NON-TENURE	Senior Teacher MS, MA, or M.Ed.		\$12,500-14,000
			TENURE	Staff Teacher BA, BS, or B.Ed.			\$10,000-11,500
			TENURE	Associate Teacher BA, BS, or B.Ed.			\$7,500-9,000
		NON-TENURE	Assistant Teacher Associate degree (2 yrs.)				\$5,500-6,500
	NON-TENURE	Educational Technician					\$4,500-5,500
NON-TENURE	Teacher Aide						\$3,500-4,500

Figure 1.--Florida Model of Differentiated Staffing.

				NON-TENURE	Salary Range
				Master Teacher Doctorate or Equivalent	\$15,500-25,000
				NON-TENURE	
				Senior Teacher M.S. or equivalent	\$14,500-17,500
				TENURE	
				B.A. Degree and Calif. Credential	\$7,500-11,000
				TENURE	
				Associate Teacher A.B. or Intern	\$6,500-9,000
100% Teaching	100% Teaching Responsibilities	3/5's Staff Teaching Responsibilities	2/5's Staff Teaching Responsibilities		
ACADEMIC ASSISTANTS A.A. DEGREE OR EQUIVALENT					
EDUCATIONAL TECHNICIANS					
CLERKS					

Figure 2.--Temple City Model of Differentiated Staffing.

English conceptualizes the changes in the organizational structure when teachers' roles are differentiated by the illustration in Figure 3.³⁹ The traditional organizational pyramid is shown at the left with the typical roles prevalent in most school systems today. Because it can operate without it, the structure on the left mitigates against real teacher involvement in the decision-making process. The pyramid at the right represents what happens in the old structure when teacher roles are substantially differentiated with job responsibilities beyond the four walls of the classroom or the individual school. The effect of such differentiation is to elevate the teacher from a base of classroom teaching to a position of status and influence within the authority structure, while at the same time changing the structure itself.⁴⁰ This change in the structure and the involvement of the teacher in the decision-making process can capitalize upon the desire and competence of teachers for greater autonomy and influence in the organization, and advance the cause of professionalization.

The construction of new decision-making systems with the collegial group as the locus of decision-making

³⁹Fenwick English, "Field Testing a Differentiated Teaching Staff," Educational Manpower, ed. by James L. Oliver and Edward G. Buffie (Bloomington: Indiana University Press, 1970), p. 197.

⁴⁰Ibid.

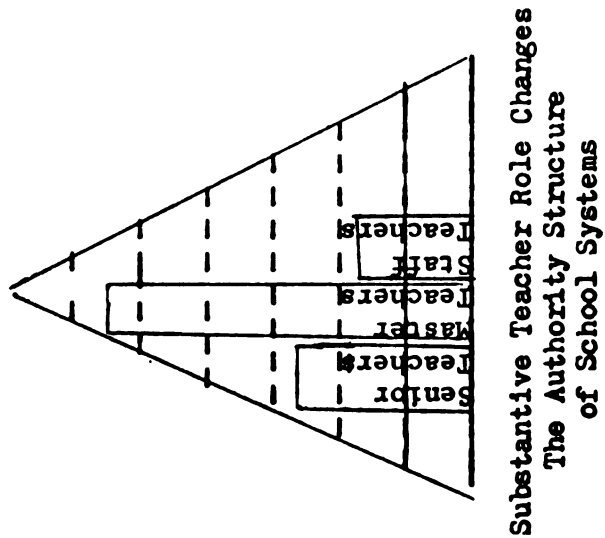
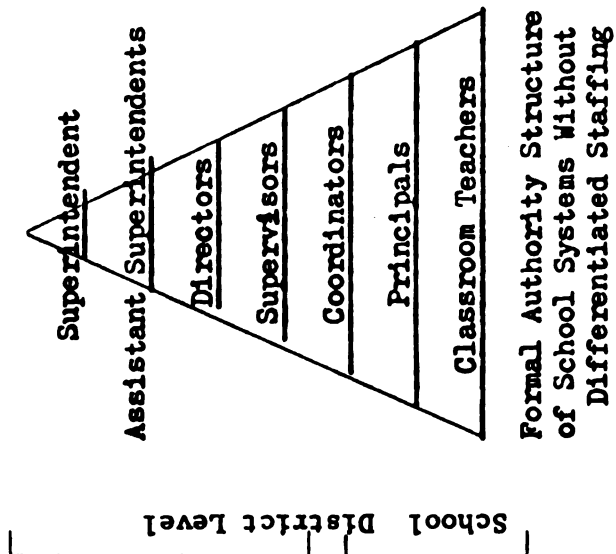


Figure 3.--Organizational Structure and Teachers' Roles

directly affects the work of the group. The effects of this are of two types: first, some increased probability of informed and appropriate decision; second, some gains in effectiveness of the decisions based on the "participation hypothesis."⁴¹

The latter point suggests one very important characteristic of differentiated staffing theory. Differentiated staffs are likely to prove more hospitable to suggestions for future innovations since the various collegial groups will have had practice in making critical decisions, and will, through this, have developed rather more openness to suggestions from colleagues than is characteristic of the independent classroom teacher at present. The demand for a more flexible instructional pattern has been on the rise during the last twenty years. Differentiated staffing with its genesis in team teaching evolved to accommodate this demand.

Although many of the cure-all "gimmicks" of only a few years ago have taken a more subordinate place and are now recognized as just a part of the total instructional package, the expansion of technology in education has had many permanent effects. Television, the computer, expanded instructional material centers with rich audio-visual material and retrieval systems, program materials, modular scheduling, behavioral objectives are just some

⁴¹Coleman and Wallin, op. cit., p. 14.

of the many new ideas and innovations that remain in the schools to stay. The traditional school structure--one teacher in one classroom--does not seem to be the best organizational pattern for utilizing the new technology and other innovations.

In addition to the need for a different organizational pattern many of these new ideas demand specially trained personnel with highly developed skills. Some of these specially trained personnel now being introduced include: the multi-media technicians, the school artist for preparing transparencies, the persons preparing lessons for closed circuit television, teaching aides, the coordinator of independent study, large group instructor, the specialist in diagnostic testing in content areas, the writers of locally needed materials for computer-assisted instruction, the expert in the field of educational testing and measurement, and the reading diagnostician. Coupling this fact with the knowledge explosion and the conclusion can be drawn that the present modest degree of specialization is not viable. The knowledge explosion alone has made it virtually impossible for the teacher to be highly conversant with several fields. The teaching fields have become proliferated and highly complex and for performing the teaching act, it becomes important that teachers have the opportunity to develop their greatest interests and

highest talents in a fewer rather than a greater number of areas.⁴² McDonald claims that a high degree of functional specialization is becoming essential to teacher effectiveness.

The ideal of the omnicapable teacher is now a piece of outworn ideological baggage which has to be left behind if schools are to exemplify that efficiency, the demand for which, although uncertain fluctuating, and easily distracted, is the authentic voice of contemporary society. Educational efficiency requires that teachers be functional specialists, not generalists. . . . What it means in practice is that teachers are employed solely in the capacities for which they appear to be fitted by preparation, endowment, and personal preferences. Thus they may work with individual children, with small tutorial groups, with large groups, with seminar classes, with large classes, or in mass-presentation settings. They may diagnose, counsel, carry out formal instruction, specialize in remedial teaching, or engage in any of the other tasks now left to the historical teacher.⁴³

As education increasingly becomes concerned with the efficiency and economy of its operation, the already complex role of teacher is changing and seems to be growing more complex. Adams in his research on analyzing the teachers' role, states:

⁴² National Commission on Teacher Education and Professional Standards, A Position Statement on the Concept of Differentiated Staffing (Washington, D.C.: National Education Association, May, 1969), p. 7.

⁴³ John McDonald, "Teacher Education: Analysis and Recommendations," The Teacher and His Staff: Differentiating Teaching Roles (Washington, D.C.: National Education Association, 1969), p. 7.

The striking difference between the expansive classificatory approach and the intensive enumerative approach of Biddle et al., shows the difficulty of catching the tiger of teacher by the tail. Probably the teacher's tasks and actions arising from these tasks are legion.⁴⁴

The need for highly specialized personnel is here and is being recognized in many schools. And it becomes clear that to permit teachers to develop and apply expertise, some reorganization of schools will be necessary. The question then is: How do the schools organize? How do the schools relate the specialized personnel to each other for the goal of improving the educational environment of each youngster? The proponents of differentiated staffing argue that under a differentiated staffing arrangement, school staffs might prepare for and assume responsibility for (at least major responsibility) a less overwhelming range of tasks, a range of tasks more accommodating to their most important interests and highest talents.⁴⁵

The last concept of differentiated staffing to be examined is: the need for more opportunity in teacher education to combine theory and practice and to program for a gradual induction into the profession. The typical education of the teacher is one role: four years a

⁴⁴Raymond S. Adams, "Analyzing the Teacher's Role," Educational Research, February, 1970, p. 123.

⁴⁵McKenna, op. cit., p. 5.

student, and suddenly a teacher. There are few spots across the nation where teachers are being prepared along differentiated roles, such as programs where students serve as aides, assistant teachers, interns, and other paraprofessional roles.

According to demonstration projects in connection with New Mexico State University, a number of factors suggest some change in the design of teacher education programs:

- a. The teaching profession should drop the idea of preservice and inservice and concentrate on integrated education which will continue until retirement.
- b. Local schools and universities should cooperate on continuing educational programs.
- c. Plans for teacher promotion should be based on teacher growth potential, as evidenced by a leadership role, such as team leader, master teacher.
- d. The process of educating teachers may not necessarily relate directly to licensing or degrees.⁴⁶

Under this type of teacher education program, the prospective teacher would get experience in the schools (freshman or sophomore level in college or earlier), under the close supervision of senior teachers with special training for inducting the novices. Each teacher trainee would combine experience in the schools with formal course work in the university, moving back and forth comfortably

⁴⁶Philip R. Wendel, "Teaching and Learning: The Basic Function," Whose Goals for American Higher Education? (Washington, D.C.: American Council on Higher Education, October, 1967), p. 22.

from school to college, beginning with limited responsibilities in the schools and gradually increasing their responsibilities as his experience, expertise, and internalization of theory accumulate.⁴⁷ In addition this type of program should result in developing more cooperative arrangements between schools of education and school systems in both novice teacher education and inservice teacher education.

Problems of Implementation

Although the advocates of differentiated staffing have spotlighted many advantages of a program, implementation of differentiated staffing has many troublesome facets, most of which will necessitate a great deal of problem solving before a successful model or program can be achieved. Most of these issues are related to the teachers' associations and unions.

Both the AFT and NEA have endorsed the concept of a differentiated staffing program in a limited or experimental fashion. The association insists that any design for differentiating staffing to be successful, (a) must meaningfully involve classroom teachers and the local association from the initial stage of development through implementation and evaluation, (b) must clearly define roles and responsibilities of

⁴⁷McKenna, op. cit., p. 6.

certificated and noncertificated staff so that the actual process of teaching rests in hands of individuals having sound educational preparation, and (c) must keep the community informed and seek its cooperation in order to prevent misunderstanding of the educational value to be gained from differentiated staffing.⁴⁸

The AFT's position can be summarized by the following statement: "Within the context of collective bargaining, we support legitimate experimentation and comprehensive research in staff utilization; such research must take into consideration the effect of the models upon educational productivity."⁴⁹

The major issue or at least the most emotional issue involved in the discussion or disputes raised by the unions and associations on differentiated staffing is the old "merit pay issue." The merit pay debate thought to be dead--primarily because of high morality rate and long list of failures--seems to have acquired new life with differentiated staffing. The position of the union on this phase of the issue seems to be very clear, but it is not so easy to ascertain the exact position of the National Education Association. The NEA

⁴⁸"Classroom Teachers Speak on Differentiated Teaching Assignments," op. cit., p. 10.

⁴⁹Robert Baherman, "American Federation of Teachers Perspective of Differentiated Staffing," Research Bulletin: New Jersey School Development Center, Winter, 1970, p. 23.

speaking through the TEPS Commission seems to support the possibility of differentiated pay for differentiated responsibility. "Status and financial reward would be based on the complexity and intensity of the task the teacher chose to prepare for the traditional merit pay issue would be avoided in that teachers would be paid differently for assuming different responsibilities, as compared to being paid differently because they were judged to be performing similar tasks at different levels of quality."⁵⁰ While the Field Service Division of the NEA, reports their reasoning on the subject:

"Eliminate the pay factor and hierarchy of teachers," suggests NEA Field Service Director Watts. "Different horizontal career tracks can be set up for the teachers and they can advance on these. Staff differentiation has been criticized as a way to pay some excellent salaries by keeping three-fourths of the staff below \$10,000. All teachers should be paid more so that they can afford to stay in teaching rather than creating a hierarchy of teachers at different pay levels. Today, even the worst teacher is not overpaid. The hierarchy is still backwards. The most outstanding teacher, rather than teaching less should spend more time in the classroom."⁵¹

The AFT's position, as stated by Robert Baherman, Director of Research for the American Federation of Teachers, is as follows:

⁵⁰ National Commission on Teacher Education and Professional Standards, op. cit., p. 6.

⁵¹ "Differentiated Staffing in Schools," Education U.S.A.--Special Report (Washington, D.C.: National Schools Public Relation Association, 1970), p. 7.

It is imperative to distinguish between the concept of differentiated staffing (differentiated roles and responsibilities) and the concept of verticalism (the creation of a vertical hierarchy of authority, salary, and status). While we support the former, we reject the divisiveness of the latter. We hold that teaching must be non-competitive, that it must be viewed as a cooperation and communal effort and so it should remain.

The concept of verticalism is negative strategy in that it seeks to abandon the single salary schedule and, while it is not synonymous with merit pay (which attempts to base salary on observable differences in "degrees of competency"), it injects a substitute which is equally abhorrent to classroom teachers, namely, that "levels of responsibility" can be distinguished in terms of salary differentials.⁵²

A second issue and one that is not easily separated from many of the others is "unilateral imposition." The CTA and NEA's position, that has been previously stated, is very clear on the need for involvement in the process from the "initial stages through implementation and evaluation." The AFT's position is: "Any plan which deals with staff utilization must involve the teachers' union, through the process of negotiation, in all phases of decision-making in matters of policy and process."⁵³

Even where this is attempted, the situation does not always turn out to be successful. In Montgomery County, Maryland, a teacher strike took place in 1968. Salaries were the principal grievance, but a secondary issue was differentiated staffing. In 1970 another strike

⁵²Baherman, op. cit., p. 22.

⁵³Ibid.

was possible and this time differentiated staffing was the main issue. Differentiated staffing has been proposed initially by a citizens' committee appointed by the school board. Teachers, remembering a short-lived merit pay plan of the early 1960's, resisted the implementation. The post-strike settlement provided for a committee of ten--five representing the superintendent and five representing the association--to study differentiated staffing. The committee brought a plan to the school board for approval and the committee received it. The teachers' association opposed it bitterly, claiming that it was an attempt to slip in the back door. The school board and the administration contended that the plan had been widely discussed at a "teachers talk-in," a summer workshop, and faculty meetings. They said each of the 180 schools would have "local autonomy" to shape its own differentiated staffing program to meet the needs of its own students and community. The plan was not implemented and the issue was an impasse item in 1971.

Another fear of teachers is that a staffing pattern of differentiated assignments will be used as a means of cutting school budgets by paying higher salaries to the few teachers who reach the top brackets and lower salaries to the vast majority of teachers. The misuse of the teacher-aide idea in Bay City, Michigan,

back in 1951, was recalled by many.⁵⁴ Accompanied by a good deal of publicity, Bay City used aides as a budget-cutting device. The strategy amounted to changing a thirty-pupil class with one teacher into a forty-five pupil class with a teacher plus an aide.

A fourth aspect of the program, that is viewed as a threat, especially by the union, is the possible division of the teaching ranks. President David Selden of the AFT responded to this point at the 1969 convention:

The idea of differentiated staffing--separating faculty members into specialized functional and status categories--originated outside the governing bodies of the teaching profession--either NEA or AFT and it was thrust upon us without discussion or vote. Now we have to deal with it. . . . We have avoided an outright negative response but, at the same time, we have made it clear that we will not support the introduction of ranks into elementary and secondary school teaching.⁵⁵

Fenwick W. English, the director of differentiated staffing project in Temple City, California, had the following comments after his first-hand observation in Florida:

Probably the most disturbing phenomena is the uneasy feeling one gets after talking with some Floridians about the concept. Some lay citizens and educators alike see it frankly as kind of back door approach to merit pay. Some administrators perceive it as a strategy to divide and conquer the teachers' associations, and others as a threat to their cherished authority.⁵⁶

⁵⁴Washington Memo., op. cit., p. 5.

⁵⁵"Differentiated Staffing in Schools," Education U.S.A.--Special Report, op. cit., p. 8.

⁵⁶Fenwick W. English, "Differentiated Staffing from Theory to Practice," Florida Education Association Journal, February, 1969, p. 10.

The last argument against differentiated staffing to be mentioned, is the development of a hierarchy, which will prevent the teacher from being involved in the decision-making process. This issue was raised by the Montgomery County Education Association in connection with a re-evaluation of the role of the resource teacher, a form of differentiated staffing. "It limits the total involvement of the teacher in the decision-making process of the school. It blocks the one-to-one relationship between the teacher and principal."⁵⁷ Also the 1969 National Study Conference on Differentiated Teaching Assignment had the following unresolved issues related to this point:

Can differentiated staffing be accomplished only by establishing a new hierarchy within the school system? Might there not be horizontal movement for the teacher rather than vertical movement or a plan of rotating assignments that could be equally effective?⁵⁸

The "merit pay" issue and the threat of a possible split in the teaching ranks strikes close to the heart of the union philosophy. The AF of L, composed of craft unions, since their inception sought to protect

⁵⁷Pete V. Treibly, John R. Sage, and James Coyle, Report on Resource Teacher, Report to the Board of Directors of the Montgomery County Education Association by the Committee to discuss the report of the Role of the Resource Teacher (Rockville, Maryland: Montgomery County Education Association, May, 1971), p. 1.

⁵⁸"Classroom Teachers Speak on Differentiated Teaching Assignments," op. cit., p. 23.

their membership by controlling the labor supply of their trade, and by presenting wage competition among their members by prescribing a uniform hourly wage for each craft. While an industrial union found it also necessary to bargain for a uniform wage in order to keep its groups together. Walter Reuther's statement at a convention of the UAW best emphasizes this point:

" . . . the most important economic objective of our union is the establishment of an industry-wide agreement based on the principle of equal pay for equal work."⁵⁹ Any efforts to establish differentiated staffing will have to counteract this feeling of necessity for a single salary schedule of the unions and teacher associations, as well as the bad taste left in many associations over the evaluation aspect of "merit pay."

The issue of splitting the ranks also has a historical background that must be examined and resolved before differentiated staffing will be acceptable to unions and associations. The AFT's position on limiting bargaining units to nonsupervisory personnel, dates way back and presents problems to the staff teacher being promoted to a master teacher. Will the master teacher be acceptable in the AFT or the teachers' association, once he assumes a role involving differentiated responsibility?

⁵⁹John R. Abessold, Problems of Hour Rate Uniformity (Philadelphia: University of Pennsylvania Press, 1949), p. 5.

The issue of using differentiated staffing as a means to cut school budgets needs further examination. It seems more than a coincidence, that the two states that have enacted differentiated staffing legislation in 1969--Florida and Utah--also were two out of the three states in the country which the NEA applied sanctions to in that year. State-wide sanctions are usually applied to those states where financial support to education is very poor.

If differentiated staffing is to be implemented in schools, the concept will first have to go through long and difficult sessions of collective bargaining. Differentiated staffing will not be implemented without it, because it requires the resolution of many issues that are very close to the union and teachers' associations' hearts. This will, at least, satisfy the criteria of teacher involvement, as one of the items necessary for a successful program.

The Resource Teacher Program

The resource teacher program, which is a form of differentiated staffing, was instituted in Montgomery County, Maryland, in September of 1953. At that time one elementary resource teacher was employed to work with sixth-grade teachers. Without significant modification in purpose, the program grew to eighteen elementary and secondary teachers in 1963-64. During the period of

1964 to 1966 the resource teacher program was revised and enlarged to include resource teachers in all secondary schools and on a twelve-month employment basis.

The Evaluative Criteria for Secondary School Programs, published in 1967 by the Montgomery County Public Schools, contained a job description for the general role of the secondary school resource teacher along with the material for subject matter appraisal. The position calls for involvement in staff development, in coordination of an academic discipline in a school, involvement in administration, and involvement in planning-research-evaluation-reporting. The resource teacher is not in a position of direct-line authority but instead provides developmental, consultative, and advisory services. His assignment to direct instruction and contact with students is less than full-time and is dependent upon his special job responsibilities.

Dr. Elizabeth Wilson, Director of the Supervision and Curriculum Department in Montgomery County, Maryland, expressed a widely held view in a memorandum to the Executive Staff on January 16, 1970, when she stated that "interpretations of what these individuals (resource teachers) are to do are probably as diverse as the number of resource teachers, teacher specialists, principals,

and area directors."⁶⁰ This felt need for role clarification, along with the proposed reorganization of the county's administrative and supervisory services into a more decentralized system to be effective on July 1, 1971, resulted in the formation of the Secondary Resource Teachers' Role Committee.

The Committee, composed of secondary resource teachers, developed a role statement, which was sequentially modified to reflect deliberation and discussion at four succeeding stages--principals, area directors, executive staff, and the Board of Education. This role statement was then discussed by a special committee of the Montgomery County Education Association. This special committee recommended to its Board of Directors that the association should oppose this role delineation.⁶¹ On May 5, 1971, the Delegate Assembly of the Montgomery County Education Association overwhelmingly defeated a motion to endorse the school system's proposed statement on the role of the secondary resource teachers.⁶²

⁶⁰Elizabeth C. Wilson, "Memorandum to the Executive Staff of the Montgomery County Schools," Rockville, Maryland, January 16, 1970. (Mimeographed.)

⁶¹Treibly, Sage, and Coyle, op. cit., p. 1.

⁶²Thomas Shuggarts, "MCEA's Position on MCPS Role of Secondary Resource Teachers," Memorandum to Montgomery County Education Association Secondary Members and Elementary Delegates, Rockville, Maryland, May 27, 1971. (Mimeographed.)

Tom Shuggarts, President of the teachers' association, in a memo to the delegates, enumerated some of the reasons for the defeat of the proposal.

1. Lack of any involvement of department members in choosing the resource teacher for that department.
2. The fear that the resource teacher because of his new role in assisting the principal in the evaluation of staff will really become another supervisor. There were many comments that the present cooperative relationships between the resource teacher and the staff members in a particular department would be jeopardized if the resource teacher were given power of evaluation of the other staff members.
3. The role statement moves the system another step farther away from local autonomy. Many feel that it should be the decision of the local principal and staff as to whether there should be resource teachers, and if so, what their function should be. In other words allow the school to develop a system which best compliments that school's program.⁶³

⁶³Ibid., p. 2.

CHAPTER III

RESEARCH DESIGN AND PROCEDURE

Introduction

This chapter presents general considerations in the overall design of this research. It covers the development of the instrument, testing the instrument, data-gathering procedure, a description of the samples used in this study, and the analytic techniques used in examining the data.

Development of the Instrument

Since no suitable instrument was available to collect the kind of data sought in this study, it was necessary to develop such an instrument. The initial step in formulating the questionnaire, once the objectives for the study were established, was to review the related literature to locate and identify the various activities associated with the role of the resource teacher. The role of the resource teacher was examined from its initial inception in 1953 to the present. Available documents on changes in the role and perceptions of the role by teachers, administrators, and

board of education members were examined. A more detailed report of the review of the literature is presented in Chapter II of this study.

Role activities were gleaned from this accumulation of perceptions and writings, as well as from discussions with resource teachers, to form the basis of the questionnaire. This listing of role activities was given to a teacher specialist in the curriculum department, two resource teachers, two classroom teachers, and a principal. Each was asked to examine the list and to add to it any activities of the resource teacher that were not included.

The assembling of resource teacher activities into a composite list set the groundwork for the next step, which was to locate these activities into areas which would give a degree of commonality to the various activities. The current literature on differentiated staffing was used to determine these areas of commonality; The System Model of Differentiated Staffing,¹ Evaluative Criteria for the Secondary School Program,² and The Role

¹Gene M. Pillot, "System Model for Differentiated Staffing," Sarasota County Public Schools, Sarasota, Florida, September, 1969. (Mimeographed.)

²Evaluative Criteria for the Secondary School Program (Rockville, Maryland: Montgomery County Public Schools, 1967), pp. 37-47.

of the Secondary Resource Teachers³ provided background for this decision. The tasks identified as essential to the operation of the resource program were classified into five broad categories: (1) instruction, (2) administration, (3) staff development, (4) curriculum, and (5) planning-research-evaluation-reporting.

Assistance in determining the categories for each of the listed role activities was received from a jury of experts on differentiated staffing and on the role of the resource teacher (see Appendix A for the list of experts). These experts were asked to classify each of the role activity statements into one of the five categories. (See Table 1 for the results of this classification.)

The role norm inventory, in its completed form, consists of fifty-one activity statements concerning the secondary resource teacher in Montgomery County. Ten of these statements were classified under the section labeled instruction in the role norm inventory. Nine statements were classified under staff development and nine in the research-planning-evaluation-reporting section. The section classified as administration contained ten statements and the curriculum section had a total of thirteen statements.

³"The Role of Secondary Resource Teachers," Montgomery County Public Schools Working Paper, Rockville, Maryland, September, 1970. (Mimeographed.)

TABLE 1.--Classification of inventory statements according to the number of experts agreeing on the category

Number of Experts in Agreement	Category				Curriculum Item Number
	Instruction	Staff Dev.	R-P-E-R	Admin.	
	Item Number	Item Number	Item Number	Item Number	
5 out of 5	1, 2, 3	4	4, 5, 9	1, 2	2, 5
4 out of 5	4	1, 2, 3, 6	3, 6	3, 4, 7	1, 3, 6, 9
3 out of 5	5, 6, 7, 8, 10	5, 7, 8, 9	1, 2, 7, 8, 9, 10	5, 6, 8, 9, 10	4, 8, 11
2 out of 5	9	-----	-----	-----	10, 12, 13

Each inventory statement consisted of three parts. The first part is the introductory phrase, "I think that a resource teacher. . . . " In the second part the respondents were asked to select one of the following phrases:

- (1) definitely should
- (2) preferably should
- (3) may or may not
- (4) preferably should not
- (5) definitely should not

The last part contains the incomplete role activity statement (see Appendix B for the complete inventory).

Testing the Instrument

In order to obtain information about the ability of the respondents to understand and complete the instrument correctly a pilot study was undertaken. For this pilot study a draft of the questionnaire, which was thought to be complete as possible, was used, and comments of the teachers and resource teachers concerning the mechanics of responding, as well as the selection of questions, were tabulated and reviewed. In addition, the pilot study was used to check the percentage of replies and to determine if the methods used in analyzing and qualifying the data were appropriate.

The population of the pilot study consisted of sixty secondary teachers selected at random from the secondary math, English, science, and social studies teachers of Montgomery County, Maryland, with at least one year of teaching experience in the County. Twenty resource teachers were also selected randomly from the pool of resource teachers in the secondary academic fields of math, science, English, and social studies. Both the pilot study and the actual study were limited to teachers and resource teachers from these four academic fields. These are the only disciplines where there are resource teachers in all the secondary schools. There are some resource teachers in other fields, but they depend on the size of the department and the discretion of the principal.

Of the twenty resource teachers selected to participate in the pilot study, nineteen returned their completed inventory for a 95 per cent response. Forty teachers responded of the sixty contacted for a 67 per cent return. The one factor analysis of variance revealed that there were no significant differences between the scores on the inventory for teachers and the resource teachers on any of the five sections of the inventory.

Procedure

The investigator presented a proposal of the study to the Department of Research, Montgomery County,

Maryland, along with a request to conduct the research study among their professional personnel. The proposal was reviewed by the Department of Research and permission was granted to conduct the study in the Montgomery County Public School system.

A cover letter which asked the cooperation of the randomly selected participants was prepared. The cover letter was approved and came out under the signature of Dr. Joseph J. Tarallo, Associate Superintendent for Administration (see Appendix C for a copy of the cover letter and Appendix B for a copy of the inventory). A copy of the instrument, the cover letter and a self-addressed return envelope were sent out to each person selected to participate in the study. Two weeks after the initial mailing a follow-up was conducted by phone. The investigator talked with or left a message for those persons who had not returned the instrument. Usable returns were received from 85.1 per cent of the participants contacted after the follow-up.

Sample Description Data

The respondents to this study consisted of four groups of educationists--principals, supervisors, resource teachers, teachers--who were in positions of influence on the role of the resource teacher in Montgomery County, Maryland. Montgomery County has fifty-two secondary school principals (senior high, junior high, and middle

school) of which thirty-four were randomly selected to participate in the study. Thirty usable responses were returned or 88.2 per cent of those principals contacted. The thirty responses represent 57.7 per cent of the secondary principals in Montgomery County.

The group classified as supervisors consisted of twenty-three central office-based subject supervisors, six area-based supervisors of instruction (general supervisor), and six area-based directors of instruction. Thirty-four members of this group were selected to participate in the study of which thirty responded. Those returning completed inventories represented 88.2 per cent of the randomly selected participants and 85.7 per cent of the total population of supervisors.

Secondary resource teachers were limited to the resource teachers in the subject areas of math, science, English, and social studies. Montgomery County has approximately 240 professionals classified as secondary resource teachers. Of these, 208 of them are resource teachers in the previously mentioned academic disciplines. Thirty-three resource teachers of the 208 were randomly selected to participate and thirty of these responded. The thirty responses represented 90.0 per cent of those contacted and 14.4 per cent of the total population of math, science, English, and social studies resource teachers.

The last group consists of secondary teachers in the academic disciplines of math, science, English, and social studies. For the school year 1971-72, Montgomery County had 1,567 teachers in the secondary schools in the four disciplines. Forty of these teachers were randomly selected to participate in the study and usable responses were received from thirty of them. The thirty responses represented 75 per cent of those selected and 1.9 per cent of the total population of secondary teachers in math, science, English, and social studies.

Table 2 gives a summary of the four groups randomly selected to participate in the study and their percentage of response. It also includes the percentage of responses to the total population of interest.

The sex of the participants in the study, the school organization pattern, the length of time in the position, and the educational level of the participants were considered, evaluated, and classified as irrelevant variables. These variables have been taken into account by the randomization process.

Table 3 indicates the sex of the professionals randomly selected to participate in the study. Table 4 presents data on the academic disciplines of the teachers and the resource teachers, and Table 5 gives information on the grade level organization of the school, of the principals, resource teachers, and teachers.

TABLE 2.--Summary table of responses

Position of Respondent	Total Possible Respondents	Selected to Participate	Number of Responses	Percentage of Responses	Percentages of the Total Population of Interest
Principals	52	34	30	88.2	57.7
Supervisors	35	34	30	88.2	85.7
Resource Teachers	208	33	30	90.9	14.4
Teachers	1,567	40	30	75.0	1.9
Total	1,862	141	120	85.1	6.5

TABLE 3.--Sex of professionals selected to participate in the study

Position of Respondent	Totals	Male		Female	
		N	%	N	%
Principals	34	33	97.1	1	2.9
Supervisors	34	22	64.7	12	35.3
Resource Teachers	33	24	72.7	9	27.3
Teachers	40	22	55.0	18	45.0
Total	141	101	77.1	40	22.9

TABLE 4.--Academic disciplines of the selected teachers and resource teachers

Position of Respondent	Total Selected	Math		Science		English		Social Studies	
		N	%	N	%	N	%	N	%
Resource Teachers	33	8	24.2	9	27.3	8	24.2	8	24.2
Teachers	40	8	20.0	7	17.5	11	27.5	14	35.0
Total	73	16	21.9	16	21.9	19	26.2	22	30.1

TABLE 5.--Grade level organization of the schools, of the principals, teachers, resource teachers

Type of Respondent	Total Selected	Senior		Junior		Middle	
		N	%	N	%	N	%
Principals	34	15	44.1	17	50.0	2	5.9
Resource Teachers	33	17	51.5	14	42.4	2	6.1
Teachers	40	17	42.5	21	52.5	2	5.0
Total	107	49	45.8	52	48.6	6	5.6

Data Analysis

Two of the measures used in this study pertain specifically to the role norm inventory and can be described at this point. The first measure was designed to indicate differences in the perceived role of the resource teacher by the four different groups--teachers, resource teachers, principals, and supervisors. The inventory data necessary to ascertain these differences was transferred into statistical form by assigning a numerical value from one to five to each of the responses used in the inventory. The pattern for the assignment of this numerical value was as follows:

Definitely should	5
Probably should	4
May or may not	3
Preferably should	2
Definitely should not	1

The total response score and the mean response score were then calculated for each of the four groups--teachers, resource teachers, principals, and supervisors--for each of the five sections of the inventory--instruction, staff development, research-planning-evaluation-reporting, administration, and curriculum.

The one-factor analysis of variance was used to determine if there was a significant difference between the mean response scores on the role norm inventory by the four groups on each of the five sections of the inventory. This method of inferential statistics was used because it is a powerful and robust analysis designed for use in research dealing with a single independent variable. The one-factor analysis of variance is based on assumptions which are, also, in accord with the design of this research project. These assumptions are as follows:

The groups were:

1. sampled at random
2. from normal populations
3. had equal variances
4. were independent⁴

Certain violations of these assumptions have little effect on the results of the statistical analysis.⁵

⁴Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), p. 340.

⁵Ibid.

If a significant difference was detected between the mean response scores on the inventory by the four groups, Tukey's post-hoc procedure was used to determine between which groups this significant difference existed. Tukey's method was used, rather than Scheffe's method, because it produces a greater number of significant differences between means when used with simple contrasts. The T-method gives a shorter confidence interval around differences between means than the S-method.⁶

The second measure used in this study was designed to indicate the extent of agreement or consensus among the members of a given population. Because no assumptions could be made regarding equal intervals between each of the five response categories, it was necessary to find some type of ordinal measure. The instrument adopted and to be referred to as the agreement score, is a simple measure of cumulative, relative frequency distribution developed by Professor Robert Leik of the University of Washington.

Leik, in describing this measure, states:

This measure is free of sample size, number of choice options, central tendency, and assumptions about intervals between choice options; yet it accurately reflects the degree to which choices are spread

⁶Ibid., p. 395.

over the set of options available. Furthermore, because the measure is a sum divided by its maximum possible value, D is a percentage, hence a ratio scale variable.⁷

This measure has also been used in Dr. John Foskett's studies on the elementary school principal⁸ and elementary school teachers.⁹

The data analysis procedures used in this study will determine if the differences between the four groups were significant and the extent of agreement among the members of a given group.

⁷Robert K. Leik, "A Measure of Ordinal Consensus," Pacific Sociological Review, IX (Fall, 1966), 86.

⁸John M. Foskett, The Normative World of the Elementary School Teacher (Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1967).

⁹John M. Foskett, The Normative World of the Elementary School Principal (Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1967).

CHAPTER IV

DATA ANALYSIS

Introduction

This chapter consists of two parts. The first part is concerned with data related to the three general hypotheses and the fifteen operational or subhypotheses. The validity of the hypotheses will be evaluated by analyzing the data from the five separate areas of the Normative Role Inventory of the Secondary Resource Teacher. The areas of the inventory include the following categories: instruction, staff development, research-evaluation-planning-reporting, administration, and curriculum.

The second part of the chapter is devoted to establishing the role of the secondary resource teacher by analyzing the data in terms of the perceptions of each of the relevant school populations--teachers, resource teachers, principals, and supervisors.

General Hypotheses

The three general hypotheses upon which this study is based are:

Hypothesis I:

There will be no difference between the resource teachers and the scores of the principals on the Normative Role Inventory of the Secondary Resource Teacher.

Hypothesis II:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the Normative Role Inventory of the Secondary Resource Teacher.

Hypothesis III:

There will be no difference between the scores of the resource teacher and the scores of the supervisors on the Normative Role Inventory of the Secondary Resource Teacher.

Each general hypothesis has five operational or subhypotheses related to the five subdivisions of the Normative Role Inventory of the Secondary Resource Teacher.

Significant agreement between the perceived role of the resource teacher by the resource teacher, as indicated by scores on the Normative Role Inventory, and the perceived role of the resource teacher as seen by the principal, teacher, or supervisor was determined by performing an analysis of variance on the mean scores of the four groups for each section of the inventory. If a significant difference was detected by the one factor analysis of variance technique then Tukey's multiple comparisons procedures were used to determine between

which groups the significant difference existed. The .05 level was used for both the analysis of variance and Tukey's post-hoc procedures.

Table 6 lists the mean response scores for the four groups on each of the five sections of the inventory.

TABLE 6.--The mean response score for the four groups on each of the five sections of the inventory

	Teachers	Resource Teachers	Supervisors	Principals
	Mean	Mean	Mean	Mean
Instruction	38.67	38.77	40.17	41.90
Staff Development	36.63	39.13	38.73	40.07
R-P-E-R	33.70	35.07	35.03	37.23
Administration	40.17	41.23	39.40	40.77
Curriculum	53.37	54.97	55.37	57.80

Instruction

The operational or subhypotheses related to the section of the inventory classified as Instruction are:

Operational Hypothesis H1a:

There will be no difference between the scores of the resource teachers and the scores of the principals on the section classified as Instruction of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis H1Ia:

There will be no difference between the scores of the resource teachers and the scores of the teachers

on the section classified as Instruction of the
Normative Role Inventory of the Secondary Resource
 Teacher.

Operational Hypothesis HIIIa:

There will be no difference between the scores of the
 resource teachers and the scores of the supervisors
 on the section classified as Instruction of the
Normative Role Inventory of the Secondary Resource
 Teachers.

The mean response scores for the Instruction
 section of the inventory were found by the analysis of
 variance technique to be significantly different. The
 computed 5.70 F value exceeds the tabled F value at the
 5 per cent level of 2.68. This information is displayed
 in more complete form in Table 7.

TABLE 7.--ANOVA table--instruction section

Source of Variation	SS	df	MS	F
Between Groups	206.23	3	69.74	5.70
Within Groups	1,398.90	116	12.06	
Total	1,605.03	119		

Using Tukey's multiple comparison procedure the
 difference between the mean response scores of the
 resource teachers and the teachers was found not to be
 significant. The difference between the mean response
 score of the resource teachers and the supervisors was
 also found not to be significant. The difference between

the resource teachers and the principals was found to be significant at the .05 level. Also the difference between the teachers and the principals was significant. Table 8 illustrates these points.

TABLE 8.--Cell summary and post hoc comparisons for the section on instruction

Group	Number	Mean
Teachers	30	38.67
Resource Teachers	30	38.77
Supervisors	30	40.17
Principals	30	41.90

<u>Post Hoc Comparisons</u>				
	Teachers	Resource Teachers	Supervisors	Principals
Teachers		-.10	-1.50	-3.23 ^a
Resource Teachers			-1.40	-3.13 ^a
Supervisors				-1.73
Principals				

^aSignificant difference-confidence interval does not include zero.

Operational Hypothesis H1a. The significant difference revealed by the one factor analysis of variance for the section of the inventory classified as Instruction was between the perception of the resource teacher and the perception of the principal. Table 8 indicates that there is a significant difference between the mean response score of the resource teacher and the mean response score of the principal.

Since the difference between the scores of the resource teachers and principals were significant, then Operational Hypothesis HIIa was rejected.

Operational Hypothesis HIIa. The difference between the mean response score of the resource teacher and the mean response score of the teachers on the Instruction section of the inventory was not found to be significant. This information is displayed in Table 8.

The difference was not significant; therefore, Operational Hypothesis HIIa was retained.

Operational Hypothesis HIIIa. The difference between the mean response score of the resource teachers and the mean response score of the supervisors for the section on Instruction was found not to be significant (see Table 8).

Since the difference between the mean response score of the resource teacher and the supervisors was not significant, Operational Hypothesis HIIIa was retained.

Summary

For the section of the Normative Role Inventory of the Secondary Resource Teacher identified as Instruction, there was a significant difference found between the scores of the resource teachers and scores of the principals as called for in Operational Hypothesis Ia. Operational Hypothesis Ia was rejected. There was

no significant difference found between the scores of the resource teachers and the scores of the teachers or the supervisors as called for in Operational Hypotheses IIa and IIIa. Hypotheses IIa and IIIa were retained.

A significant difference was also found to exist between the scores of the principals and the scores of the teachers on the Instruction section of the inventory.

Staff Development

The operational hypotheses related to the section of the inventory classified as Staff Development are:

Operational Hypothesis HIb:

There will be no difference between the scores of the resource teacher and the scores of the principals on the section classified as Staff Development of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIb:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the section classified as Staff Development of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIIb:

There will be no difference between the scores of the resource teachers and the scores of the supervisors on the section classified as Staff Development of the Normative Role Inventory of the Secondary Resource Teacher.

Analysis of the data revealed that the section of the inventory on staff development also had a significant

difference in perception. The computed F value for the one factor analysis of variance was 3.80 as compared to the tabled F of 2.68 at the .05 level. This information is contained in Table 9.

TABLE 9.--ANOVA table--staff development section

Source of Variation	SS	df	MS	F
Between Groups	189.42	3	63.14	3.80
Within Groups	1,922.17	116	16.57	
Totals	2,181.59	119		

Tukey's multiple comparison procedures indicated that the only significant difference that existed in the staff development section was between the perceived role of the resource teacher by the teacher and the perceived role of the resource teacher by the principal. See Table 10.

Operational Hypothesis HIb. Table 10 illustrates that the difference between the mean score of the resource teacher and the mean score of the principal for section on Staff Development is not significant. The difference not being significant Hypothesis HIb was retained.

Operational Hypothesis HIIb. The difference between the mean score of the resource teachers and the mean score of the teachers for the section on Staff Development was found not to be significant at the

.05 level. Table 10 contains this information. The difference not being significant, Operational Hypothesis HIIb was retained.

TABLE 10.--Cell summary and post hoc comparisons for the section on staff development

Group	Number	Mean
Teachers	30	36.63
Resource Teachers	30	39.13
Supervisors	30	38.73
Principals	30	40.07

<u>Post Hoc Comparisons</u>				
	<u>Teachers</u>	<u>Resource Teachers</u>	<u>Supervisors</u>	<u>Principals</u>
Teachers		-2.50	-2.10	-3.44 ^a
Resource Teachers			.40	-1.34
Supervisors				-.94
Principals				

^aSignificant difference--confidence interval does not include zero.

Operational Hypothesis HIIIb. The difference between the mean score of the resource teacher and the mean score of the supervisors for the Staff Development section of the inventory was found not to be significant. See Table 10. Since the difference between mean response score of the resource teacher and the supervisors was not significant, Operational Hypothesis HIIIb was retained.

Summary

For the section of the Normative Role Inventory of the Secondary Resource Teacher identified as Staff Development no significant differences were found to exist between the perceived role of the resource teacher by the resource teacher and the role of the resource teacher as it is perceived by principals, teachers, or supervisors. Operational Hypotheses Ib, HIIb, and HIIIb were retained.

A significant difference was detected between the perceived role of the resource teacher by the teacher and the perceived role of the resource teacher by the principal.

Research-Planning-Evaluation-Reporting

The operational or subhypotheses related to the section of the inventory classified as Instruction are:

Operational Hypothesis HIc:

There will be no difference between the scores of the resource teachers and the scores of the principals on the section classified as Research-Planning-Evaluation-Reporting of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIc:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the section classified as Research-Planning-Evaluation-Reporting of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIc:

There will be no difference between the scores of the resource teachers and the scores of the supervisors on the section classified as Research-Planning-Evaluation-Reporting of the Normative Role Inventory of the Secondary Resource Teacher.

The section on Research-Planning-Evaluation-Reporting did not reveal any significant differences in the perception of the role of the resource teacher by the four groups when analyzed by the one factor analysis of variance. The computed F of 2.37 was less than the tabled F of 2.68 at the .05 level. These calculations are illustrated in Table 11.

TABLE 11.--ANOVA table--research-planning-evaluation-reporting section

Source of Variation	SS	df	MS	F
Between Groups	190.50	3	63.50	2.37
Within Groups	3,047.82	116	26.74	
Totals	3,238.32	119		

Operational Hypothesis HIIc. The difference between the mean response score of the resource teachers and the mean response score of the principals on the Research-Planning-Evaluation-Reporting section of the inventory was found not to be significant. See Table 11. The difference between the mean response scores not being significant, Operational Hypothesis HIIc was retained.

Operational Hypothesis HIIc. The difference between the mean response score of the resource teachers and the mean response score of the teachers on the Research-Planning-Evaluation-Reporting section of the inventory was found not to be significant. See Table 11. Operational Hypothesis HIIc was retained because no significant difference was detected.

Operational Hypothesis HIIIc. The difference between the mean response score of the resource teachers and the mean response score of the supervisors was not significant for the Research-Planning-Evaluation-Reporting section of the inventory. Again this is illustrated in Table 11. Operational Hypothesis HIIIc was also retained because the difference was not significant.

Summary

For the section of the Normative Role Inventory of the Secondary Resource Teacher identified as Research-Planning-Evaluation-Reporting no significant differences were found to exist between the perceived role of the resource teacher by the resource teacher and the role of the resource teacher as it is perceived by principals, teachers, or supervisors. Operational Hypotheses HIc, HIIc, and HIIIc were retained. Also, there was no significant difference detected between the perceived role

of the resource teachers by the teacher and the perceived role of the resource teacher by the principals.

Administration

The operational or subhypotheses related to the section of the inventory classified as Administration are as follows:

Operational Hypothesis HIId:

There will be no difference between the scores of the resource teachers and the scores of the principals on the section classified as Administration of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIId:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the section classified as Administration of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIId:

There will be no difference between the scores of the resource teachers and the scores of the principals on the section classified as Administration of the Normative Role Inventory of the Secondary Resource Teacher.

The section of the inventory on Administration did not contain any differences that were significant in the perception of the role of the resource teacher as perceived by the four groups--resource teachers, teachers, principals, and supervisors. The tabled F

at the .05 level of 2.68 was larger than the computed F of 2.37. Table 12 gives the results of the analysis of variance.

TABLE 12.--ANOVA table--administration

Source of Variation	SS	df	MS	F
Between Groups	190.50	3	63.50	2.37
Within Groups	4,336.10	116	26.74	
Totals	4,391.59	119		

Operational Hypothesis HIId. The difference between the mean response score of the resource teachers and the mean response score of the principals on the Administration section of the inventory was found not to be significant. See Table 12. The difference between the mean response scores not being significant, Hypothesis HIId was retained.

Operational Hypothesis HIIId. The difference between the mean response score of the resource teachers and the mean response score of the teachers on the Administration section of the inventory was found not to be significant. See Table 12. Operational Hypothesis HIIId was retained because no significant difference was detected.

Operational Hypothesis HIIId. The difference between the mean response score of the resource teachers

and the mean response score of the supervisors was not significant for the Administration section of the inventory. Again this is illustrated in Table 12. Operational Hypothesis HIIId was also retained because the difference was not significant.

Summary

For the section of the Normative Role Inventory of the Secondary Resource Teacher identified as Administration no significant differences were found to exist between the perceived role of the resource teacher by the resource teachers and the role of the resource teacher as it is perceived by principals, teachers, or supervisors. Operational Hypotheses HId, HIIId, and HIIId were retained. Also, there was no significant difference detected between the perceived role of the resource teacher by the teacher and the perceived role of the resource teacher by the principal.

Curriculum

The operational or subhypotheses related to the Curriculum section of the inventory are:

Operational Hypothesis HIIe:

There will be no difference between the scores of the resource teachers and scores of the principals on the section classified as Curriculum of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIe:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the section classified as Curriculum of the Normative Role Inventory of the Secondary Resource Teacher.

Operational Hypothesis HIIIe:

There will be no difference between the scores of the resource teachers and the scores of the principals on the section classified as Curriculum of the Normative Role Inventory of the Secondary Resource Teacher.

The last section of the inventory was found to contain a significant difference in the perception of the role of the resource teacher by the four groups. The computed F for the one factor analysis of variance was 2.76 and the Tabled F at the .05 level was smaller at 2.68. Table 13 gives the results of the analysis of variance for the Curriculum section.

TABLE 13.--ANOVA table--curriculum

Source of Variation	SS	df	MS	F
Between Groups	303.15	3	101.05	2.76
Within Groups	4,248.10	116	36.62	
Totals	4,551.25	119		

Tukey's multiple comparisons procedures revealed that the differences between the teachers and the principals were significant. The difference in the mean

response scores between the resource teachers and the principals, resource teachers and teachers, and resource teachers and supervisors were not significant. See Table 14.

TABLE 14.--Cell summary and post hoc comparisons for the section on curriculum

Group	Number	Mean
Teachers	30	53.37
Resource Teachers	30	54.97
Supervisors	30	55.57
Principals	30	57.80

<u>Post Hoc Comparisons</u>				
	<u>Teachers</u>	<u>Resource Teachers</u>	<u>Supervisors</u>	<u>Principals</u>
Teachers		-1.60	-2.20	-4.43 ^a
Resource Teachers			- .60	-2.83
Supervisors				-2.23
Principals				

^aSignificant difference--confidence interval does not include zero.

Operational Hypothesis H1e. The difference between the mean response score of the resource teachers and the mean response score of the principals on the section of the inventory identified as Curriculum was found not to be significant. See Table 14. The difference between the mean response scores was not significant; therefore, Operational Hypothesis H1e was retained.

Operational Hypothesis HIIe. The difference between the mean response score of the resource teachers and the mean response score of the teachers on the Curriculum section of the inventory was found not to be significant. See Table 14. Operational Hypothesis HIIe was retained because no significant difference was detected.

Operational Hypothesis HIIIe. The difference between the mean response score of the resource teachers and the mean response score of the supervisors was not significant for the Curriculum section of the inventory. This is illustrated in Table 14. Operational Hypothesis HIIIe was also retained because the difference between the means of response scores was not significant.

Summary

For the Curriculum section of the Normative Role Inventory of the Secondary Resource Teacher no significant differences were found to exist between the perceived role of the resource teacher by the resource teachers and the role of the resource teacher as it is perceived by the principals, teachers, or supervisors. Operational Hypotheses HIIe, HIIIe, and HIIIe were retained.

The difference between the perceived role of the resource teacher by the teacher and the perceived role of the resource teacher by the principal was found to be significant.

Summary of Test of the
General Hypotheses

Summary Table 15 indicates that, out of the fifteen possible differences between the perception of the role of the resource teacher by the resource teachers and the other three groups for the five sections of the inventory, only one of these was significant. These fifteen differences are stated in the fifteen operational hypotheses. This significant difference was in the area of instruction where the perception of the principals differs with the perception of the resource teachers.

TABLE 15.--Summary of the differences between the mean response scores of the four groups for the five sections of the Normative Role Inventory

	Resource Teacher- Teachers	Resource Teacher- Super- visor	Resource Teacher- Princi- pals	Teachers- Princi- pals
Instruction	.10	-1.40	-3.13 ^a	-3.23 ^a
Staff Development	2.40	- .40	- .94	-3.44 ^a
Research-Planning- Evaluation- Reporting	1.37	.04	2.16	3.53
Administration	.06	-1.83	.46	.60
Curriculum	1.60	- .60	-2.83	-4.43 ^a

^aSignificant differences

General Hypothesis I:

There will be no difference between the scores of the resource teachers and the scores of the principals on the Normative Role Inventory of the Secondary Resource Teacher.

This hypothesis was tested by examining Operational Hypotheses HIa, HIb, HIc, HIId, and HIE. Although Hypothesis HIa was rejected, because a significant difference was found between the mean scores of resource teachers and principals, Hypotheses HIb, HIc, HIId, and HIE were retained. On the basis of this, General Hypothesis I was retained.

General Hypothesis II:

There will be no difference between the scores of the resource teachers and the scores of the teachers on the Normative Role Inventory of the Secondary Resource Teacher.

This hypothesis was tested by evaluating Hypotheses HIIa, HIIb, HIIc, HIId, and HIIe. On the basis of the statistical data gathered, all of the operational hypotheses were retained, thus, calling for retention of General Hypothesis II.

General Hypothesis III:

There will be no difference between the scores of the resource teachers and the scores of the supervisors on the Normative Role Inventory of the Secondary Resource Teacher.

This hypothesis was tested by analyzing Operational Hypotheses HIIIa, HIIIb, HIIIc, HIIId, and HIIIe. On the basis of the statistical data gathered, all of these hypotheses were retained, thus, calling for the retention of General Hypothesis III.

The other significant differences that were detected were between the perception of the role of the resource teacher by the principal and the perception of that role by the teacher. These significant differences existed in the areas of instruction, staff development, and curriculum. See column four of Table 15.

Role of the Resource Teacher

The second part of the chapter on Data Analysis is devoted to establishing the role of the resource teacher as perceived by each of the four groups and by the groups combined. An agreement score was computed for each item in the inventory. These scores along with the number and the percentage of responses for each category of possible responses were used as the basis for clarifying the role.

Appendix E consists of the computed agreement score for each item in the inventory for each of the four groups--teachers, resource teachers, principals, and supervisors. Appendix D contains the number and the percentage of responses for each category--definitely should, preferably should, may or may not, definitely should not, preferably should not--for all items of the inventory.

In discussions of the normative structure as found in the literature, there is a tendency to define

norms in terms of the universally held rules of behavior. The actual state of the normative world relating to a complex role, such as the resource teacher, does not usually correspond to the model of complete agreement. Examination of the items of the inventory in terms of each of the four groups reveals the extent of agreement there is within the four groups on the position of resource teacher.

The Range of Agreement Among
Resource Teachers

Table 16 shows the range of agreement on the role of the resource teacher as perceived by the resource teachers themselves. The table illustrates the highest and lowest agreement scores for an inventory item and the mean agreement score for all four groups for that item. Resource teachers reporting as they think resource teachers should act, have agreement scores ranging from a low .517 for item 2 in the Research-Planning-Evaluation-Reporting section (" . . . serve as part of the evaluation team to assess the strengths of staff members") to a high of .916 for item 9 under the Instruction section (" . . . promote the exchange of ideas among teachers"). This represents a range from near 50 per cent agreement to almost complete agreement.

TABLE 16.--Lowest and highest agreement scores for individual inventory items by resource teachers view of their own position and the mean agreement score of all four groups

Lowest Agree- ment Score	Num- ber	Section	Mean Agree- ment Score	Highest Agree- ment Score	Num- ber	Section	Mean Agree- ment Score
.517	2	RPER	.542	.916	9	Inst.	.920
.533	7	Inst.	.614	.812	8	Inst.	.747
.533	1	Inst.	.446	.800	9	S.D.	.754
.534	2	Adm.	.571	.783	11	Curr.	.862
.550	3	RPER	.571	.783	2	S.D.	.805
.550	10	RPER	.600				
.550	4	Adm.	.596				

The Range of Agreement
Among Teachers

The range of agreement on the role of the resource teacher as perceived by the teacher is illustrated in Table 17. Teachers reporting how they think resource teachers should act, have agreement scores ranging from a low of .393 for item 2 in the Instruction section (" . . . teach more than three of his own classes") to a high of .849 for item 9 of the Instruction section (" . . . promote the exchange of ideas among teachers"). The range among the teachers is greater than among the resource teachers.

The Range of Agreement
Among Principals

The range of agreement on the role of the resource teacher as perceived by the principals is

TABLE 17.--Lowest and highest agreement scores for inventory items by teachers' view of the position and the mean agreement score of all four groups

Lowest Agree- ment Score	Num- ber	Section	Mean Agree- ment Score	Highest Agree- ment Score	Num- ber	Section	Mean Agree- ment Score
.393	2	Inst.	.552	.849	9	Inst.	.920
.500	1	Inst.	.446	.817	11	Curr.	.862
.500	2	RPER	.542	.800	5	S.D.	.808
.512	1	S.D.	.690	.800	4	Curr.	.738
.518	1	Inst.	.614	.784	5	Adm.	.717
.520	2	S.D.	.850				

indicated in Table 18. The principals' agreement scores range from a low of .351 for item 1 under Instruction (" . . . consider his primary role as one of instruction of his own classes") to .967 for item 2 in Staff Development (" . . . assist inexperienced teachers in the development of new teaching techniques and strategies"). The range of agreement is greatest within the principals group than among any of the other groups.

The Range of Agreement
Among Supervisors

Table 19 illustrates the range of agreement among supervisors on their perception of the role of the resource teacher. The scores range from .400 on item 1 under the Instruction section (" . . . consider his primary role as one of instruction of his own classes") to .950 for item 9 of Instruction (" . . . promote the exchange of ideas among teachers").

TABLE 18.--Lowest and highest agreement score for inventory items by principals' view of the position and the mean score of all four groups

Lowest Agree- ment Score	Num- ber	Section	Mean Agree- ment Score	Highest Agree- ment Score	Num- ber	Section	Mean Agree- ment Score
.351	1	Inst.	.446	.967	2	S.D.	.805
.533	3	S.D.	.634	.966	9	Inst.	.920
.534	2	RPER	.542	.900	11	Curr.	.862
.549	9	Adm.	.597	.867	9	Curr.	.778
.583	2	Inst.	.552	.866	8	Inst.	.747
.583	6	S.D.	.612				
.583	8	S.D.	.654				

TABLE 19.--Lowest and highest agreement scores for inventory items by supervisors' view of the resource teachers position and the mean score of all four groups

Lowest Agree- ment Score	Num- ber	Section	Mean Agree- ment Score	Highest Agree- ment Score	Num- ber	Section	Mean Agree- ment Score
.400	1	Inst.	.446	.950	9	Inst.	.920
.500	3	RPER	.571	.950	2	S.D.	.850
.516	1	Curr.	.633	.949	11	Curr.	.892
.517	6	Adm.	.621	.883	5	Inst.	.808
.583	1	Adm.	.571	.850	9	S.D.	.684

Highest Agreement Scores of the
Four Groups When Combined

Analysis of the data and the evaluation of the three original hypotheses indicates there is no significant difference in the perception of the resource teacher by the resource teacher and the perception of the role of the resource teacher by the other three groups. The rejection of the three general hypotheses has encouraged this researcher to examine the data gathered from the inventory as a whole, as well as by the four groups. The assumption being that if there is no significant difference in the perception of the role between the groups then, at least, these items with a high mean agreement score would represent the perception of the role by the combined groups. These four groups--resource teachers, teachers, principals, and supervisors--are the professionals that are vitally concerned with resource teacher positions.

Table 20 lists the twelve inventory items with the highest mean agreement score and the choice of response indicated by the largest number of these completing the inventory. Appendix F lists all the mean agreement scores in rank order.

Lowest Agreement Score of Four
Groups When Combined

The inventory items that had the lowest mean scores when the four groups were combined are listed in

TABLE 20.--Rank order of the twelve highest mean agreement scores and the response category selected most often

Rank	Mean Agreement Score	Item Number	Section	Response Selected
1.	.920	9	Inst.	Definitely should
2.	.862	11	Curr.	Definitely should
3.	.808	5	S.D.	Definitely should
4.	.808	5	Inst.	Definitely should
5.	.805	2	S.D.	Definitely should
6.	.792	13	Curr.	Definitely should
7.	.778	9	Curr.	Definitely should
8.	.759	1	RPER	Definitely should
9.	.758	8	Curr.	Definitely should
10.	.754	7	S.D.	Definitely should
11.	.750	3	Inst.	Definitely should
12.	.747	8	Inst.	Definitely should

Table 21. These are the scores that had the greatest amount of disagreement on the choice of a response. The items listed were limited to those mean agreement scores under .600. Scores above .600 are starting to reach a high degree of consensus or agreement. Seven inventory items fall into this category.

Inventory Items With a Great Dif-
ference in Agreement Score
Between Any Two Groups

Any effort to clarify the role of the resource teacher would not be complete without considering inventory items which the agreement scores for any two groups differ greatly. This analysis would reveal those items upon which two groups differ greatly, but not necessarily cause those items to appear in the listing of inventory

TABLE 21.--Rank order of the inventory items with the lowest mean agreement scores

Rank	Score	Number	Section	Inventory Statement
1.	.446	1	Inst.	Consider his primary role as one of instruction of his own classes.
2.	.542	2	RPER	Serve as part of the evaluation team to assess the strengths of the staff members.
3.	.552	2	Inst.	Teach more than three of his own classes.
4.	.571	4	RPER	Keep file of teacher-made diagnostic materials for the use of the department or school.
5.	.571	1	Adm.	Compile the data necessary for scheduling of classes (size, levels).
6.	.596	4	Adm.	Be involved in actual scheduling of students.
7.	.597	9	Adm.	Be a permanent member of the school's Faculty Advisor Council.

statements with the lowest mean agreement scores. Wide difference in perception of a role item between two groups could cause a resource teacher to operate less effectively in that area and in related areas. Table 22 lists those items which have large differences in agreement scores between two groups. A large difference was arbitrarily considered by this researcher as being over .200.

TABLE 22.--Inventory items with the greatest difference in agreement scores between any two groups

Rank	Number	Section	Principal Score	Resource Teacher Score	Teacher Score	Supervisor Score	Difference
1	2	S.D.	.967		.520		.447
2	4	Adm.			.533	.583	.350
3	7	Inst.	.778		.518		.260
4	1	S.D.	.750		.512		.238
5	2	Curr.		.567		.783	.216
6	3	Adm.		.552	.767		.215
7	4	Curr.		.601	.816		.215
8	2	Inst.			.393	.801	.208

Item 2 of the Staff Development section (" . . . assists inexperienced teachers in the development of new teaching techniques and strategies") needs to be further emphasized because it appears among those items having a very high mean agreement score, .805. See Table 20. Table 22 also indicates there is a substantial difference in the perception of the role of the resource teacher

between the teacher and the principal on this point. This difference indicates a possible problem in a role item with a high degree of consensus.

Summary of Efforts to Establish the
Role of the Resource Teacher

In an effort to clarify and to firmly establish the role of the resource teacher the data were first analyzed in terms of the range of agreement within the four groups--teachers, resource teachers, principals, and supervisors. Tables 16, 17, 18, and 19 identify those inventory items with the highest and the lowest agreement scores for the four groups. Internal agreement and disagreement on various inventory items were thus identified for each group.

Tables 20 and 21 list those inventory items with high and low mean agreement scores thus identifying these areas of agreement and disagreement when considering all four groups as one whole. With the exception of item 2 under the Staff Development section, the inventory items listed in Table 20 can be considered areas upon which the role of the resource teacher is fairly well established among all of the pertinent groups. Table 21 lists those items where the degree of agreement is low within and among the four groups. These are areas which will require further efforts directed toward clarification.

Table 22 lists those items which have the greatest amount of difference between agreement scores of any two groups. This table points out those areas of the inventory where two groups may disagree enough on the perception of the role to cause a resource teacher difficulties operating in that area.

CHAPTER V

SUMMARY AND CONCLUSIONS

Background of the Study

In recent years the role of the public school secondary teacher has expanded and become more demanding. Many creative and competent teachers have found themselves bogged down in technical and clerical duties or overwhelmed by the many complex and important things to do that, few if any, tasks are well done enough to leave them with any sense of accomplishment. Because of this growth and change the traditional concept of the role of the teacher as an independent entity, operating alone and self-sufficient, is probably obsolete.

The expanded role the school has been asked to play in society, the knowledge explosion, new techniques and strategies to be used in instruction, and the rapid, sometimes disruptive, changes in the values system have placed additional responsibilities on teachers already burdened with the difficult task of teaching children. School systems, in their efforts to operate more efficiently and effectively, have responded to the

pressure of the times by exploring various organizational changes in order to cope with the new demands and problems.

Differentiated staffing is one of the most interesting and elaborate of the new organizational patterns being tried. Differentiated staffing consists of a career pattern in teaching not necessarily leading into counseling or administration; a more manageable teaching assignment with improved matching of qualifications and interests to responsibilities; a structure for decision making, goal setting, and evaluation in which teachers play a leading part; and a flexible instructional pattern which readily accommodates consultants, paraprofessionals, a variety of student-teacher groups, and a wider range of curricula.

The Montgomery County, Maryland, Public Schools', a very large suburban school district adjacent to Washington, D.C., main effort in the area of differentiated staffing consisted of its secondary resource teacher program. The resource teacher program was initiated in Montgomery County in 1953. From 1953 to 1967 the program had a few slight modifications and a rather limited expansion in terms of numbers. In 1967 the program was modified and enlarged to the extent of having resource teachers in all of the secondary schools. In addition to these changes the resource teacher

became a twelve-month employee. This enlarged role of the resource teacher along with the possibility of differentiated pay for differentiated responsibility was a prominent factor in heated debates within the Montgomery County Education Association, of negotiation breakdowns between the Montgomery County Education Association and the Board of Education and ultimately, as one of the issues in a week-long teachers' strike. In 1972 the role again underwent revision resulting in more responsibility and a differentiated pay scale.

The Purpose of This Study

The major purpose of this study was to map out that portion of the normative structure that pertains to the role of the resource teachers. The normative structure was composed of the view of the resource teachers, principals, and supervisors. These are the professionals of the Montgomery County Public School system that have the greatest influence on the role of the resource teacher.

The following views were considered: (1) the ways the resource teachers view their own position, (2) the perceptions of the other relevant populations of the school system.

Design of the Study

The sources of the data for this study were groups of randomly selected Montgomery County Public

School teachers, resource teachers, principals, and supervisors, who occupied their position the school year (1970-71) prior to the study.

The instrument, the Normative Role Inventory of the Secondary Resource Teacher, was developed by the researcher and refined by a pilot study. The inventory consisted of fifty-one statements categorized into five areas for the purpose of analysis. The five areas were Instruction, Staff Development, Research-Planning-Evaluation-Reporting, Administration, and Curriculum. The respondents to the inventory categorized each role statement as it pertained to their perception of the role of the resource teacher.

The one-factor analysis of variance was used to determine if there was any difference in the perceived role of the resource teacher by the resource teacher and the perceived role of the resource teacher by each of the other groups--teachers, principals, and supervisors--for each of the five sections of the Normative Role Inventory of the Secondary Resource Teacher. If a difference was detected in the perceived role of the resource teacher then Tukey's post-hoc procedure was used to determine between which groups the difference existed.

The agreement score developed by Professor Robert Leak of the University of Washington was used

to indicate the extent of agreement or consensus within numbers of a given group--teachers, resource teachers, principals, supervisors--and to determine the extent of consensus on the role of the resource teacher considering those tested as one group.

Major Findings and Discussions

The three general hypotheses and fifteen operational or subhypotheses were designed to determine if the four groups of educators were in agreement on the role of the resource teacher. The mapping of the role of the resource teacher consisted not only of determining if there was a difference in perception of the role by the four groups, but in also identifying those inventory items with a high degree of consensus or agreement on the role of the resource teachers. The extent of consensus or agreement within each of the four groups was also determined and evaluated.

The major findings concerned with these areas and the discussion related to them are recorded in this section.

Finding

No significant difference was found to exist between the perception of the role of the resource teacher by the resource teachers and the perception of the role of the resource teacher by the principals in

the areas of Staff Development, Research-Planning-Evaluation-Reporting, and Administration of the Normative Role Inventory of the Secondary Resource Teacher (see Table 15).

Discussion

The position in the school system of special concern of this inquiry, the focal position, is the secondary resource teacher. An individual who serves in this capacity must deal with, can influence, and be influenced by the related role network positions such as teachers, principals, and supervisors. The resource teacher's behavior is typically directed to members of one or more of these role network positions, and their performance is of concern to him and sometimes directed toward him.

The role of the resource teacher, that is, the expectations or standards applied to the behavior of incumbents of a position, is the composite of expectations of these counter positions. The role then is defined by those in the orbit of his role, that is, his role network. These are individuals who are the source of the rewards and sanctions to which the resource teacher is exposed and who, in consequence, may influence his behavior.

The position in the role network of the resource teacher with probably the most influence on the role was

the secondary principal. The principal, in his position as manager of the school, was completely responsible for the evaluation of the resource teacher. The evaluation procedure was the same for resource teachers as for all other teachers, but it was supposed to take into consideration the resource teacher's ability to perform his specific and special functions. There was no formal and specialized evaluation procedure for the position of resource teacher prior to July 1, 1972.

A new evaluation procedure adopted for use after July 1, 1972, requires that a representative of the area office staff participate in the yearly evaluation of resource teachers. This could be the area assistant superintendent, the area director of instruction, or the supervisor of instruction. Also the members of the resource teacher's department must be consulted and may participate in the evaluation on request of the resource teacher. The principal may also invite the subject supervisor to participate.

Because of the arrangement of awards and sanctions for the role of resource teacher prior to July 1, 1972, agreement on the role of the resource teacher between the resource teacher and the principal could be anticipated. The principal, because of his central role in evaluation, influenced or controlled most of the awards and sanctions associated with the role of the resource

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teacher. The new evaluation procedure will probably decrease the influence of the principal and will increase the influence of the teacher and area assistant superintendent.

Finding

A significant difference in perception of the role of the resource teacher was detected between the resource teacher's perception of the role and the principal's perception of the role in the area of the Normative Role Inventory of the Secondary Resource Teacher classified as Instruction (see Table 15).

Discussion

An analysis of the items classified under the Instruction section provides the rationale for the difference in perception of the role of the resource teacher by the principals and resource teachers. The two items within the Instruction section which showed the greatest amount of disagreement are as follows:

Item Number 1--considers his primary role as one of
instruction of his own classes.

Item Number 7--visits classes for the purpose of
appraising program quality and con-
fers with teachers about observation.

These two inventory items are closely related and the opinions of the resource teachers and the principals are virtually the same for both items (see Appendix E). The principal perceives the resource teacher as being more actively involved in the instructional program for the department than the resource teacher does. The resource teacher's responses to the inventory indicate a reluctance to become involved in the evaluation procedure for the department especially as it pertains to the evaluation of his fellow teachers.

Evaluation of fellow teachers was a major concern of the resource teacher when the program underwent a major reorganization and expansion in 1967. At that time it was clearly stated that the resource teacher would not be involved in the evaluation of other teachers. The Secondary Resource Teachers Role Committee, composed of secondary resource teachers, in its role statement developed in the Spring of 1971 revised this position and includes program and teacher evaluation as functions of the secondary resource teachers.

The inventory of the teachers, principals, and resource teachers, which provided the data for this study, was conducted in December of 1971 and the revised role statement developed by the Secondary Resource Teachers Role Committee went into effect in February of 1972.

This time difference points out a need for an update in the role perception at least as it pertains to this particular area. The previously mentioned time difference and the results of the inventory for this particular area strongly suggests that there will be more than the usual amount of problems, misunderstandings, and reluctance in this area than on any of the other areas of the inventory.

Finding

No significant difference was found to exist in the perception of the role of the resource teacher by the resource teacher and the perception of the role of the resource teacher by the supervisor for any of the five areas of the Normative Role Inventory of the Secondary Resource Teacher.

Discussion

The role of the central office subject supervisor in Montgomery County has been undergoing a series of changes over the past twenty years. Those changes stem generally from changes in education and its increased importance in our rapidly shifting world order; but, are also due to period of rapid growth for the Montgomery County school system and recent efforts to decentralize the school system, which are particular to Montgomery County. Dr. Richard Wagner's recent study seems to

support this shift in the concept of the supervisor being a teacher, improving instruction through programs of inservice education to one of curriculum revision, building, and coordination.

Teachers contacted in Dr. Wagner's study noted a decline in the perception that the school system organizational pattern was encouraging realistic communication between supervisors and teachers for the period 1964-1970.¹ This is also the same period of rapid growth and modification of the resource teacher program. During this era, some of the traditional roles of the supervisor in Montgomery County were being transferred to the secondary resource teacher. This is especially in the area that requires classroom activities to be monitored.

The fact that there is no significant difference in the role of the resource teacher as it is perceived by the supervisor and the resource teacher indicate that the efforts to develop the resource teacher program to supplement and carry on some of the functions traditionally identified with central office supervision is successful in terms of both groups understanding the role the resource teacher is to play.

¹Richard E. Wagner, "The Secondary Instructional Supervisor" (unpublished Ph.D. dissertation, University of Maryland, 1972), p. 231.

Finding

No significant difference was found to exist between the perception of the role of the resource teacher by the resource teachers and the perception of the role of the resource teacher by the teachers for any of the five areas of the Normative Role Inventory of the Secondary Resource Teacher.

Discussion

To the concept of differentiated staffing and the concept of the resource teacher program, the working relationship between the teachers and the resource teachers is of the greatest importance. If the resource teacher program is to succeed and if differentiated staffing as an organizational pattern is to be of a benefit to the Montgomery County Public School system, it must be acceptable to the teaching ranks. The power of the local teacher's association and/or union to alter or reject any educational innovation is certainly well documented in our present society. Agreement on the role by the teachers and the resource teachers seem to indicate a successful trial of this particular program.

The fact that the role of the resource teacher has a high degree of consensus on the perception of the role by the teachers and resource teachers seems to support the position of the National Education Association and the American Federation of Teachers on the

development of a differentiated staffing concept. Their position is one of teacher involvement in the decision-making process from the initial inception of the differentiated staffing concepts and all along the process until its review and evaluation. Extra pay for extra responsibilities, differentiated staffing, and the resource teacher program are closely related and tied together due to the unique and historical development of these concepts in Montgomery County. These ideas have been the subject of debate and negotiations between the Montgomery County Education Association and the Montgomery County Board of Education since the early 1960's.

Finding

A significant difference was found to exist between the perception of the role of the resource teacher by the teachers and the perception of the role of the resource teacher by the principals for the areas of Instruction, Staff Development, and Curriculum of the Normative Role Inventory of the Secondary Resource Teacher.

Discussion

This particular aspect of the study was not covered in the formulation of the original general hypothesis and the fifteen sub or operational hypotheses

but the analysis of the data revealed these significant differences. A discussion of these differences are included in this study because they provide an additional input to the understanding of the role of the resource teacher and some of the problems connected with its implementation and modification.

With the exception of the section classified as Instruction of the Normative Inventory of the Secondary Resource Teacher, there is agreement on the perceived role of the resource teacher by the resource teacher and the role as it is perceived by the supervisors, teachers, and principals. But the mathematical principle of x being equal to y and of x being equal to z , then y is equal to z , does not necessarily hold true in the field of role perception. Teachers and principals do not have any significant differences with the resource teachers in their perception of the role of the resource teacher in the areas of Curriculum and Staff Development, but there is a significant difference in the perception of the role of the resource teacher in these two areas between the teachers and the principals.

The difference of perception of these two counter positions and their effect on the focal position of resource teacher is an example of one type of role conflict. Gross in his writings on role perception defined role conflict as: "Any situation in which the incumbent

of a focal position perceived that he is confronted with incompatible expectations."² The existence of role conflict sometimes places the person occupying the focal position in a very uncomfortable if not unworkable position.

Examination of the data (Table 22 and Appendix E) reveals that inventory items related to the role of the resource teacher in assisting the teacher in improving his teaching techniques or in the evaluation of the teaching process presents the greatest range of perception. The greatest difference in perception between the principals and the teachers exists in the area of evaluation. The principal perceives the resource teacher as being a part of the program for the evaluation of the instructional program and evaluation of teachers to a much greater degree than the teachers do. The principal also perceived the resource teacher as being more actively involved in the assistance of the inexperienced and the experienced teacher than do the teachers. The following inventory items are examples of the areas on which the principals' perception differs greatly from the teachers:

²Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 248.

Staff Development Number 2--assists inexperienced teachers in the development of new teaching techniques and strategies.

Instruction Number 7--visits classes for the purpose of appraising program quality and confers with teachers about observations.

Instruction Number 1--considers his primary role as one of instruction of his own classes.

Curriculum Number 9-- spend time each year with members of his department reviewing and updating the objectives of his department.

This difference in perception on these important but extremely sensitive areas place the resource teacher in a rather difficult, uncomfortable role conflict position.

Finding

The range of agreement within a group was the lowest for the resource teachers than for any of the other groups.

Discussion

It was anticipated at the outset of this study, on the basis of common sense, that there would be more agreement among the resource teachers on the reporting of their perceptions on the role of the resource teachers than with any of the other groups. It was assumed that a common professional orientation would produce a relatively high level of agreement.

Despite the common orientation and the fact that the latest revision of the role was initiated by resource teachers and formalized by a process that allowed for considerable involvement by the resource teachers, there is a portion of the role that has a low level of agreement among the resource teachers. The following inventory items have the lowest agreement scores for the resource teachers:

<u>Item Number</u>	<u>Section</u>	<u>Inventory Statement</u>
2	R-P-E-R	serves as part of the evaluation team to assess the strengths of the staff members.
7	Instr.	visits classes for the purpose of appraising program quality and confer with teachers about observations.
1	Instr.	considers his primary role as one of instruction of his own classes.
2	Admin.	be involved in selection of new teachers in his department or school.
3	R-P-E-R	be a permanent member of appropriate review and evaluation committees.
10	R-P-E-R	be the initial person involved in working with parents and students interested in appraising the curriculum of a department or school.

The common threat that connects these items is the evaluation of program and the evaluation of teachers. The lack of agreement or consensus among the resource teachers on the subject of evaluation of teachers' performances or evaluation of the program supports the conclusion drawn in the discussion of the significant difference detected in the perception of the role of the resource teacher by the principals and the resource teachers for the section on Instruction of the Normative Role Inventory of the Secondary Resource Teacher (see page 82). It was suggested in that section that more than the usual amount of reluctance, problems, and misunderstandings will occur on the concept of evaluation than on any of the other role expectations of the resource teacher.

The implication is also clear that this will be one of the key items on which the ultimate success of the resource teacher program will hinge.

Finding

The range of agreement within a group was the greatest for the principals than for any of the other groups.

Discussion

The principal occupies the key counter position in the role network program. The resource teacher depends

upon the principal's support in his efforts to accomplish many of his expectations. The fact that principals have a wider area of disagreement on the perceived role of the resource teacher than either the focal position or the other counter positions, would at first glance seem to present many problems to the proper functioning of the role.

A partial explanation of this outcome might be due to some or all of the factors related in the following paragraphs.

Montgomery County is currently the nineteenth largest school district in the country. There are two middle schools, twenty-eight junior high schools, and twenty-two senior high schools. Each secondary school is encouraged to develop its own organizational structure and educational objectives to best service the educational needs of its particular student population rather than conforming to a centralized or standard pattern.

Efforts to decentralize this large school system has resulted in increased influence on the organizational patterns of individual schools by the area assistant superintendent and the area director of instruction. The increase in influence by the members of the area office is accompanied by a decrease in influence by the central office supervisor staff and curriculum department.

This decentralization plan, if successful, will also result in more diversification among the principals about the role expectations of the resource teacher than would a highly organized central office administration.

A third and final point comes as the result of the deliberation of the Professional Responsibility and Staff Organization Committee. This committee, which is charged with the responsibility of information dissemination, staff training, and support of schools interested in differentiated staffing projects, has repeatedly stated: " . . . that staff differentiation can become a reality only if school staffs are granted school autonomy to make professional decisions."³ Thus it would seem that the wide range of agreement scores on the role of the resource teachers might be due to size of the school system, efforts to decentralize the system and individual school efforts to organize to reach specific local school objectives.

Finding

Considering the four groups as one whole the mean agreement score of forty-four items of the Normative Role Inventory of the Secondary Resource Teacher were found to be .600 or higher. These items were considered

³Montgomery County Public Schools, Annual Report of the Professional Responsibility and Staff Organization Committee, Rockville, Maryland, February 8, 1972, p. 1.

to have a high degree of consensus or agreement. Seven items were found to have scores below .600 and these items were considered as having a low degree of consensus or agreement. See Appendix F.

Discussion

Whether explicitly or implicitly stated, role norms have been traditionally viewed as commonly held rules of behavior, shared expectations, or specifically defined patterns of behavior. Agreement on the expectations or the content of these roles has been for the most part assumed. As the result of more recent attempts to carry out empirical studies of roles, the alternate view that agreement or consensus on a role is itself a variable is emerging. It is becoming increasingly clear that full agreement or consensus on a role as complicated as the resource teacher would be atypical.

The range of mean agreement scores is from .920 for item number nine of the Instruction section (promote the exchange of ideas among teachers) to .446 for item number one of the same section (consider his primary role as one of instruction of his own classes) seem to support this alternate position; that complete consensus is atypical.

It is also a common assumption that agreement between the position holders in the role network on role of the focal position is a fundamental condition for

social order. And it is also usually assumed that higher the agreement or the greater the consensus the greater the orderliness in social relations.

In view of these popular assumptions, the fact that forty-four out of the fifty-one items have a high mean agreement score, it would seem that the position of resource teacher would be relatively free of a marked degree of stress and conflict. Due to the recent (July 1, 1972) change and modification in the role of resource teacher, data are not available to evaluate this assumption. At the end of the first year of operation of the revised resource teacher program some data should be available to either lend support to this assumption or to help reject it.

There were only seven items, which have scores below the .600 figure and were considered as having a low degree of consensus. These inventory items have no apparent common denominator. Three of these inventory statements were in the section on Administration and there were two each in the areas of Instruction and Research-Planning-Evaluation-Reporting.

The small number of items that were considered as having a low degree of consensus and the lack of a common link between these items also lends support to the conclusion that role of the resource teacher is

relatively well defined and that this position is accepted by those professionals in the role network.

An additional and rather new assumption in role theory is also reinforced by the seven items with relatively low agreement scores. This alternate and somewhat opposing view is that high agreement among and between all relevant populations would make for rigidity in the normative structure. This would generate severe stress and strain whenever given individuals held divergent views.

Blau's research on social work agencies, which stressed that professionals who work in organizations are subject to both professional and bureaucratic standards that may be conflicting and so give rise to personal and organizational tension,⁴ and with Gross' work in Staff Leadership in Public Schools⁵ offers a possible explanation for this assumption.

The question raised by Blau and Scott in their research is concerned with the professional working in a bureaucratic structure. Following this line of thinking, the possibility of a collision between the

⁴Peter M. Blau and W. Richard Scott, Formal Organizations (San Francisco: Chandler Publishing Company, 1962), pp. 66-74.

⁵Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools (New York: John Wiley & Sons, Inc.), pp. 93-94.

authority structure of the school and the autonomy of the teachers needs to be considered when analyzing the role of the resource teacher. In addition to creating dilemmas for the professional teacher who works under the jurisdiction of the resource teacher and the administration, the issue of authority and autonomy also creates difficulties for the resource teacher if he is to be held accountable for the effectiveness of his department, supervising teachers entitled to a considerable degree of autonomy in their teaching. Being a formal leader of a group of unskilled workers is one thing and of a professional staff is another; the latter group, for instance, can offer greater resistance to their formal superiors because of their superior academic training and technical competence.

According to this alternate view there would be an optimum level of agreement and a degree of freedom and flexibility for individuals to anticipate and feel comfortable about the behavior of others. To the extent that there is an optimum level of agreement, administrators may not feel it is necessary to develop procedures to raise the level of agreement. The question of what is the optimum level of agreement is an empirical one that could be answered with further research.

Reflections and Implications

For more than a year the researcher was deeply immersed in the study of the role of the secondary resource teacher in Montgomery County, Maryland. This was partly due to activities related to the research project and partly due to personal involvement in formulating the role of resource teachers as principal of a Montgomery County junior high school. Interest in the role of the resource teacher developed out of the notion that differentiated staffing would offer some possible solution to organizational and staffing problems common to many junior high schools. At that time, 1970, the Montgomery County Board of Education was in favor of implementing various differentiated staffing proposals and the Montgomery County Education Association was opposing most of them. The resource teacher program, which at that time had been in operation a number of years, was not considered by either the Board of Education or the Montgomery County Education Association as a form of differentiated staffing. At least it was not publicly recognized by either group as such.

The researcher experienced a desire to determine if the resource teacher program was in fact a bonafide differentiated staffing program, and if so, why other differentiated staffing programs were experiencing great difficulty in gaining acceptance. This investigation in turn revealed the need for further role

clarification and definition on the resource teacher position and resulted in this study. Reflection on these experiences, some observations with implications for the study stand out.

Implications for Montgomery County Public Schools

Although its origin can be traced back to the 50's, the concept of differentiated staffing is in its infancy and the literature is still based on the theoretical prospects. Also, because of its newness, the various theories surrounding the concept of differentiated staffing are not bound together in a nice, tight definition. Still, examination of these definitions and the resource teacher program revealed that the resource teacher program fulfills most if not all of the tenets of the definitions. Recognizing that the resource teacher program is, in fact, a differentiated staffing program, might assist the negotiating parties--Montgomery County Board of Education and the Montgomery County Education Association--in their evaluation of future differentiated staffing proposals.

Although the resource teacher program was for the most part initiated by the central office administration and to a great extent imposed from the top down, the years of negotiations on the subject and the work of the resource teacher committee provided for

considerable input by teachers and resource teachers. Meaningful input and involvement is considered by the teachers' associations and the unions as a vital part of the successful implementation of any new program. The historical review of the program and the high degree of consensus on the role of the resource teacher by the four major groups involved in the program implies that future innovative programs of any magnitude, to be assured of a successful trial, should consider teacher involvement as a basic part of the innovative program implementation.

The fact that the four principal groups are for the most part in agreement on the role of the resource teacher does not assure the program of success. The study revealed areas of the role of the resource teacher that have a low degree of consensus or agreement and clarification and assistance is needed. The reluctance of the resource teachers, for example, to be as involved in the evaluation process as the principals would wish, might be due to a lack of knowledge and confidence on the part of the resource teacher on how to achieve this objective. Opportunities need to be made available for the resource teacher to become familiar with the skills necessary to accomplish the role expectations in the area of program and teacher evaluation. It would seem appropriate to design special programs to serve

resource teachers in their continuing education, to provide training for classroom teachers and others who wish to enter the resource teacher and supervisory positions.

Implication for College of Education

The need for school administrators to understand major organizational changes such as differentiated staffing and the implementation process of these changes suggest that in their program of preparation attention should be given to these subjects. There is a need not only to draw on the concepts and research data on organizational structure and change, which have been systematically analyzed, but to extend these concepts from the campus to the real world as well. In addition to the typical college-based courses and seminars, opportunities must be provided future administrators to observe firsthand or on an intern basis the factual development of these organizational changes within a school system. Although it may not be possible for all administrators to have firsthand experience in this area, alternative experiences designed to give them an understanding and a feel for organizational change should be planned.

Recognizing the growth of the resource teacher program in Montgomery County and the many other differentiated staffing projects around the country, institutions responsible for training teachers should

be evaluating their present programs and developing plans for training teachers for working in differentiated staffing organizations. Teacher training programs for preparing students for working in differentiated staffing schools need to have experiences which prepare them for participation in educational decision making, goal setting, teacher and program evaluation. In addition, future teachers need to be trained to participate in a flexible instructional pattern which readily accommodates consultants, paraprofessionals, a variety of student-teacher groups, and a wide range of curricula.

Implications for Further Study

Since this study was initiated and the data gathered from the Normative Role Inventory of the Secondary Resource Teacher in November and December of 1971, the role of the resource teacher has been revised. The latest revision which went into effect in February of 1972 did not substantially change the role from the job description developed by the Secondary Resource Teachers' Role Committee, which was used extensively to develop the Normative Role Inventory of the Secondary Resource Teacher. One factor, which is embodied in this latest revision of the role of the secondary resource teacher, that could have an effect on the perception of the four professional groups involved with the resource teacher program is the new evaluation procedure. This

evaluation of incumbent of a resource teacher position now involves teachers of the department and representatives for the area assistant superintendent office. Another added factor that could effect the perception of role by the four groups is the stipend of \$1,000 that is now attached to the position. Prior to July 1, 1972, the resource teachers were not paid any additional money for resource responsibilities. They were paid on the same scale as other twelve-month teachers with the same experience and educational background. The negotiated agreement for 1972-73 school year between the Board of Education and the Montgomery County Education Association calls for a stipend in addition to twelve-month employment. These two factors suggest that a limited study be conducted at the end of the first year of the new program's operation to evaluate the effect of these factors on perception of the role of the resource teacher by the teachers, principals, resource teachers, and supervisors.

In view of the popular assumption that social order is related to agreement, what is the relationship between the level of agreement detected in this study and the teachers' morale, attitudes toward the school system and its program, teacher turnover and other indicators of social order in the school system? Is there an optimum level of agreement where the need for

consensus necessary for social order is balanced with divergent views to prevent rigidity in the normative structure?

And finally, one important area for future study is apparent in both the examination of the role of secondary resource teacher and in the search of the literature on differentiated staffing. This area is concerned with the relationship of the new differentiated staffing position to the total school organizational pattern. It is not clear in many of the new hierarchical positions being established, if the incumbent of the position is to serve in a line-staff relationship or in a consultant capacity.

It seems that many of these hierarchical positions are being initiated as a consultant to the principal or instructional leader. With the increased emphasis on accountability in the public schools the trend might be to have these positions established as or evolve into line positions.

Both the line status and the consultant status have advantages and disadvantages and these vary according to different organizational structure in schools. In order to help make better decisions involving these new hierarchical positions more empirical data will need to become available.

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APPENDICES

APPENDIX A

**JURY OF EXPERTS IN DIFFERENTIATED STAFFING
AND/OR THE ROLE OF THE SECONDARY RESOURCE
TEACHER IN MONTGOMERY COUNTY, MARYLAND**

]

AFFENDIX A

Jury of experts in differentiated staffing and/or the role of the secondary resource teacher in Montgomery County, Maryland

Dr. Howard Hickey
Director of the Mott Institute
for Community Improvement
Michigan State University

The Mott Institute for Community Improvement is directly involved in differentiated staffing projects in the Lansing School District.

Dr. Pasquale Emma
Principal, Blair High School
Montgomery County, Maryland

Dr. Emma is the former principal of J. F. Kennedy High School, which was Montgomery County's foremost effort in the area of differentiated staffing and flexible scheduling.

Dr. Harry Pitt
Area Associate Superintendent
Montgomery County, Maryland

Dr. Pitt is also the chairman on the committee for 12-month teacher employment, which was influential in the development of the role of the resource teacher.

Dr. Marie DeCarlo
Area Director of Instruction
Montgomery County, Maryland

Dr. DeCarlo is chairwoman of the Montgomery County Committee on
Differentiated Staffing.

Mr. William Hoffman
Coordinator, Differentiated Staffing
Project
Mott Institute for Community Improvement
Michigan State University

Mr. Hoffman is currently writing his PhD dissertation on
differentiated staffing.

APPENDIX B

**NORMATIVE ROLE INVENTORY OF THE
SECONDARY RESOURCE TEACHER**

THE NORMATIVE ROLE OF THE SECONDARY RESOURCE TEACHER

THIS SURVEY IS CONCERNED WITH THE ROLE OF THE SECONDARY RESOURCE TEACHER IN MONTGOMERY COUNTY. THE NORMATIVE ROLE WILL BE ESTABLISHED BY EXAMINING THE POSITION OF RESOURCE TEACHER THROUGH THE PERCEPTION OF TEACHERS, RESOURCE TEACHERS, SUPERVISORS, PRINCIPALS AND AREA DIRECTORS OF INSTRUCTION. YOU HAVE BEEN RANDOMLY SELECTED TO PARTICIPATE IN THIS RESEARCH PROJECT AND YOUR COOPERATION IS GREATLY APPRECIATED. IDENTIFICATION IS BY POSITION ONLY. PLEASE CIRCLE OR WRITE IN THE TITLE THAT CORRECTLY IDENTIFIES YOUR CURRENT POSITION.

- IDENTIFICATION - 1. CLASSROOM TEACHER
 2. RESOURCE TEACHER
 3. SUPERVISOR
 4. PRINCIPAL
 5. OTHER _____

PROCEDURE - READ EACH STATEMENT AND SELECT THE RESPONSE THAT BEST DESCRIBES YOUR PERCEPTION OF THE ROLE OF THE RESOURCE TEACHER FOR THAT STATEMENT. YOUR ANSWER SHOULD REFLECT YOUR UNDERSTANDING OF THE ROLE AT THE CURRENT TIME -- NOT NECESSARILY WHAT IT WILL BE OR WHAT IT USED TO BE. EACH STATEMENT IS PREFACED BY THE PHRASE:

I THINK THAT A RESOURCE TEACHER. . .

- DEFINITELY SHOULD
 PREFERABLY SHOULD
 MAY OR MAY NOT
 PREFERABLY SHOULD NOT
 DEFINITELY SHOULD NOT

CHECK THE COLUMN THAT INDICATES YOUR DESIRED RESPONSE.

INSTRUCTION

I THINK THAT A RESOURCE TEACHER. . .

DEFINITELY SHOULD	PREFERABLY SHOULD	MAY OR MAY NOT	PREFERABLY SHOULD NOT	DEFINITELY SHOULD NOT
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()

1. CONSIDER HIS PRIMARY ROLE AS ONE OF INSTRUCTION OF HIS OWN CLASSES.
 2. TEACH MORE THAN THREE OF HIS OWN CLASSES.
 3. BE VERY CREATIVE IN THE DEVELOPMENT AND USE OF TEACHER MADE INSTRUCTIONAL MATERIALS.
 4. ASSIST IN THE SELECTION, LOCATION AND AVAILABILITY OF AUDIO-VISUAL MATERIALS.

DEFINITELY SHOULD	PREFERABLY SHOULD	MAY OR MAY NOT	PREFERABLY SHOULD NOT	DEFINITELY SHOULD NOT
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()

STAFF DEVELOPMENT

()	()	()	()	()	1. BE AVAILABLE TO HELP EXPERIENCED TEACHERS WHO ARE HAVING DIFFICULTIES WITH CLASSROOM MANAGEMENT.
()	()	()	()	()	2. ASSISTS INEXPERIENCED TEACHERS IN THE DEVELOPMENT OF NEW TEACHING TECHNIQUES AND STRATEGIES.
()	()	()	()	()	3. HAVE PRIMARY RESPONSIBILITY FOR THE ORIENTATION OF NEW PROFESSIONALS TO THE DEPARTMENTAL AND SCHOOL PROCEDURES.
()	()	()	()	()	4. NEED IN-SERVICE TRAINING AND/OR COLLEGE COURSE WORK TO DEVELOP THE SPECIAL SKILLS FOR THIS UNIQUE POSITION.
()	()	()	()	()	5. BE SUFFICIENTLY SKILLED AS A TEACHER TO SERVE AS A MODEL OR DEMONSTRATION TEACHER FOR OTHER MEMBERS OF HIS DEPARTMENT OR SCHOOL.
()	()	()	()	()	6. FEEL THAT HIS POSITION COULD BE A FINAL STEP OR A CAREER LADDER AND NOT JUST A STEPPING STONE TO ADMINISTRATION.

I THINK THAT A RESOURCE TEACHER. . .

DEFINITELY SHOULD	PREFERABLY SHOULD	MAY OR MAY NOT	PREFERABLY SHOULD NOT	DEFINITELY SHOULD NOT
----------------------	----------------------	-------------------	--------------------------	--------------------------

()	()	()	()	()
-----	-----	-----	-----	-----

10. BE THE INITIAL PERSON INVOLVED IN WORKING WITH PARENTS AND STUDENTS INTERESTED IN APPRAISING THE CURRICULUM OF A DEPARTMENT OR SCHOOL.

ADMINISTRATION

()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()

1. COMPILER THE DATA NECESSARY FOR SCHEDULING OF CLASSES (SIZE, LEVELS).

2. BE INVOLVED IN THE SELECTION OF NEW TEACHERS IN HIS DEPARTMENT OR SCHOOL.

3. BE CONSULTED BY THE ADMINISTRATION ON ALL DECISIONS AFFECTING HIS DEPARTMENT.

4. BE INVOLVED IN ACTUAL SCHEDULING OF STUDENTS.

5. ADVISE THE ADMINISTRATION AS TO THE BEST ORGANIZATIONAL PATTERN FOR HIS DEPARTMENT IN TERMS OF UTILIZATION OF TEACHER STRENGTHS.

6. BE THE COORDINATOR FOR THE DISTRIBUTION OF MATERIALS, SUPPLIES AND EQUIPMENT FOR HIS DEPARTMENT.

7. DO THE ORDERING OF DEPARTMENTAL SUPPLIES, EQUIPMENT AND MATERIALS.

8. WORK CLOSELY WITH THE GUIDANCE DEPARTMENT ON REGROUPING STUDENTS FOR SPECIAL NEEDS.

9. BE A PERMANENT MEMBER OF THE SCHOOL'S FACULTY ADVISORY COUNCIL.

10. BE PART OF THE PROCESS FOR MAKING DECISIONS THAT AFFECT THE TOTAL SCHOOL POLICIES.

CURRICULUM

I THINK THAT A RESOURCE TEACHER. . .

DEFINITELY SHOULD	PREFERABLY SHOULD	MAY OR MAY NOT	PREFERABLY SHOULD NOT	DEFINITELY SHOULD NOT	
()	()	()	()	()	1. BE THE CHIEF LIAISON BETWEEN THE CURRICULUM DEPARTMENT AND THE SCHOOL.
()	()	()	()	()	2. ASSIST IN THE SUMMER AND AT OTHER APPROPRIATE TIMES IN THE WRITING OF CURRICULUM MATERIALS.
()	()	()	()	()	3. BE THE DEVELOPER OF PROCEDURES AND COORDINATOR OF ALL EFFORTS TO INSTALL NEW CURRICULUM PROGRAMS WITH THE DEPARTMENT.
()	()	()	()	()	4. MEET REGULARLY WITH THE SUBJECT SUPERVISORS.
()	()	()	()	()	5. PARTICIPATE ON SCHOOL AND COMMUNITY COMMITTEES DEVELOPING BASIC OBJECTIVES OF THE SCHOOL.
()	()	()	()	()	6. BE A SOURCE OF KNOWLEDGE FOR OTHER TEACHERS ABOUT CURRENT TRENDS AND CURRICULUM CHANGES OUTSIDE OF MONTGOMERY COUNTY.
()	()	()	()	()	7. BE A MEMBER OF THE COUNTY-WIDE COMMITTEE OR WORKSHOP FOR REVISING THE CURRICULUM FOR HIS DEPARTMENT AND/OR SUBJECTS.
()	()	()	()	()	8. MEET REGULARLY WITH TEACHERS TO DISCUSS THEIR PROGRAM.
()	()	()	()	()	9. SPEND TIME EACH YEAR WITH MEMBERS OF HIS DEPARTMENT REVIEWING AND UPDATING THE OBJECTIVES OF HIS DEPARTMENTS.
()	()	()	()	()	10. TAKE A LEADING ROLE IN THE SCHOOL'S EFFORTS TO HAVE THE COMMUNITY UNDERSTAND THE OBJECTIVES OF HIS DEPARTMENT AND SCHOOL.
()	()	()	()	()	11. KEEP INFORMED OF NEW TRENDS AND PROGRAMS IN THE FIELD OF HIS RESPONSIBILITY.
()	()	()	()	()	12. PLANS FOR A SEQUENCE OF SKILLS AND CONTENT TO PROVIDE AN EFFECTIVE SCHOOL PROGRAM IN HIS DISCIPLINE, BASED ON THE NATURE OF THE LEARNER AND THE NATURE OF THE DISCIPLINE.
()	()	()	()	()	13. ENCOURAGE ALL DEPARTMENT MEMBERS TO EVALUATE CURRENT OBJECTIVES AND PRACTICES IN AN EFFORT TO IMPROVE THE DEPARTMENT.

PLEASE RETURN THE SURVEY IN THE PRE-ADDRESSED ENVELOPE TO THE DEPARTMENT OF RESEARCH -- THANK YOU.

APPENDIX C

**LETTER REQUESTING PARTICIPATION IN THE
SURVEY CONCERNING THE ROLE OF
THE RESOURCE TEACHER**

Office of the Associate Superintendent for Administration
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850
November 8, 1971

MEMORANDUM

To:

From: Joseph J. Tarallo,  Associate Superintendent for Administration

Refer Questions: Phil H. Sheridan, 942-3532

Subject: Participation in a Research Study of the Normative Role of
the Secondary Resource Teacher in Montgomery County

Mr. Phil H. Sheridan, former principal of Julius West Junior High School now on academic leave, has asked for our cooperation in his doctoral research.

His study is designed to ascertain the normative role of the secondary school resource teacher in the Montgomery County Public Schools, as perceived by various categories of school personnel. The following will be considered: (1) the way the resource teachers view their own position, and (2) the perceptions of each of the other populations of the school structure, principals, teachers, supervisors, and area directors of instruction.

The issue raised by Mr. Sheridan is one of interest to all of us and his study may be helpful in our continuing attempt to achieve the maximum potential of the position of resource teacher in our secondary schools.

You have been selected by a random method to participate in either the pilot study or in the actual survey. Identification of the respondent is by position only. Your questionnaire is enclosed and instructions for completing it are found on the questionnaire itself. It will require no more than 20 minutes of your time.

Please return the completed questionnaire to the Department of Research by _____. A pre-addressed envelope is enclosed for this purpose. If for any reason you prefer not to take part in this study, please return the questionnaire nonetheless so that an accurate account can be kept of the responses.

It is hoped that you will agree with us that this research problem is worthy of your cooperation.

JJT:pjs

Attachment

Copy to:
Executive Staff
Area Assistant Superintendents
Dr. Goodman

APPENDIX D

**A SUMMARY OF ALL OF THE RESPONSES
TO THE INVENTORY BY CATEGORY
OF RESPONSE**

APPENDIX D

A summary of all of the responses to the inventory by category of response.

INVENTORY ITEM	INSTRUCTIONS									
	RESPONSES:									
	Definitely Should		Preferably Should		May Or May Not		Probably Should Not		Definitely Should Not	
	N	%	N	%	N	%	N	%	N	%
1	41	34.17	20	16.67	28	23.33	19	15.83	12	10.00
2	12	10.00	7	5.83	32	26.67	32	26.67	37	30.83
3	62	51.67	38	31.67	18	15.00	1	.83	1	.83
4	64	53.33	40	33.33	15	12.50	1	.83	0	0.00
5	76	63.33	37	30.83	7	5.83	0	0.00	0	0.00
6	72	60.00	29	24.16	15	12.50	2	1.67	2	1.67
7	60	50.00	25	20.83	23	19.17	6	5.00	6	5.00
8	73	60.83	32	26.67	11	9.16	4	3.33	0	0.00
9	103	85.83	15	12.50	2	1.67	0	0.00	0	0.00
10	40	33.33	45	37.50	27	22.50	6	5.00	2	1.67
STAFF DEVELOPMENT										
1	70	58.33	29	24.17	17	14.17	3	2.50	1	.83
2	90	75.00	21	17.50	8	6.67	0	0.00	1	.83
3	63	52.50	34	28.33	16	13.33	5	4.17	2	1.67
4	40	33.33	32	26.67	41	34.16	5	4.17	2	1.67
5	77	64.16	36	30.00	7	5.83	0	0.00	0	0.00
6	46	38.33	30	25.00	40	33.33	2	1.67	2	1.67
7	78	65.00	26	21.67	15	12.50	1	.83	0	0.00
8	53	44.16	30	25.00	31	25.83	3	2.50	3	2.50
9	70	58.33	31	25.83	15	12.50	4	3.33	0	0.00

RESEARCH-PLANNING-EVALUATION-REPORTING

INVENTORY ITEM	RESPONSES:									
	Definitely Should		Preferably Should		May Or May Not		Probably Should Not		Definitely Should Not	
	N	%	N	%	N	%	N	%	N	%
1	51	42.50	50	41.67	19	15.83	0	0.00	0	0.00
2	35	29.17	32	26.67	35	29.17	14	11.67	4	3.33
3	35	29.17	32	26.67	43	35.83	5	4.17	5	4.17
4	47	39.17	40	33.33	30	25.00	2	1.67	1	.83
5	22	18.33	33	27.50	50	41.67	10	8.33	5	4.17
6	60	50.00	39	32.50	19	15.83	0	0.00	2	1.67
7	60	50.00	32	26.67	24	20.00	2	1.67	2	1.67
8	56	46.67	39	32.50	20	16.67	3	2.50	2	1.67
10	24	20.00	32	26.67	43	35.83	12	10.00	9	7.50
ADMINISTRATION										
1	26	21.67	37	30.83	37	30.83	15	12.50	5	4.17
2	53	44.17	46	38.33	16	13.33	3	2.50	2	1.67
3	55	45.83	35	29.17	19	15.83	6	5.00	5	4.17
4	18	15.00	26	21.67	49	40.83	16	13.33	11	9.17
5	68	56.67	42	35.00	9	7.50	1	.83	0	0.00
6	58	48.33	34	28.33	21	17.50	3	2.50	4	3.33
7	55	45.83	31	25.83	28	23.33	3	2.50	3	2.50
8	57	47.50	42	35.00	21	17.50	0	0.00	0	0.00
9	42	35.00	22	18.33	52	43.33	2	1.67	2	1.67
10	55	45.83	36	30.00	26	21.67	2	1.67	1	.67

CURRICULUM

INVENTORY ITEM	RESPONSES:											
	Definitely Should		Preferably Should		May Or May Not		Probably Should Not		Definitely Should Not			
	N	%	N	%	N	%	N	%	N	%	N	%
1	55	45.83	34	28.33	26	21.67	3	2.50	2	1.67		
2	44	36.67	47	39.17	26	21.67	1	.83	2	1.67		
3	42	35.00	42	35.00	33	27.50	1	.83	2	1.67		
4	62	51.67	38	31.67	19	15.83	1	.83	0	0.00		
5	27	22.50	52	43.33	41	34.17	0	0.00	0	0.00		
6	53	44.17	45	37.50	21	17.50	1	.83	0	0.00		
7	36	30.00	53	44.17	31	25.83	0	0.00	0	0.00		
8	69	57.50	32	26.67	19	15.83	0	0.00	0	0.00		
9	74	61.67	36	30.00	9	7.50	1	.83	0	0.00		
10	47	39.17	50	41.67	20	16.67	2	1.67	1	.83		
11	91	75.83	25	20.83	4	3.33	0	0.00	0	0.00		
12	58	48.33	42	35.00	19	15.83	0	0.00	1	.83		
13	82	68.33	31	25.83	7	5.83	0	0.00	0	0.00		

APPENDIX E

AGREEMENT SCORES FOR EACH

INVENTORY ITEM

APPENDIX E

AGREEMENT SCORES FOR EACH INVENTORY ITEM

Instruction

Inventory Item	Principal	Teachers	Resource Teachers	Supervisors
1	.351	.500	.533	.400
2	.583	.393	.633	.601
3	.733	.783	.716	.766
4	.783	.666	.667	.733
5	.883	.766	.750	.883
6	.750	.614	.701	.715
7	.778	.518	.533	.617
8	.866	.549	.812	.761
9	.966	.849	.916	.949
10	.683	.632	.699	.683
Total	7.376	6.270	6.960	7.108

Staff Development

1	.750	.512	.717	.783
2	.967	.520	.783	.950
3	.533	.601	.717	.684
4	.600	.550	.617	.667
5	.800	.800	.733	.899
6	.583	.600	.616	.650
7	.783	.717	.800	.717
8	.583	.601	.634	.617
9	.650	.600	.634	.850
Total	6.249	5.501	6.251	6.817

Research-Planning-Evaluation-Reporting

1	.834	.717	.734	.750
2	.534	.500	.517	.617
3	.650	.584	.550	.500
4	.701	.716	.617	.633
5	.717	.650	.616	.600
6	.817	.633	.651	.666
7	.767	.667	.651	.733
8	.767	.633	.633	.714
9	.617	.583	.550	.650
Total	6.404	5.501	6.251	6.817

APPENDIX B (CONTINUED)
Administration

Inventory Item	Principal	Teachers	Resource Teachers	Sup
1	.634	.533	.534	.583
2	.700	.649	.733	.667
3	.666	.767	.552	.733
4	.616	.533	.550	.683
5	.655	.784	.750	.800
6	.700	.633	.634	.517
7	.684	.617	.733	.617
8	.633	.684	.634	.667
9	.549	.600	.610	.633
10	.683	.582	.633	.660
Total	6.520	6.382	6.369	6.566
Curriculum				
1	.683	.666	.666	.516
2	.716	.633	.567	.723
3	.650	.666	.693	.617
4	.733	.800	.601	.816
5	.733	.700	.700	.733
6	.700	.733	.733	.633
8	.723	.700	.733	.817
9	.867	.717	.700	.816
10	.733	.701	.733	.632
11	.900	.817	.783	.950
12	.750	.733	.666	.684
13	.867	.733	.736	.833
Total	9.892	9.332	8.994	9.547

APPENDIX F

**RANK ORDER OF THE MEAN AGREEMENT
SCORE FOR EACH ITEM OF THE
INVENTORY**

APPENDIX F

RANK ORDER OF THE MEAN AGREEMENT SCORE FOR EACH ITEM OF THE INVENTORY

Rank	Mean Agreement Score	Item No.	Section
1	.920	9	Instruction
2	.862	11	Curriculum
3	.808	5	Staff Development
4	.808	5	Instruction
5	.805	2	Staff Development
6	.792	13	Curriculum
7	.772	9	Curriculum
8	.759	1	R-P-F-R
9	.758	8	Curriculum
10	.754	7	Staff Development
11	.750	3	Instruction
12	.747	8	Instruction
13	.738	4	Curriculum
14	.720	7	Curriculum
15	.717	5	Administration
16	.716	5	Curriculum
17	.712	4	Instruction
18	.708	12	Curriculum
19	.708	6	Curriculum
20	.704	7	R-P-F-R
21	.700	10	Curriculum
22	.695	6	Instruction
23	.692	4	R-P-F-R
24	.692	6	R-P-F-R
25	.690	2	Administration
26	.690	1	Staff Development
27	.688	8	R-P-F-R
28	.684	9	Staff Development
29	.680	3	Administration
30	.677	2	Curriculum
31	.674	10	Instruction
32	.663	7	Administration
33	.656	3	Curriculum
34	.654	8	Administration
35	.646	5	R-P-F-R
36	.641	10	Administration
37	.634	3	Staff Development
38	.633	1	Curriculum
39	.622	6	Administration
40	.614	7	Instruction
41	.612	6	Staff Development
42	.609	8	Staff Development
43	.608	4	Staff Development
44	.600	10	R-P-J-R

APPENDIX F (CONTINUED)

Rank	Mean Agreement Score	Item No.	Section
45	.597	9	Administration
46	.596	4	Administration
47	.571	3	R-P-F-R
48	.571	1	Administration
49	.552	2	Instruction
50	.542	1	R-P-F-R
51	.446	1	Instruction

]

APPENDIX G

**ANNUAL REPORT OF THE PROFESSIONAL
RESPONSIBILITY AND STAFF
ORGANIZATION COMMITTEE**

APPENDIX G

ANNUAL REPORT OF THE PROFESSIONAL RESPONSIBILITY AND STAFF ORGANIZATION COMMITTEE

Preface

Over the past four years, the Professional Responsibility and Staff Organization Committee has repeatedly stated that staff differentiation can become reality only if school staffs are granted school autonomy to make professional decisions. This requires that teachers accept the responsibility of and be accountable for decision-making in their local schools. It also requires that administrative and supervisory personnel provide guidance and support for teachers and school programs. The result of this approach is an educational system based on instructional decision-making by those people most directly involved at the crucial point of learning in the schools.

The committee is firmly convinced that before any of the above can occur, a sense of mutual trust and understanding between all parties must be developed. With this in mind, the committee continues to address itself to problems of information dissemination, staff training ,and support of interested schools.

Progress

The members of the Professional Responsibility and Staff Organization Committee have been the most dispersed in their activities this year of any in our four-year history. Nevertheless, our activities have included continued study, information dissemination, catalization, and commitment by action.

Study

Our study of differentiated staffing has continued and our committee library grows although it is with increasing infrequency that we encounter ideas or models we did not already know or did not, in fact, help generate. In addition to our continued study of programs at the national level, we conducted a survey of schools in Montgomery County to find out what support and transfer of information could be effected.

Dissemination of Information

We continue to disperse information through the kits prepared two years ago and still circulating, the availability of committee members as speakers or discussion leaders for school staffs, cooperation with graduate studies at the University of Maryland, and limited circulation of our federal project proposal. We have been aided by a telecast on differentiated staffing in February and by articles in The Educator and the Superintendent's Bulletin.

Catalization

Four years ago this committee departed from the then current concept of differentiated staffing that proposed system-wide job descriptions based on various levels of responsibility/pay. This concept, we maintained, was no less rigid than what preceded it; but worse, while it rearranged the surface dust, it did not solve any of the problems of education. Our departure from programs like that of Temple City, California hinged on local autonomy. We felt that some of the problems would be solved if each school community could define its particular needs and design a staff structure to meet those needs. Many levels of decision-making previously hierarchal would be moved into the schools. Professional and paraprofessional staff could be used to meet real needs in accord with their talents and interests. We took no interest then or now in rewarding one talent over another.

In the four years, our philosophy has taken root in Montgomery County and elsewhere. While we do not claim direct influence on all these developments, we can claim direct or indirect influence in the changing attitude toward differentiated staffing and the growing acceptance of our philosophy into decision-making and design throughout the country. Local needs assessment, unique design, and increased value of the uniqueness of each

individual's contribution are by-words now in school change from department designs to that of whole schools.

Our concept, articulated in the federal project proposal has been read, studied, and used as a model for model projects throughout the nation.

Commitment to Action

The committee, with patient awareness of how long real change takes, has continued to seek support for and implementation of its concepts. The committee's accomplishments are:

Seven Montgomery County schools, implementing our philosophy, have formed the Differentiated Staffing Operational Committee. This cluster of schools--Strathmore, Saddlebrook, Forest Knolls, Bushey Drive, and Cresthaven Elementary Schools; Argyle Junior High; and John F. Kennedy Senior High is involved in designing and piloting programs appropriate to their individual schools.* Although we are not always totally necessary to schools who wish to design a program, they have used our concept.

We have obtained the support of the Secondary Principals Association and the Elementary Principals Association for our philosophy.

We have sought to better communicate with our parent organizations.

Not content with and indeed frustrated by the limited concrete functions possible for the committee, our various members have individually sought to be where differentiated staffing is happening. Two members of the committee are principals of schools involved in the seven-school cluster. Two members have changed schools to get involved in the kind of innovation they advocate. One has developed a

* A description of each local school operating plan is attached in the Appendix.

unique teaching role in a department not committed to differentiated staffing. Some seek involvement outside the county by participation and publication. In short, the committee while continuing its original charge has differentiated and sought involvement in a concept the members believe in.

Problems

Some teachers remain uninformed, indifferent, or suspicious.

Our urgent cry for two years has been that any school seeking to assess needs and design a program to meet those needs does so at great peril and minimum effect unless the whole staff is given a real voice in the decision making. Without help in interpersonal communications any school trying to design a program confronts vast unnecessary inefficiency, quarrels, hurt feelings, and ultimate devaluing of staff members who do not cooperate. We have begged that this training be given any staff so involved so that decisions can be made with children in mind and in-house fighting and innovation for its own sake can be prevented. Without this foundation in interpersonal communications, differentiated staffing will solve no real problems.

If funding were provided for staff development and in-service training for those local schools proposing differentiated staffing projects, progress would be accelerated because we have reached a high point in dissemination of information and support of local programs.

Projections

Based on the activities that have been on-going or have been recently initiated, the Professional Responsibility and Staff Organization Committee has listed functions which will receive its continued efforts. In addition, new activities are included which will open new pathways that will facilitate the solving of some problems as well as giving support to local staff organization plans and increasing teacher professional advancement. During 1971-72 the committee plans to:

1. Maintain a support function to the operational committee and the cluster of schools which are represented on this committee.
2. Catalyze and assist other schools interested in moving through the processes toward an operational phase of their own unique plan for differentiated staffing.
3. Plan with the Department of Career Development programs and mini-courses to assist teachers in qualifying for needed differentiated roles as they are defined in their local schools.
4. Coordinate consultant services when needed to assist schools in becoming operational.
5. Conduct in-service seminars for administrators interested in understanding the concepts, analyzing needs and problems, and developing differentiated staffing programs.
6. Examine with the staffs of Library Services, Counseling and Guidance, Curriculum and Instruction, Pupil Services, and Special Education; with teacher specialists; and with resource teachers their relationship to differentiated staffing in local schools.
7. Maintain a network of communications among schools within the county and also with interested school systems out of the county.

8. Develop and disseminate a brochure and a pamphlet to clarify the differentiated staffing concept and operation in Montgomery County.
9. Engage in extended national involvement through alignment with NEA and USOE in their efforts to inform educational personnel nationally regarding trends in this movement.
10. Plan and direct a work-study conference to facilitate communication between operating schools and those schools interested in learning about or developing differentiated staffing. This conference would be open to personnel from school systems in other parts of the United States and provide an opportunity for further exchange of ideas.
11. Plan and coordinate a seven-day in-service workshop for groups of teachers and administrators from five (more or less) schools developing plans to initiate a DRS program.
12. Devise suggested guidelines regarding staffing needs to be allocated to schools using differentiated staffing positions.
13. Design plans for on-the-job training for aides, interns, and career development positions.
14. Involve PTSA groups in understanding and participating in the development of plans and programs fostering differentiated staffing positions.

Recommendations

The following recommendations are submitted for consideration for budget and for negotiations wherever appropriate:

1. Continuance of the Professional Responsibility and Staff Organization Committee.
2. Funding for publications and dissemination of information.

3. Monetary support for study-conference with invitations to participants nationwide. Requirements will include consultant fees, and travel expenses, and substitute time for attending county teachers.
4. In-service workshop funding for schools planning to initiate differentiated staffing programs. Requirements would include per diem for pre-school attendance of ten-month participants.
5. Support for supplementary staffing allocations that make it possible for teachers to carry out their differentiated responsibilities which are based on self-assessed needs and to work toward the improvement of education in their particular schools and community. This will in no way affect the allocations for other schools.

APPENDIX H

ROLE OF THE RESOURCE TEACHER--

EFFECTIVE FEBRUARY 1972

**Department of Professional Personnel
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland**

ROLE OF THE RESOURCE TEACHER

This document is a job description for resource teachers. As such, it provides necessary clarification of the role for purposes of recruitment. In addition, it is a checklist of accountability both for the resource teacher in performing his duties and for the administrator in providing supports so that the resource teacher can function as an instructional leader. Finally, it constitutes the substantive basis for the yearly evaluation of persons serving in this leadership role. With two minor clarifications (note underlining) in sections IV. A. and V.; it is the statement which was discussed with the Board of Education on October 13, 1970, and which, in turn, was a clarification of the job description appearing in Evaluative Criteria--Secondary (1967).

I. Duties and Responsibilities

✓ **A. Liaison Function**

1. Serves as liaison between department members and the school administration and between department members and appropriate supervisors (area and county) in matters pertaining to curriculum and instruction
2. Meets regularly with the subject supervisor
3. Meets with principal and area director of instruction for evaluation and planning of program
- ✓ 4. Keeps principal informed in matters pertaining to the program and the department

✓ **B. Instructional leadership**

1. Works with the department, the administration, and the counselors in the development of the schedule and in the placement of students in appropriate classes
2. Assists classroom teachers
 - a. in classroom organization and management
 - b. in selecting, locating, and securing instructional materials and other aids
 - c. in developing skills and techniques of instruction
 - d. in the interpretation of test results to identify abilities of each student
 - e. in seeking ways to involve students meaningfully in their educational program

- f. in adapting the county program to the needs of the local school community
- g. in helping to plan the best program for each instructional group by adapting the curriculum to the needs of individuals
- h. in planning for the most productive use of aides and volunteers
- i. in the use and care of equipment
- j. in developing plans for daily work as well as in long-range planning
- k. in self-evaluation, self-improvement, and evaluation of program

- 3. Assumes leadership role in selection, location and purchase of instructional materials
- 4. Holds departmental meetings on matters that are the appropriate instructional concern of the department and the total school
- 5. Helps foster a cohesive and cooperative pattern of interpersonal relationships within the department
- 6. Meets periodically with his principal and the area assistant superintendent or area director of instruction to confer on matters of program and instruction
- 7. Gives aid and support to substitute teachers (checks emergency plans, etc.)

C. Program and Teacher Growth and Development

- 1. Participates in interviewing and selecting prospective teachers for his department
- 2. Assists the principal in the latter's evaluation of teachers and may, at the teachers' option, participate in the teachers' evaluation conferences
- 3. Visits classes for the purpose of appraising program quality and confers with teachers about observations
- 4. Confers frequently with the members of the department on an informal basis
- 5. Participates in the planning of school staff development activities and assumes a leadership role in planning those of the department
- 6. Provides leadership in developing department goals which are consistent with area and county goals
- 7. Assists teachers in the development of long-range plans

8. Provides leadership in the utilization of student records and test results
9. Stimulates an awareness of research and curricular development in the subject fields
10. Plans with teachers for the most effective ways of using courses of study and instructional materials

D. Curriculum Development

1. Keeps informed of new trends and programs in the fields of his responsibility
2. Participates in in-service activities related to his duties
3. Is a permanent member of appropriate review and evaluation committees
4. Assists in the summer and at other appropriate times in the writing of curriculum materials

E. Departmental Administration

1. Assists the principal in providing overall leadership in the instructional program of the school
2. Supervises the use of clerical aide(s) assigned to the department

. Requisites for Implementation

- A. Teaches a maximum of three periods, or 55 per cent of the modular schedule, if the department has from four to nine other members
- B. Teaches a maximum of two periods, or 30 per cent of a modular schedule, if the department has ten or more other members
- C. Shall perform only those duties listed in this job description during resource periods

. Qualifications

A. Education

1. Holds, from an accredited institution, a Master's degree or its equivalent in semester hours of credit or is within one year of fulfilling this requirement

2. Has successfully completed appropriate hours of work in the subject areas in which he will bear responsibility
3. Demonstrates evidence of continuing professional study and growth related to his work

B. Experience

1. Has had a minimum of three years of outstanding teaching experience
2. Has had appropriate teaching experience within the subject field of his department

C. Human Relations

1. Demonstrates skill in working effectively with people
2. Shows deep concern for individual students

D. Status of Employment

Is willing to accept 12-month employment

IV. Selection and Continuance of Service

- A. Shall be selected by the principal and the area assistant superintendent or area director for instruction in consultation with the subject supervisor and the members of the department or members chosen by the department to represent them
- B. Shall not have guaranteed tenure in the position

V. Evaluation

Shall be evaluated yearly in terms of this job description by the principal in consultation with the department, the subject supervisor, and the area assistant superintendent or area director of instruction. The evaluation shall be conducted in accordance with Article 16 of the 1972 - 1974 Negotiated Contract.

2/2/72

APPENDIX I

**GENERAL PROCEDURE FOR RESOURCE
TEACHER SELECTION**

APPENDIX I

GENERAL PROCEDURE FOR RESOURCE TEACHER SELECTION

1. The personnel department will, each year, seek out those teachers who are qualified for and interested in being considered for resource teacher position vacancies through advertising resource teacher position vacancies and by having school principals and subject supervisors recommend candidates qualified for resource teacher positions, and will refer candidates to schools for consideration.
2. When a resource teacher position becomes vacant a committee of five will review the qualifications of the candidates for the resource teacher position. The committee of five shall consist of a teacher from the department having the vacancy and selected by the departmental personnel, a teacher outside the department selected by the faculty at large, the area instructional supervisor, the subject supervisor, and the principal. A teacher from the department shall not be a member of the review committee if he or she is a candidate for the resource position.
3. This review committee will consider qualified candidates (in accordance with established criteria) both those presently assigned to the school and those presently teaching in other schools in the county.
4. The review committee will interview three (minimum) to five candidates with at least three of the candidates being from outside the school where the position is available. Each member of the review committee will individually assess the qualifications of each candidate in writing and submit this material to the principal. The review committee shall interview all candidates from the school where the position is available even though it may be necessary to interview more than the five candidates indicated above.

5. The principal will review the materials submitted with the members of the review committee. The principal, after consultation with the area director for instruction at which time the materials shall be jointly reviewed, will then make a recommendation for appointment to the area assistant superintendent.
6. If the principal and area director for instruction are not satisfied with the qualifications of any of the candidates, the review committee will be reconstituted with either the same or other members and the process implemented again.
7. All confidential interview forms used by the review committee shall be kept in a confidential file in the principal's office for a period of one year from the date of appointment of a resource teacher.

APPENDIX J

**EVALUATION OF RESOURCE
TEACHER SERVICES**

Department of Professional Personnel MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland			EVALUATION OF RESOURCE TEACHER SERVICES			
<small>Instructions: Complete for the teacher named above. Page 2 (MCPS Form 430 51a, Continuation) must also be completed. See reverse side of page 2 for criteria on which to base evaluation. Forward original (white) to the Department of Professional Personnel, copy 2 (canary) to teacher. Principal retain copy 3 (pink).</small>						
NAME: LAST FIRST MIDDLE			SOCIAL SECURITY NUMBER		GRADE	STEP LONG
POSITION LOCATION			CERT. TYPE	CERT. CLASS	ISSUE DATE	EXPIRATION DATE
I. CURRENT ASSIGNMENT						
Subject Field		No. Other Teachers in Department		No. Teachers in Department New to School		No. Periods Assigned For Work With Teachers
II. EVALUATION						
A. <u>Liaison Function</u> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> 1. Outstanding <input type="checkbox"/> 2. Highly Effective </div> <div> <input type="checkbox"/> 3. Effective <input type="checkbox"/> 4. Ineffective </div> </div> <p>STRENGTHS:</p> <p>PLANS FOR IMPROVEMENT:</p>				B. <u>Instructional Leadership</u> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> 1. Outstanding <input type="checkbox"/> 2. Highly Effective </div> <div> <input type="checkbox"/> 3. Effective <input type="checkbox"/> 4. Ineffective </div> </div> <p>STRENGTHS:</p> <p>PLANS FOR IMPROVEMENT:</p>		
C. <u>Program and Teacher Growth and Development</u> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> 1. Outstanding <input type="checkbox"/> 2. Highly Effective </div> <div> <input type="checkbox"/> 3. Effective <input type="checkbox"/> 4. Ineffective </div> </div> <p>STRENGTHS:</p> <p>PLANS FOR IMPROVEMENT:</p>				D. <u>Curriculum Development</u> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> 1. Outstanding <input type="checkbox"/> 2. Highly Effective </div> <div> <input type="checkbox"/> 3. Effective <input type="checkbox"/> 4. Ineffective </div> </div> <p>STRENGTHS:</p> <p>PLANS FOR IMPROVEMENT:</p>		

MCPS Form 430-51a (Page 2 of 2), February 1972

DUTIES AND RESPONSIBILITIES OF RESOURCE TEACHER

A. Liaison Function

1. Serves as liaison between department members and the school administration and between department members and appropriate supervisors (area and county) in matters pertaining to curriculum and instruction
2. Meets regularly with the subject supervisor
3. Meets with principal and area director of instruction for evaluation and planning of program
4. Keeps principal informed in matters pertaining to the program and the department

B. Instructional Leadership

1. Works with the department, the administration, and the counselors in the development of the schedule and in the placement of students in appropriate classes
2. Assists classroom teachers
 - a. in classroom organization and management
 - b. in selecting, locating, and securing instructional materials and other aids
 - c. in developing skills and techniques of instruction
 - d. in the interpretation of test results to identify abilities of each student
 - e. in seeking ways to involve students meaningfully in their educational program
 - f. in adapting the county program to the needs of the local school community
 - g. in helping to plan the best program for each instructional group by adapting the curriculum to the needs of individuals
 - h. in planning for the most productive use of aides and volunteers
 - i. in the use and care of equipment
 - j. in developing plans for daily work as well as in long-range planning
 - k. in self-evaluation, self-improvement, and evaluation of program
3. Assumes leadership role in selection, location and purchase of instructional materials
4. Holds departmental meetings on matters that are the appropriate instructional concern of the department and the total school
5. Helps foster a cohesive and cooperative pattern of interpersonal relationships within the department
6. Meets periodically with his principal and the area assistant superintendent or area director of instruction to confer on matters of program and instruction
7. Gives aid and support to substitute teachers (checks emergency plans, etc.)

C. Program and Teacher Growth and Development

1. Participates in interviewing and selecting prospective teachers for his department
2. Assists the principal in the latter's evaluation of teachers and may, at the teachers' option, participate in the teachers' evaluation conferences
3. Visits classes for the purpose of appraising program quality and confers with teachers about observations
4. Confers frequently with the members of the department on an informal basis
5. Participates in the planning of school staff development activities and assumes a leadership role in planning those of the department
6. Provides leadership in developing department goals which are consistent with area and county goals
7. Assists teachers in the development of long-range plans
8. Provides leadership in the utilization of student records and test results
9. Stimulates an awareness of research and curricular development in the subject fields
10. Plans with teachers for the most effective ways of using courses of study and instructional materials

D. Curriculum Development

1. Keeps informed of new trends and programs in the fields of his responsibility
2. Participates in inservice activities related to his duties
3. Is a permanent member of appropriate review and evaluation committees
4. Assists in the summer and at other appropriate times in the writing of curriculum materials

E. Departmental Administration

1. Assists the principal in providing overall leadership in the instructional program of the school
2. Supervises the use of clerical aide(s) assigned to the department

F. Human Relations

1. Demonstrates skill in working effectively with people
2. Has had appropriate teaching experience within the subject fields of his department

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