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A RATIONALE FOR THE ESTABLISHMENT OF THE CONCEPT
OF DIFFERENTIATED STAFFING IN THE PUBLIC
SCHOOLS OF LANSING, MICHIGAN

By

Robert John Chamberlain

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ABSTRACT

A RATIONALE FOR THE ESTABLISHMENT OF THE CONCEPT OF DIFFERENTIATED STAFFING IN THE PUBLIC SCHOOLS OF LANSING, MICHIGAN

By

Robert John Chamberlain

The goal of this paper was to analyze those existing programs utilizing differentiated staffing, together with the literature in the field and, from such information, to synthesize those ideas which might be moulded into a proposed model of differentiated staffing at the elementary and secondary levels. It was not the intent of this paper to set up traditional-theoretical models for the sake of comparisons, nor to guarantee the implementation of the models described, but rather to define the staff relationships, the general purpose of such organizational patterns, and to bring together staff planning in a manner that would answer those questions that plague a school district as it approaches a new idea.

Considerable attention was given to the problems of urban education, which is a matter of immediate concern to the Lansing School District. In reviewing the literature, particular attention was given to those writings

workable as a subunit of one school, but may be broadened into additional units, or to an entire school. It is constructed in such a way that it can be replicated in another school having similar features. The junior high model is departmentalized, but again, can be used in other departments and in other schools. The senior high model embraces an entire school and structures an entirely new organizational pattern. Again, perhaps the most significant factor is the analysis of job relationships and the legitimacy of subprofessionals in the teaching hierarchy.

It is of considerable interest to note that a great deal of implementation has already taken place, and to believe in good conscience that the writing of this paper has had considerable impact. Both the elementary and junior high models are functioning with reasonable success. At this moment the challenge is to enlarge upon them. The senior high model is proceeding according to plan; the organizational structure as described in Chapter IV is being followed and personnel are being hired according to that pattern and with those objectives in mind. Likewise, the two credit courses with Michigan State University involvement as recommended are nearly ready to become a reality. Two Federal grant applications will be presented in January, both of which are based on differentiated staffing, and which together will embrace a dozen Lansing schools at all three levels, with a

potential grant of over a million dollars. A considerable portion of this thesis went into the grant application. During the negotiation session, approval was agreed upon for administrators and teachers to plan together on differentiated staffing processes, which is cited as a major gain and a necessary process for the implementation of differentiated staffing.

It is felt that while not all of this staffing pattern will find complete fruition, the Lansing School District will necessarily make some major changes in its basic staff structure and its recognition of subprofessionals on the teaching team.

DEDICATION

To My Wife Mary Joanne
Whose Sacrifices Made This Project
Possible

ACKNOWLEDGMENTS

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CHAPTER I

STATEMENT OF THE PROBLEM

GENERAL STATEMENT OF THE PROBLEM

The swiftly moving events of today's educational processes demand that those in leadership positions in our public school systems examine in minute detail the efficacy of its hierarchical structure. Urgent reforms are needed to pull public schools from their bureaucratic slumber and place them in the mainstream of contemporary society. Pressures continue to mount from all sides, aimed at the educational "establishment." Both degrees and kinds of pressures vary with the size and complexity of the school system and its environment. The nature of the current conflict indicates that the pattern of organizational structure which has been characteristic of American education since the Quincy Grammar School, established in 1848, may very well not survive the present onslaught of criticism. Indeed, perhaps it should not. It is to this point that this paper on differentiated staffing is addressed.

Differentiated staffing must be a process to accomplish educational objectives; it is not an objective within itself. An ideal individualized program is one that will take many years to accomplish and should take the form of a transitional process rather than a revolutionary reassignment. Every structural component and educational theory that is now a part of our school construct, as a result of traditional experience, is now up for examination when differentiated staffing makes its appearance. The sanctity of the closed door which isolates a teacher and a class within four walls, is questioned. The complete wisdom of one teacher no longer holds; and more precisely, the introduction of workers on the instructional team with other than a certificated degree becomes a threatening concept to the educational establishment. Careful planning and explanation is essential. The focus must be on an improved process for education. Attempts at flexible approaches to instruction have failed because the fundamental implications were not adequately recognized.

Education is failing too many youngsters. Critics can point to poor achievement records, high failure rates, low standardized test scores, and a high dropout rate as a measure of failure in our schools. A common criticism that is being heard constantly is that more money is being placed in the budget of schools, with little evidence of anything significantly "new." While we have witnessed

large expenditures for remedial teachers, guidance services, technological tools, and other forms of compensatory education, the method of instruction remains about the same. Young, in writing on education for the 70's, commented on staff utilization as a different instructional technique:

A hierarchy of professional positions must be created to bridge the gap between the highly-trained and sophisticated teacher and the unsophisticated pupil. The utilization of teaching associates, teaching assistants, and teaching aides will help to alleviate this problem. The paraprofessional personnel should, when possible, be drawn from the school neighborhood. The ego-enhancing nature of these jobs will have high payoff value for the paraprofessional as well as for the children.¹

There are many roles for teacher aides in the public school setting. Most teachers spend too much time at tasks that do not require professional responsibility, thus there is the one category of clerical-monitor function. Another avenue of service for noncertificated personnel is that of assisting with instruction. While some may question the wisdom of such a move, it was found in a study conducted in Schenectady, New York that the attention span of elementary pupils was significantly increased by the introduction of a teacher aide when used in an instructional reinforcement role. The TEPS Commission in reply to the question "Why are auxiliary personnel needed?" answered that auxiliary personnel allow teachers to do a better job of teaching, e.g., to individualize instruction. In commenting further as to

why the present upsurge of interest in auxiliary personnel, the Commission stated that: new dimensions in education, such as reorganization of the structural patterns in schools, an expanded curriculum, and the concept of differentiated roles for teachers, are essential. These include flexible scheduling, cooperative and team teaching, and different approaches to learning, such as large group work, seminar work, and individualized instruction. These new dimensions make teaching a more complex and demanding job. Teacher aides are not entirely new to the educational scene, and there is some evidence of their value. In 1965, a study conducted by the New York State Education Department indicated that 428 of 629 school districts in the state were employing 3,314 teacher aides.² Ninety-three per cent of the districts considered their experience with aides favorable. Twenty-six districts were neutral, and only four expressed unfavorable opinions. Dissenting opinion seemed to appear principally where untrained aides were assigned heavy noninstructional supervisory responsibilities in the lunchroom.

Riessman and Pearl cite as a favorable experiment a team-teaching project begun in Pittsburgh in 1960.³ Twenty mothers were recruited to assist in duplicating teacher-prepared material, in operating audiovisual equipment, and performing other tasks. The project was so successful that the number of aides was doubled after the first four years. The fact is established that there is

a legitimate role in the educational process for persons with less than a college degree. Many educators are talking about staff differentiation, but few are aware of its potential. A fully differentiated staff includes classroom teachers at different responsibility levels and pay (assigned on the basis of training, competence, educational goals, and difficulty of task), subject matter specialists, special service personnel, administrators, subprofessionals as teacher aides, student teachers, and interns. Theorists compare teaching to the medical profession; where the general practitioner has aides working under him, as well as the services of specialists. The National Education Association has taken an affirmative stand on staff utilization by adopting a resolution in 1968:

Association of Classroom Teachers Resolution 1968-25:
Specialization and Differentiation in Teaching
Assignments.

ACT (an NEA department) recognizes the new roles and 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.

It is recognized that curriculum planning is a complex interaction of formal and informal decision-making processes. Some planning is done by the formal assignment method, while other planning is done by

individuals and small groups on an informal, unstructured basis. The concept of differentiated staffing allows both of these approaches to be used since teachers must work together in a team effort as an effective influence on instructional practices: Differentiated staffing is an approach at the level of the classroom teacher that will be sensitive to the needs, abilities, and reactions of the learner. This concept presumes a more sophisticated description of teaching tasks and aims for a positive relationship among teacher-training programs to describe how and why students learn. There must be a high level of involvement in relevant decision-making activities.

Significant implementation of the foregoing processes of instruction will not take place until changes are effected in teacher-training institutions, for it is an accepted truism that the lay public, teachers on the job, and more especially, university students, look to these institutions for educational leadership. The University of Massachusetts' Model Elementary Teacher Education Program is an attempt to institutionalize change through a thorough analysis of educational roles, tasks, structure, and objectives. In looking at the concept of a new approach, the model states:

The role of the elementary school teacher is changing and will continue to change in the future. We must prepare teachers for change and not stability. The concepts of performance criteria, multiple instructional routes, differentiated staffing patterns,

and continual inservice training programs appear to offer a meaningful approach to education in the future.⁴

The options which differentiated staffing provide--specifically, individualized instruction, small group work, and increased attention to the needs of individual pupils through the use of additional personnel, all appear to have advantages in urban school districts where concentrations of disadvantaged youth are on the increase.

The neighborhood and home environment the child leaves daily for school; the surroundings from which each child's basic models of behavior stem--all play a crucial role in shaping the child's classroom behavior and academic performance as well as the child's perception of the classroom.⁵

The rural to urban shift is still with us and promises to be for some time to come. Thus, while the majority of the nation's children go to urban schools, there is still a large population with a rural background that will continue to shift into urban communities in an attempt to structure a new way of life.

Throughout America's past, most urban in-migrants have been immigrants, usually settling in tightly ethnocentric neighborhoods, but in more recent years, American Negroes have become a more significant factor than are the extranational groups. At the same time, a number of Northern metropolitan communities are experiencing an immigration of Southwest Mexican-Americans, thus creating not only a cultural mix, but at the same time necessitating a need for teachers to make use of a second language.

Serious problems confront the urban teacher who has been trained in methods and the use of materials based on traditional middle-class urban whites. More and more as a new school year begins, the urban teacher will face a classroom situation racially or ethnically divided, economically or educationally disadvantaged, and with students who are very likely the victims of either prejudice or the lack of empathy. It is suggested, therefore, that the traditional practice of one teacher to a given group of pupils within a room with a closed door, and the assumption that all students are of like ability and background, will become increasingly intolerable in public urban education. With these broad generalizations in mind, it is necessary to look at the more specific applications of the concept of differentiated staffing as it pertains to the Lansing School District.

SPECIFIC STATEMENT OF THE PROBLEM

The specific purpose of this investigation is to analyze those existing programs utilizing differentiated staffing, to examine the literature in the field, and from such information extrapolate those ideas which may be moulded into a proposed concept on differentiated staffing for the Lansing School District. It is not necessarily the purpose of this paper to guarantee the implementation of such a concept at the time of this writing, for as has already been stated the present form of instruction in

American education is well over one hundred years old--a new structure will not be implemented quickly, nor willingly. Acceptance of this idea is fraught with many hazards. It is the intent of this paper to describe a theoretical model and at the same time to describe the processes in which this school district has been engaged, so that Lansing, as well as other comparable urban school districts, may use the techniques for change, herein described, to begin a program of differentiated staffing. No exact hypothesis is stated; however, it is postulated that by describing the concept in broad terms, specific applications may be derived so that a "small start" may be made, even at the departmental level within a given building.

SIGNIFICANCE OF THE PROBLEM

For many years Lansing has had an active curriculum development structure, which has involved teachers, administrators, and to a limited degree, parents. It must be said that there has been no meaningful student involvement. Attempts have been made to provide opportunities for students to learn at rates commensurate with their abilities. Despite many hours of planning and study through the workshop process, such efforts have not been demonstrably productive due to the return to the traditional setting of one teacher to a given group of students for an assigned singular discipline. Such

patterns tend to focus on subject matter, not on the unique needs of students. In analyzing the situation in Lansing, it becomes apparent that it is necessary to identify, train, and utilize a greater variety of human resources who can provide the expertise lacking in the teacher generalist, and who in turn can produce greater individual learning on the part of students. The schools which were established as the educational institution must respond to the current needs of a swiftly moving society. If more appropriate means for meeting such needs are not found, a greater gap will develop between the institution and the clientele which it purports to serve. This is not to say that a revised process such as differentiated staffing will produce some sort of educational miracle. Florida State Commissioner, Floyd Christian, stated:

Differentiated Staffing as a process is not a panacea. It will not provide immediate answers for those educators or lay people who are looking for instant solutions to the many vexing problems facing education today.⁶

In achieving some form of flexible assignment of instructional duties, it must be recognized that school personnel are individuals with personal likes and dislikes, and disparate abilities, even within a singular discipline. Ideally, flexible assignments would capitalize on the best of their differences.

For some eight years, various schools within the Lansing (Michigan) School District have operated team-teaching programs at both the elementary and secondary

levels with varying degrees of success. In more recent years, other staffing patterns have been incorporated which have brought teacher aides, student and adult volunteers, university students, and high school students into the classroom as part of the teaching team. In the fall of 1969, Dr. Clyde Campbell, director of the Mott Foundation program at Michigan State University, in working on a cooperative project with the Lansing School District, suggested that the existing instructional components might very well be organized into a functional differentiated staffing structure, and that the writer might be instrumental in bringing these various facets together. Through the cooperation of Dr. Fred Vescolani, major advisor, Dr. Robert Green, Dr. James McKee, and Dr. George Myers, such a project was undertaken.

LIMITATIONS OF THE STUDY

This study was limited to the following area of concentration:

1. Since the concept of differentiated staffing is relatively new, certain limits, so far as longitudinal studies, practicing programs, or investigative literature were concerned, were automatically imposed.
2. No attempt was made to structure a control and experimental group for the purpose of

comparative analysis, since the design aims at possible structural processes, not an examination of an established model.

3. Because schools within a district differ, as indeed do school systems, the study was limited to "how the idea might work," as opposed to a complete spelling out of all details beyond the point of flexibility and maneuverability on the part of an interested school staff.
4. The study was further limited to the activities of the Lansing (Michigan) School District, so far as possible implementation is concerned. This approach has the advantage of working with members of one school system staff but at the same time of describing a concept which could conceivably have application for other metropolitan school districts.

PLAN AND CONTENT OF THESIS

This chapter has presented in some detail a description of the general program and, to a lesser degree, an analysis of the specific problem and the significance of the problem as it relates to the Lansing School District.

Chapter II contains a survey of the current literature related to theories of learning, some materials on individualized or team instruction, and more specifically, some brief references to practicing programs of differentiated staffing.

A historical description will be presented in the third chapter, which will treat some of the related factors and will give in some detail a description of the progress which has been made in Lansing in leading to an understanding of the concept of differentiated staffing.

To be of some potential benefit to Lansing, it will be necessary in Chapter IV to describe a conceptual model which will have some implication to elementary school, as well as to the secondary school program.

Finally, without a process for implementation, the total study would be of little use. It is the intent of the writer to describe in Chapter V the process by which some phase of the models described in the previous chapters may be implemented. The last chapter will attempt to summarize the findings of the previous chapters and to make certain recommendations for action.

FOOTNOTES

¹William C. Young, "Education for the 70's," The Clearing House, XLIV (March, 1970), 387.

²State Education Department, Bureau of School and Cultural Research, Survey of Public School Teacher Aides, Fall, 1965 (Albany: University of the State of New York, April, 1966).

³Frank Riessman and Arthur Pearl, New Careers for the Poor (New York: Free Press, 1965).

⁴Dwight W. Allen and James M. Cooper, "Massachusetts Model Elementary Teacher Education Program," Journal of Research and Development in Education, II, No. 3 (Spring, 1969).

⁵Robert L. Green, Clients of the Urban School (East Lansing: Michigan State University, Bureau of Educational Research, n.d.).

⁶Floyd Christian, "State Commissioner Speaks on Flexible Staff Utilization" (unpublished position paper, Department of Education, Tallahassee, Florida, September, 1969).

CHAPTER II

A REVIEW OF THE LITERATURE

INTRODUCTION

The literature on differentiated staffing differs from that of many educational topics which are researched or described, in that this concept is relatively new. Another unique feature of this topic is that differentiated staffing does not mean the same thing to all people or to all educational institutions. Furthermore, there are many aspects of staff utilization which to some degree become a part of the model of differentiated staffing. Consequently, information which describes existing programs, proposals, or hypothetical models tends to be found in magazines, conference reports, proposed projects, and other publications of a brochure nature. Adding to this feature is the fact that the idea in its present description is about four years old. To be sure, few ideas are completely new, and while the idea of differentiated staffing as a term is relatively recent, many of its component parts are not.

As will be noted in this chapter, the present compelling challenge is for educators to think differently about processes to utilize teachers and other personnel in developing more creative, productive, and effective roles in schools; to seek new avenues in learning through the better utilization of people, resources, and things. Basic to differentiated staffing is the assignment of people to work together in planning, preparing, and teaching. Lawrence Hasken, who is concerned with peopling education, says that "technology and systems approaches are recasting the productive roles of educators," and proposes a concept of change based on "repertoire development--the repertoire is inescapably distributed among a cadre of people."¹

Major impetus for creating the present interest in differentiated staffing must be attributed to the National Education Association, and its affiliate, the Association of Classroom Teachers. Of particular significance was the report of the National Education Association on its conference dealing with the teacher and his supportive staff.² 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. This further indicates 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 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. Project Time to Teach, conducted by the National Education Association states:

If teachers are to change their behavior, they must be encouraged to accept a new image of themselves. This new image must be developed within existing school situations through the joint efforts of teachers, principals, and administrators. . . . The essential prerequisite to improving American education in this generation is the establishment of those conditions which will permit the most advantageous use of the professional skills of the teachers.³

In considering the role of 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? (d) Why should the classroom teacher have a supportive staff? and (e) What are the blocks to such school organization?

While a description of the foregoing could be enhanced by an itemized list, more appropriate answers may be helpful. Jobs that can be done by others are described as those of a clerical nature, such as attendance reports, office records, filing, and certain home contacts. Also in this category are such teaching-related activities as testing, monitoring, and study supervision. Nonteaching

assignments include supervision of general areas, extra-curricular activities, and routine assignments. Those jobs which should be done by the teacher are described as the management of teaching assignments, which includes all work directly concerned with the student in and out of school, as well as with parents. Further elaboration includes all policies which affect the teacher and the educational program--what to teach, how to teach it, and when to teach it. The last function here has to do with the direction of continuing education. The third major category in the teaching role identifies the members of the supportive staff. These are all certificated educators in a given school system, including the superintendent. Professional noneducators are described as those who work on the periphery of the school--the nurse, the psychologist, the dentist, and the social worker. Paraprofessionals include teacher aides, home visitors, clerical aides, monitors, intern teachers, and volunteers. The question of why a classroom teacher should have a supportive staff is answered by such statements as: learning experiences of children are enhanced; teacher effectiveness is enhanced; services of supervising personnel are improved; and teacher retention is encouraged. Lastly, the report on supportive staff looked at the blocks to school reorganization. As with any proposed change in education, tradition stands as the most formidable barrier, followed closely by its close associate, human resistance to change.

Other contributors include insecure school personnel, inadequate planning, and inadequate school laws. To move the concept to the action stage, the report urged wider dissemination of the concept of the teacher and his staff; a clear definition of the terms; encouragement of research; lay involvement; and program initiation.

In 1968, in place of the annual meeting, the Regional TEPS Conferences of the National Commission on Teacher Education and Professional Standards, under the direction of Dr. Roy Edelfelt, accumulated information under the banner of Year of the Non-conference. During this eighteen months period, 220 demonstration centers looked at the matter of the teacher and his staff. (It is of particular note that the public school system of Lansing, Michigan was selected as one of the centers because of its work with aides and paraprofessionals.) From this broad generalization, there arose the term differentiated staffing. At these conferences papers were presented on the topic and ten were selected for publication in The Teacher and His Staff. Generally these represented scholarly and theoretical models, as well as insights 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 teacher-training institutions in order that the elementary or secondary

teacher may be appropriately prepared. It was suggested by John MacDonald that, following basic proficiency in the content area, the college student should become a member of a team, to be supervised by a special staff member competent in team instruction and management.⁴ This raises 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.

ROLE OF THE TEACHER-TRAINER INSTITUTION

"The task of providing competent, effective teachers for the schools rests upon the colleges and universities--not simply upon the schools or departments of education."⁵ The Research Committee went on to express concern for the lack of attention given to the education of teachers by college officials. They urged that schools of education critically examine their practices with a view to producing the kind of teacher who can capably meet the tasks of contemporary education. It was observed in particular in this brochure that these educational institutions should examine their curriculum to make sure that their pedagogical studies are tied to educational goals,

and that the preparation of teachers should be geared to major improvements in research and staffing patterns.

The typical education of the teacher is one role: four years a student, and suddenly a teacher. There are a 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 the like. The exciting practices in the TEPS demonstration centers give ample indication that some teachers are ready to break with tradition. A review of some of these programs suggests a number of implications for change in the traditional approach. If teachers are going to work as members of a staff, surely they need to be educated in different ways.⁶

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

- a. The teaching professions 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 of teacher promotion should be based on teacher growth potential, as evidenced by a leadership role, such as team leader, or master teacher.

- d. The process of educating teachers may not necessarily relate directly to licensing or degrees.

Other encouraging signs of the climate for change are presented through a series of questions. Is the quality of education directly related to the quality of those who enter teaching and the quality of their preparation? Can the profession afford to be unconcerned about its "professional campus home?" Can the teaching profession avoid stating clearly defined standards for the education of teachers? Can teachers and professors ignore the current search of students for a meaningful education? Have the patterns of the past been so outstandingly successful that we must cling to them?⁷

In assessing the climate for change at the teacher-training institution level, Roush observed that his initial feeling was one of discouragement. "My feelings were aptly expressed by Thoreau when he wrote that the corrective processes may take too much time, and a man's life will be gone."⁸ Teacher education products come from the same source to which they return. We can and must break the cycle.

The Committee on Economic Development had its sights on the best use of the educational dollar. In its "new view," the report classified learning activities into three categories: (1) lecturing, explaining, and

demonstrating; (2) independent study under supervision; and (3) discussion involving the teacher and small groups.⁹ It observed that the traditional practice of lecturing is not an efficient use of the time of either students or teachers. Many of these functions can better be done by tapes or video tapes. Furthermore, large groups, as many as 120, can be housed in large open areas, staffed by assistants, interns, and media technicians. The certified staff ratio is then increased to perhaps 50 to 1, with staff dollars then deployed for other equipment and personnel. The Committee went on to urge experimentation in organization to eliminate regimentation of students which the conventional class structure perpetuates.

Dr. Roy Edelfelt proposes a new concept in education; one that will go beyond the confines of the school and extend into the community and include the resources of agencies.¹⁰

He suggests greater emphasis on individually designed study programs, based on the emotional, intellectual, and social needs of the student. Hence, his needs, or some portion of them, may be found in a community setting. This new concept will place emphasis on how the learner may learn; how it may take place for him; what part is exciting or dull. Much can be done through these avenues of exploring how people feel about themselves--mental health and social concerns will receive

new acknowledgment. Requirements should be based on achievement; not on prescribed blocks of time. All of this may be accomplished, according to Edelfelt, through the use of teaching groups, including a variety of noneducators--psychologists, sociologists, artists, musicians--all available on a part-time basis but all part of a team which responds to the needs of described goals of a large group of students, individually prescribed.

The conference report goes on to state that much needs to be learned about the kind of experiences which positively affect learning as it relates to self-image--this suggests a strong potential role for the humanities, since self-image in turn enhances the desire to learn the basic studies. It is argued that the processes of group teaching can stimulate such experiences. The very idea of relevance, as previously conceptualized, suggests individualization of instruction; under conventional teaching arrangements of one teacher to a given number of students, such an arrangement is not easily accomplished. It is along these lines that the traditional teacher-training program has operated. The prospects for change are enlightened somewhat by the interest of Federal legislation which provides funds to encourage new teaching models. Some of the early thinking which has been encouraged by this Act suggests that the organizational pattern of a principal and a body of staff members as the basic unit should be reconstituted to define the tasks

which have to be done and to examine the management function in terms of a highly differentiated staff, ranging from top administrators to part-time paraprofessional personnel. Educational diagnostic evaluation classes might be set up so that every student could be diagnosed in order to prevent teachers from relying on erroneous assumptions about the needs of their students. Preservice education of teachers as a means for developing realistic situations is going to be in direct proportion to the extent to which the barrier between the good school of today and the training institution can be broken. Thus, the role of the teacher and his staff is to assist in reducing this barrier.

Differentiation calls for an application which is currently not found in the structure of colleges of education; it suggests face-to-face working relationships between professionals, as well as those of lesser training; it presupposes a status hierarchy; it assumes a position which can be defined by a job description; it casts upon the colleges the heavy burden of producing graduates who can effectively fit into these prescribed roles. It further suggests that differentiated staffing presents a "people problem."

Fenwick English commented on the issue of what colleges are doing for differentiated staffing by observing that few such institutions are graduating students who have any understanding of how to teach in a

flexible arrangement, or how to delegate responsibilities.¹¹ Most colleges are producing students who are trained to function in a traditional teaching setting. English further stated that new training programs need to be developed for administrators, as well as teachers. The idea of decentralization of decision-making removes the administrator from the unilateral role and places him in a group-centered collegial environment. Traditional schools of administration must respond with a more modern theory which is in harmony with the notion that teachers should become a part of the decision-making processes.

The matter of certification is an issue whenever teacher aides, or any form of paraprofessional is discussed. According to Alvin Liesheimer, differentiated staffing offers the best chance to cut off the requirements that have kept college-training programs static.¹² The very newness of differentiated staffing makes it imperative that schools and colleges work together to decide what the teaching staff as a team will need in terms of goals, and then the colleges must prepare to develop teachers for these new roles. Liesheimer stated that restrictive certification requirements are a barrier to the kinds of relationships needed for true differentiated staffing. Certification should reflect our best understanding of the educational process. An attestation to a teacher candidate's ability could be made by an informed person through

observing his effectiveness in a situation where performance is evaluated in terms of predetermined goals.

In the proposal for Grant Request by the Beaverton School District,¹³ certain needs were described for the training of personnel to provide individualized instruction; they were identified as follows:

1. There exists a need to train personnel to perform specific teaching tasks commensurate with their ability and interest.
2. Traditional programs of preservice prepare all personnel for the same level of competency; a need exists to train personnel to perform tasks with varying degrees of difficulty.
3. A need exists for prospective teachers to participate in clinical fields in their early preservice training.
4. A need exists to utilize a variety of educational personnel to improve communication with learning for disadvantaged students.
5. A need exists to train and utilize personnel and available people outside the profession.
6. The accepted mode of entry into teaching is through a college-training program; a need exists to provide entry for personnel from the home, the office, and the factory.
7. A need exists to train personnel for positions other than teaching. For example, a media technician may remain at that level of responsibility, while competent teachers may assume higher levels of competency.
8. Traditionally the college has assumed a unilateral responsibility for the preparation of teachers. Other agencies may very well join for preservice education, such as the community college in preparation of paraprofessionals.

It may be observed from the citations which have been presented that there is a great need to prepare teachers differently if indeed they are to perform in our schools in some manner other than the traditional one. Teachers enter the profession with the background afforded them by their own K-12 experiences, together with whatever changed ideas the college may have provided. It is the latter impact which must be redefined. Teachers are chafing under an educational bureaucracy encumbered with a feudal ordering of privileges that assumes all teachers to be the same in every dimension. The decision for change is fanned by a reward system which is at odds with keeping the best teachers in teaching. There is ferment in education--some help may be found through a change in teacher education which does not assume all things to all people.

The Organization of Instruction

A decade ago the emphasis on educational administration was on leadership. Now the focus is aimed at newness. Everything has to be innovative and different. Two important aspects of the recent surge towards innovation are found in involvement and responsibility. New leadership positions have been growing since sputnik, not all of which are necessarily found in what is traditionally alluded to as administration. New roles are being created which give attention to the specialists in media, computer

education, research, and psychology. State departments are looking at patterns of reorganization, and regional centers are being established to improve and stimulate the role of leadership. The role of the generalist in education is to assume responsibility for initiating, guiding, and coordinating evaluation procedures. Subject-matter specialists must accept the responsibility to insure that every point of view is presented. Involvement, like newness, is a means to an end. Such ideas as individualization of instruction represent a departure from using the textbook as a sacred instrument for learning; it suggests that a given lesson plan for a specific course can be obsolete. There is danger in embarking on such a course without proper organization. When such complex changes occur, teacher behavior, pupil behavior, and parent behavior are all affected.¹⁴

The term "individualization of instruction" relates to the pacing of instruction to fulfill an individual need of every student, including the above-average, the average, and the below-average; in no sense is the term equated with individual teaching or tutoring.¹⁵ The traditional linear method makes it impossible for the teacher, however innovative, to provide "individualized" instruction. In place of this linear approach, there must be developed an approach to team learning. Poirier further states that if the teacher today cannot in some way

recreate in the classroom what is taking place outside the classroom, he has in effect, lost his class.

Many ideas impinge upon educational leadership, and more recently there have been those of an unpredictable antirationalism nature. A frontal attack has been launched against the organization of instruction by militants and demonstrators across the nation. On such occasions the message is clear. As stated by one leftist group in the New York Times, "It is not possible to be logical when you're with us."¹⁶ In education itself, it is not just among the youth that protesting the Establishment is found. Today's educational publications stress the need for humanizing the schools, as opposed to the "intellectual upgrading" of a decade ago.¹⁷

"These are rapidly changing times and educational social systems are receiving more feedback from the environment than ever before," stated Dr. R. L. Johns.¹⁸ The social system must change in order to survive in its environment, Johns commented. These times which require a rate of change greater than ever before, present an unparalleled challenge to the educational administrator to provide leadership to meet desirable innovative programs.

Many schools in metropolitan areas have already felt the impact of the new reformism. Whether or not all of these effects can be controlled, certainly the desirability of these ideologies can be questioned. If we scrap democracy's process for decision-making, the only course

left is to observe the processes and potential effects of the ensuing despotism. However, their irrationalism is not without some virtue, for the movement may cause us to give greater attention to the human element as we proceed with the business of organizing the instructional processes. What, then, can educators hope to achieve in order to avoid total frustration, if not disaster. Hopefully, we can arrive at some mixture of the two forces; the historical concept of education clothed in its garb of "intellectualism," and the more recent wave of affective of humanizing needs as perceived by current literature. The two broad fields are described by Braudy¹⁹ as didactic and encounter teaching; the former being concerned with those learning processes which can be formalized into items of information, rules, principles, and problems, while the latter concerns itself with being critical, being intelligent, being uninhibited, being friendly, and being socially acceptable--outcomes which cannot be defined explicitly.

To look more specifically at organizational structure as new trends unfold, consideration must be given to the kinds of people who will have a role to play in the organized instructional pattern. Surely, most schools operate basically as they did thirty years ago with teachers being locked in a role hierarchy which is professional in status and subprofessional in nature.²⁰ The next generation will change over to operations utilizing

advanced systems procedures, data-bank information, new interrelationships in which the professional faculty will no longer be subordinate to the administration and one in which administrators will perform more of a service function. This will, however, cause faculty members to assume a new role of responsibility and accountability, not merely one of ultimatums and demands. While still in its initial stages of institutionalization, it is quite clear that the support-staff hierarchy will include at least two major divisions; the paraprofessional specialist with from two to four years of preparation and a subprofessional group with limited training.²¹

In visualizing the organization of instruction, the Department of Education of the State of Florida developed a position paper on the concept of differentiated staffing and called this pattern one of the most promising concepts under consideration on the public school scene today.²² The report states that such an arrangement makes the best possible use of talents and professional ambitions of each member of the school staff in an effective and satisfying manner. The intent is to help establish the teacher as a full professional colleague in a decision-making role. Differentiated staffing must be people oriented, so that those who are to be involved may have a complete understanding of the school's objectives and organizational patterns.

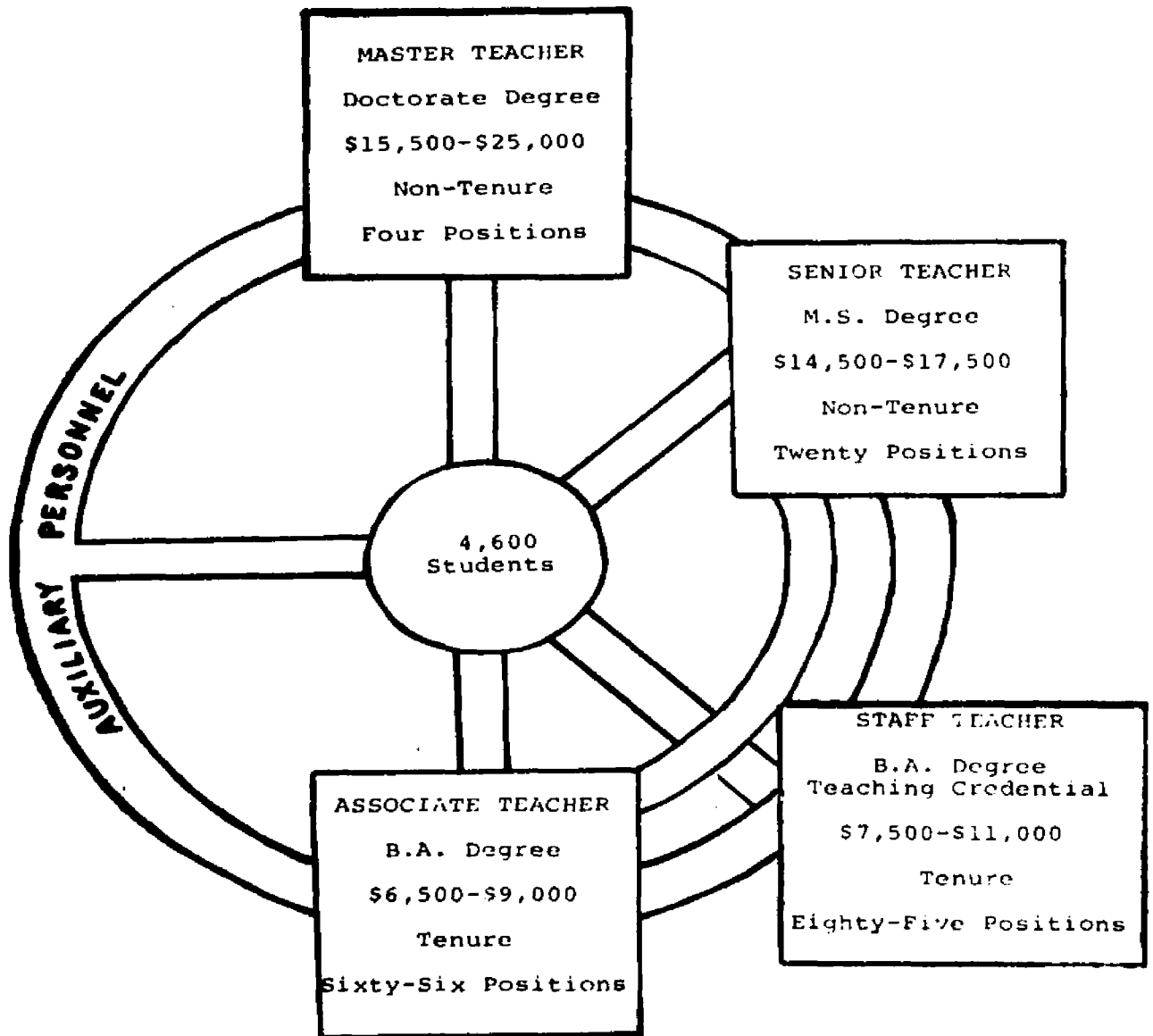


Figure 1
Differentiated Hierarchy,
Temple City, California

The Fountain Valley, California School District has distinguished itself as a leader in the organization of differentiated staffing. In writing on the matter of personalized instruction, Brick²³ stated that the greatest problem facing educators today is one of preparing children for a world that will exist in an entirely different form when they are adults. A major focus of the Fountain Valley program is that of learning centers. He states that there exists an identifiable trend to shift from the teaching act to the learning process in school districts that are attempting to personalize instruction.

Considerable attention was given to organizing instruction for change by the Committee for Economic Development when it stated that the future of the schools depends largely on whether they can overcome in educational policy and practice what is frequently an extreme conservatism and strong resistance to change.²⁴ The report continued by stating that much depends on whether there is genuine openness to experiment and innovation. The difficulty facing schools is society's expectation that they reflect dominant social opinion and perform essentially a conservative function.

It is important to note that this committee stated that team functions and flexible salary scales offer great opportunities to achieve better results at lower cost. Even more important is the reorganization of staffs and personnel functions so that new advances in teaching

techniques and technology can be utilized more effectively. In its concluding remarks, the committee suggested that change in school practices and organization can be both difficult and painful; sometimes it is advisable to change even when it hurts.

Definition and Goals

In examining the literature on the subject of differentiated staffing, it became increasingly obvious that consideration should be given to how this staffing pattern has been defined. At the same time, the literature which describes the goals of these programs is so interwoven with the definition, that to categorize them separately would have been unwise. In his article in the California Teachers Association Journal, Dr. M. John Rand defined differentiated staffing as "a restructuring of the school organization to permit teachers to make better use of their talents and, most importantly, to improve the learning situation for students."²⁵ In summarizing current ideas on differentiated staffing, Nation's Schools stated that while there was no precise definition, it did imply a restructuring and redeployment of teaching personnel in a way that makes optimum use of their talents, interests, and commitments, and affords them greater autonomy in determining their own professional development.²⁶ The Fountain Valley project sees as its ultimate goal a means to fashion a system that will provide for its own

continuous renewal. The educational team must not only deal with the process of change, but, in addition, must answer the question of definition by stating that there is no set definition of a differentiated staff, since at this time many models with a variety of bases are being proposed, developed, and tried.²⁷ This statement supports the notion that the uniqueness of a given school may dictate the precise degree and manner of implementation. It should be pointed out that differentiated staffing is a process, not a product. Furthermore, it serves as a facilitator of other innovations and thus provides a framework for planned change. The crux of the differentiated staffing concept is a fundamental change in the way we perceive the professional teacher within the educational structure. In pursuing a definition of differentiated staffing, one finds a common thread which suggests new roles for existing personnel. Such a contention is reiterated in the National Education Association publication on the subject when it describes differentiated staffing as a term used to designate a variety of plans for the deployment of school personnel--classroom teachers, administrators, other professionals, paraprofessionals, and nonprofessionals--in a variety of assignments different from the traditional pattern of the self-contained classroom at the elementary level and departmentalization at the secondary level in the

framework of the line-staff structure of school organization.²⁸

Now to look more closely at the goals and objectives as described by some of the proponents of differentiated staffing. Mention has already been made of some aspects of the plan of the Department of Education in Florida, in which they describe their needs as: (1) individualization of instruction; (2) changing the role of instructional personnel; and (3) restating educational objectives in performance terms. To promote these needs, the department is actively promoting the development of flexible staffing patterns and encouraging the exploration of the staff differentiation process. A main goal is the delineation of instructional responsibilities which would provide specific performance-based criteria for instructional personnel. Speaking to the point of personalized instruction, Brick stated:

We know that knowledge imported in the area of physics will be outdated in a decade; that the so-called "facts of history" depend largely upon the current mood and temper of the culture; and that chemistry, biology, genetics, and sociology are in such a flux that a firm statement might become outmoded by the time the knowledge is ready to be used. The significance of this analogy is that education is faced with a new goal of facilitating change and learning. Do we as educators know how to achieve this goal of facilitating learning in education or is it a will-of-the-wisp which sometimes occurs and as such offers little real hope?²⁹

In order to keep in step with the rapidly changing developments of our culture, the Fountain Valley (California) School System prescribed some basic goal-oriented

questions in developing their flexible learning centers and differentiated staffing pattern: (1) Is the basic goal to develop self-starting individuals? (2) Will the program be life-oriented and aimed at problem solving and inquiry? (3) Are a maximum number of learning opportunities provided which are made available in terms of pupil learning styles? (4) How can subject matter be more efficiently acquired through the learning and using of skills? (5) Is the learner actively involved and participating in decision-making? (6) Will it be in step with the requirements of the community and parental awareness of the need for change?

The theme stated above places emphasis on improved learning opportunities; this is indeed the major goal of differentiated staffing in its several forms. The Kansas City project has goals and objectives clearly defined which again seek improved instruction techniques through differently arranged teaching assignments. Hair³⁰ states in his outline of specific goals that differentiated staffing is seen as a major effort to help achieve a better education for boys and girls, and that the following goals relate to the improvement of services to pupils:

1. Attract and hold talented teachers in central city schools through design of staff utilization and career patterns which enable the highly competent teacher to achieve

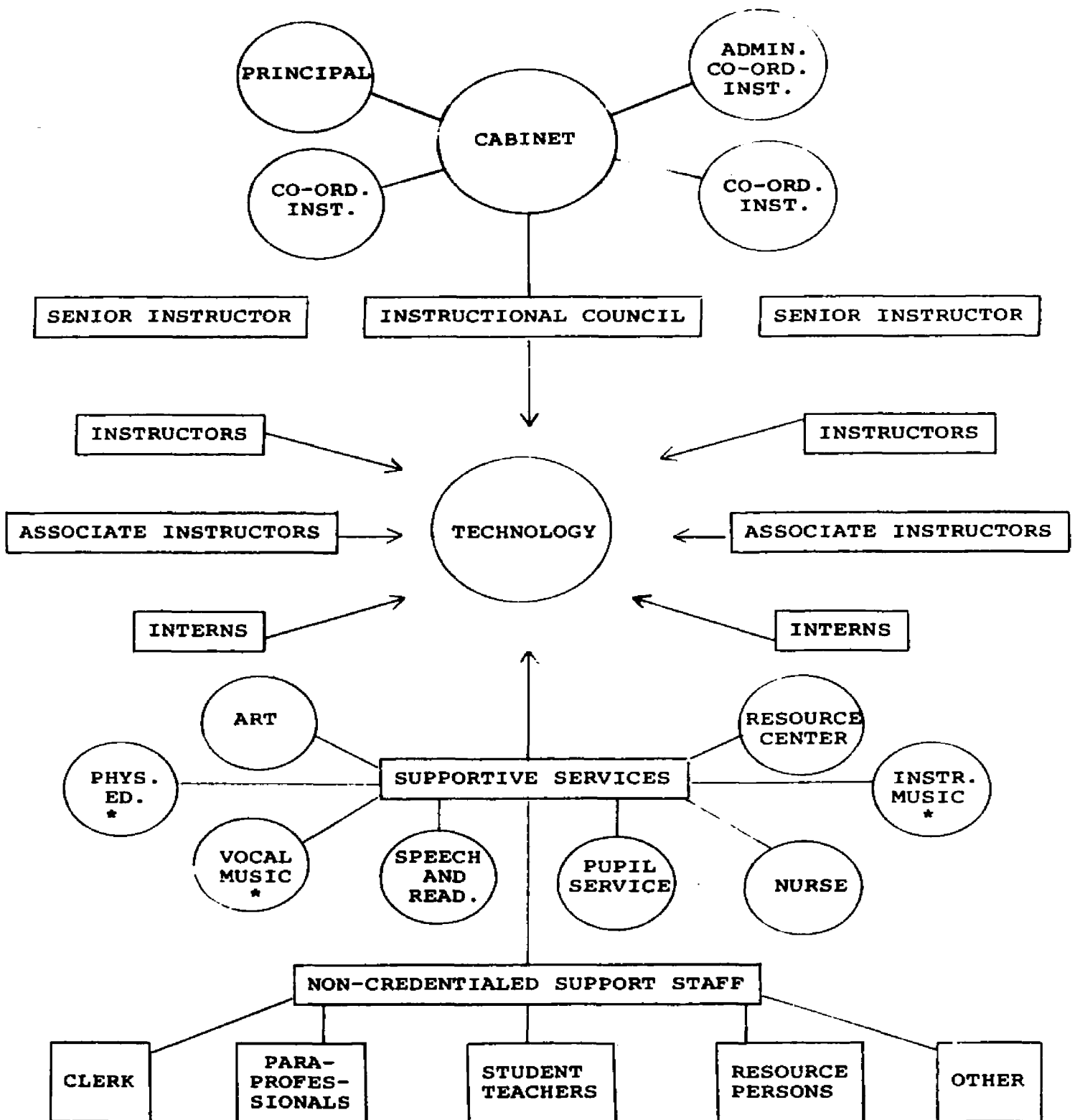
professional status and salary commensurate with his abilities.

2. Bring superior teacher talent to bear on the difficult problems of teaching the disadvantaged student.
3. Provide teachers with the opportunity for continuous self-improvement through contact with other teachers and consultants, and through immediate supervisory assistance at the school level.
4. Provide professional staff with a carefully prepared inservice and on-the-job educational program.
5. Provide a realistic and productive means for orientation and induction of new teachers.

While the definitions and goals of the several school districts either studying or practicing some form of differentiated staffing vary with their individual needs, it is perfectly clear that the common goal is a process to improve learning conditions for boys and girls through improved utilization of staff.

Blocks to Reorganization

Some of the intended advantages of differentiated staffing are seen as objections by some teachers and teacher organizations. Nothing new in staff utilization or instructional technology is met with complete



*Included as subject area specialties in Junior High School Curriculum.

Figure 2

Differentiated Staff,
Kansas City, Missouri, Model

acceptability. "Change for fad's sake is an unworthy alternative," Don Barabee, San Francisco State College education professor, emphasizes in a TEPS statement. Noting that sometimes educational innovations have been adopted in name but not in practice, he stated, "It is important that the basic interest and characteristics of differentiated staffing be understood at the outset and implemented in fact." Advocates of staff differentiation and those who view it dimly both agree: Teacher participation in studying the idea and putting a program into effect is absolutely essential for it to be workable. In 1968, Montgomery County, Maryland, teachers struck over two major issues: Desire to raise the base pay and drop a staff differentiation program proposed from above. Complication of lack of teacher involvement on the proposal, charges that this was a "back door approach to merit pay," and the attitude, "Why should I get less money when another teacher gets fewer students and more preparation time and money?" was very apparent during the strike, according to Gary Watts, National Education Association field services director. The California Teachers Association, in a cooperative attempt between a state association, its curriculum instruction committee, and management of a school district, initiated a program at the Fountain Valley school system to test staff reaction, responsibility, and accountability. Pat Clark, a teacher in that system, stated that staff differentiation is the same as

recognizing physical differences among youngsters.

Instead of asking: "Is this child ready for school? We should ask whether the school is ready for the child."

Miss Clark suggests that districts trying to set up a staff differentiation program do so on a small scale tailored to meet their particular needs.

The myth that all teachers are equal exercises a powerful influence upon our thinking. The present organizational structure which assumes all things to all students is a barrier of the first magnitude, especially at the elementary level. One way of avoiding change and protecting oneself is for the classroom teacher to shut his door and isolate himself with his children. The position of the teacher in his classroom fortress is easier and more secure without the scrutiny of his colleagues.³¹ To differentiate teacher roles is contrary to the practice of the last one hundred years and implies new roles and responsibilities, which means that teachers cannot be with children all day long. Rand and English have found a greater resistance at the elementary level to the concepts of differentiated staffing than at secondary level. They also noted that a greater proportion of women than men object to teachers assuming a professional disciplinary role with their colleagues. This is especially true at the primary level, where a traditionally protective environment shields both students and teachers from decision-making and colleague interaction. Not all

of the reluctance comes at the classroom teacher level. Some administrators will be uncomfortable in sharing the decision-making process with their staffs. Fear of losing status is an important consideration when proposing new roles for teachers. If the teacher base is expanded upward, a shift is required in functions all the way to the superintendent. In Temple City, teachers sit with principals and the superintendent in an academic coordinating council.

In an article by the Association of Classroom Teachers,³² drawbacks for classroom teachers were cited and closely parallel negative comments found in other literature. The article states that neither teachers nor administrators are prepared to operate within the framework of differentiated staffing. Teachers go on to ask for "proof" of the advantages before wanting to accept the challenge. Teachers fear that this type of staffing may be used as a means for budget cutting. Many other unresolved issues are asked by teachers, such as:

1. What are or will be the criteria for judging the relative importance of the various teaching roles?
2. Can differentiated staffing be accomplished only by establishing a new hierarchy?
3. Is a good teacher necessarily a good coordinating teacher?

4. Will differentiated staffing foster greater solidity among teachers, or will specialization and differentiation be a divisive factor?
5. Are the various assignments in differentiated teaching so specialized that they fall automatically into a hierarchy pattern?

The article concludes by suggesting that the professional associations have both a right and a responsibility to provide leadership in bringing about changes that will make education relevant to today's society. It follows, therefore, that the associations have important responsibilities if patterns of differentiated teaching assignments for classroom teachers are to be put to a test.

Staffing Patterns and Role Functions

The review of literature which has been cited up to this point has focused generally on aspects relating either directly or indirectly to differentiated staffing as a process in education. This section will look more directly at some of the models which are in existence. In examining these programs, it becomes patently clear that it is the function and role of all members of a given school staff that describes the difference between a traditionally staffed school and one that engages the concept of differentiated staffing. Administrators of a school and, indeed, the entire school system are included in this latter statement. In his presentation "Images of

the Future," J. Lloyd Trump suggests a new kind of principal who organizes his school differently with the highest priority placed on improving teaching and learning.³³ His thesis is that about three-quarters of the energies and time of the principal should be directed to these activities. However, the practical problems of today's school society no longer make this a reasonable accomplishment. In addition to the new time-consuming difficulties, there is a host of emerging educational challenges with which the principal must be familiar. Basically, this presents two problem arenas: (1) How does he find time to improve instruction? (2) How does he manage all of the operations and opportunities? Organizationally, the aforementioned problems suggest assistants to the principal, having such responsibilities as business functions, external relations, personnel administration, and activities supervision. Obviously, the extent of such diversification would vary with the school size. The principal needs to provide material to the staff which is not otherwise easily available and he must serve as a catalyst for innovation. The image of the future principal reflects a person who has top priorities on improving and learning; one who encourages the members of his team to work together harmoniously.

Out of the TEPS conference came the general thesis that the job of the teacher has become unmanageable, and that the self-contained classroom, the self-contained

teacher, and the self-contained school are all obsolete. Basically, the nonconference was organized to encourage the nation's schools to build new, reasonable, rational, and highly professional teacher roles. Three ways were suggested: (a) through providing teachers with the assistance of a variety of different kinds of auxiliary personnel, (b) through providing teachers with the support of different kinds of specialists, and (c) through enabling teachers to better utilize the talents of one another. Auxiliary personnel is suggested in four categories: instructional assistants, community consultants, clerical aides, and general aides. Materials specialists already exist with the librarian, who should become a member of team planning and a specialist in independent study, rather than one who catalogues and processes books.

Specialists in curriculum content should occupy a place at the head of an instructional team in a colleague role. All of this suggests that there is a role in the instructional process for specialists, not all of whom are necessarily certificated people. The Committee for Economic Development stated:

In our opinion, state teacher certification agencies should examine critically their certification policies and regulations to ensure that persons competent in the highly specialized skills required in modern teaching are not disqualified from teaching by irrelevant formal requirements. Wherever necessary, regulations should be modified to enable the schools to appoint subprofessionals to the backup staffs of certified teachers.³⁴

Consistent with the aforementioned statements, a number of school districts have already embarked on new staffing patterns in an attempt to meet the goals and objectives of improved staff utilization. There is considerable parallelism in their basic constructs, although titles may differ somewhat.

Fountain Valley, California. Under this plan, the school is intended to become a stage for learning and an operational center for the teachers' supporting staff. In reorganizing their rooms, they have created clusters around a designated room known as a learning center. All kinds of instructional aids are housed here. Because of their organizational pattern, each school has a core containing primary (K-3), middle (3-5), and upper (5-8). The coordinating teacher is selected for his knowledge of curriculum and child growth and does not have students assigned to him directly. Basically this person is responsible for providing leadership for the classrooms in his teaching team. The type of instruction a student receives is based upon the diagnosis made by the several members of the team. The secret of this arrangement is in both verbal and written communication between the classroom teacher, coordinating teacher, principal, and other specialists. The learning analyst, one with some background in psychology, is responsible for testing and referrals, conduct research, development of curriculum

ideas, obtaining and disseminating information, and carrying on inservice education. Each center is also staffed with a teacher aide who works closely with the team to assist teachers in a noninstructional capacity. All requests for the services of this aide are channeled through the team leader. Another facet of freeing the teacher is that of teacher assistants from the University of Southern California. Work-study high school students also provide assistance to the team. A parent volunteer program furnishes additional voluntary support in filling such categories as working in the learning centers with visual aids and other teaching devices. They also serve a function in the central library in the circulation of materials. Schedules are arranged so that in many schools children are dismissed early one day a week to provide a block of professional planning time. At this time, teachers identify children from different rooms who have a common need. One of the coordinating teachers, Betty Christiansen, states: "I think it is very important that we have rapport with the teachers---we are a team; I'm not a threat to them, and I don't evaluate them." There are roles in Fountain Valley for other professionals. The principal's role is that of a nondirective catalyst in getting the program started and working as a communication's link between faculty project personnel and ancillary personnel. The role of Chairman of the

Curriculum Committee is to act as a liaison agent between the project and the teachers' organization, as well as a general interpreter of the program. The Superintendent defines general boundaries and constraints and relates the project to the community. The President of the local teachers' association is informed of the project and acts in a liaison capacity with the association at large.

Utah State Plan. The plan of differentiated staffing received its impetus at a conference on perspectives for change held in Salt Lake City in 1966. From this, there developed a new instructional framework to provide a new system to more effectively utilize the potential of teachers, materials, and instructional equipment. Emphasis was put on the redeployment of funds for instructional equipment, and also on the redeployment of funds for instructional personnel to meet varied student potential. To do this, the plan theorizes that there must be a broader span of specialization in media utilization and that the teaching staff personnel must include more technicians, clerks, and aides capable of bringing the media technology directly to the learner. The plan suggests that the rate of certificated teachers be changed from one to twenty-five or thirty to one to forty-five or fifty, and that staff dollars should be rechanneled to employ assistants to support the teacher in the new system. Also, counselors, psychologists,

remedial teaching specialists, and librarians should be used in a different manner. Under the Utah proposal, a basic instruction unit would consist of ninety students, housed in a large, open-instructional area next to the media center and would include four instructional units, one for each level, as well as an instructional media staff. Staff members would have duties as follows:

- a. Head Teacher--This person is the leader of the unit--conducts planning sessions, and coordinates the work of all members of the unit. Obviously this requires a person who has organizational potential.
- b. Experienced Teacher--This person provides professional teaching service to students, under the direction of the head teacher. He utilizes services of tutorial aides so that most routine work is done by nonprofessionals. Instruction in groups of thirty is seldom done; most learning is done in tutorial groups of three to eight students and as individual students.
- c. Tutorial Assistants--These are paraprofessionals with at least two years of college training. These persons are to provide a great amount of small group subject-matter practice and drill work on basic tool subjects. They are to provide individual help to

children who have difficulty under the group-teaching situations.

- d. Volunteer Aides--These people serve as a personal assistant to the teacher in correcting papers, preparing teaching materials, responding to on-the-spot needs, assisting in activities supervision, and many other important tasks which preserve the instructional time of the teacher.
- e. Clerk-Pupil Progress Accountant--This person does the clerical work for the unit, maintains progress reports of students, and assists with computer instruction.

It will be observed in this plan that the number of professional teachers is reduced from the traditional plan, but the number of adults is increased to provide more services for children. It may be seen that from this arrangement, student-learning activities are divided into three basic parts: (1) tutoring, (2) explaining and demonstrating, and (3) individual study, with the most important taking place in small groups. It is the thesis of the Utah plan that present instructional techniques are obsolete and a better design can produce improved results in learning.

Florida State Department Plan. The model described for the State of Florida is predicated on the notion that

teachers have some reason for being unhappy with the status quo of the present staffing pattern. Furthermore, in order for teaching to become fully professionalized, the decision-making role must be changed as well as the organizational pattern. The authors of the plan believe that differentiated staffing offers some solution to this dilemma, and at the same time creates an atmosphere in which improved learning can take place. This is described in Figure 3.

Some interpretation of the figure is essential to truly understand these staff functions. The staff teacher is the core of the program and works directly with students. He has a ten-month contract, receives a salary based on a regular schedule, and has a full-time teaching assignment. The senior teacher is responsible for applications of curricular innovations and must manifest leadership qualities. The senior teacher is also on a ten-month contract and spends four-fifths of his time in direct teaching. Also, he is responsible for inservice classes, workshops, seminars, and the development of new ideas and techniques. Any person employed above that of staff teacher is tenured only as a staff teacher. Compensation is based on a regular salary schedule plus certain factors for additional time and responsibility. The teaching curriculum associate has a primary responsibility in the area of curriculum development. Like the senior teacher, he is basically a staff teacher and

				Non-Tenure
			Non-Tenure	TEACHING RESEARCH ASSOCIATE
		Non-Tenure	TEACHING CURRICULUM ASSOCIATE	Doctorate or Equivalent
		SENIOR TEACHER	Master's Degree or Equivalent	
Tenure	STAFF TEACHER	Master's Degree or Equivalent		
Non-Tenure	ACADEMIC ASSISTANT			
AA or BA Degree	B.A. Degree Plus 1 year			
Ten Months	Ten Months	Ten/Eleven Months	Eleven Months	Twelve Months
Some Teaching Responsibilities	100% Teaching Responsibilities	4/5 Staff Teaching Responsibilities	3/5-4/5 Staff Teaching Responsibilities	3/5 Staff Teaching Responsibilities
Teacher Aides				Teacher Clerks
EDUCATIONAL TECHNICIANS				

Source: Floyd T. Christian, Superintendent, "Differentiated Staffing" (unpublished and undated paper, State Department of Education of Florida, Tallahassee, Florida).

Figure 3
A Model of Differentiated Staffing

spends most of his time doing just that. He works with teachers in revising techniques, conducting inservice training, and keeping materials up-to-date. The teaching research associate is on a twelve-month contract and has at least a three-fifths teaching assignment. His responsibility is to keep pace with the latest educational developments and to bring new ideas from research into the school situation. His salary is near the top of an expanded salary schedule. The intent is that people would qualify for these positions by moving up from staff teacher. The academic assistant works with teachers in the preparation of materials and in related work with students and provides special instructional assistance in remedial and enriched areas. This person usually has some training less than a degree. The educational technician performs the clerical tasks, such as bulletin board displays, ordering of supplies, record keeping, duplication of materials, and related duties. A high school graduate may perform this task.

Temple City, California. Philosophically the Temple City program assumes that teachers are recognizing that to break out of the ceilings imposed by the single salary schedule they must re-examine the assumptions which support it. Specialists in teaching should be paid salaries comparable with high-level administrators, but a single salary schedule will never permit such an

eventuality. Dissolution of the single salary schedule is necessary if teachers are to advance into areas of responsibility. Under this program, teachers are not treated the same; additional remuneration is based on increased professional responsibility, which implies advancement based on competence as a teacher, plus evidence of educational leadership. A clear distinction is made here from merit pay, which lacks criteria for measurement and makes no distinction for job responsibilities.

The backbone of differentiated staffing is the teacher staff, whose qualifications are equivalent to those found elsewhere (B.A. Degree). However, ancillary duties are reduced by the use of instructional aides.

The associate teacher is the beginning teacher, who has a less sophisticated role than the staff teacher but does have a full-time teaching load. The salary range here is from \$6,500 to \$9,000. The staff teacher is highly experienced in classroom teaching and is an expert in at least one mode of instruction (such as small group work). This position is a full-time teaching load, with some expertise in diagnosing learning problems. His salary range is from \$7,500 to \$11,000 and is protected by tenure laws. The senior teacher is the teachers' teacher and is responsible for the application of curricular innovation. Teaching responsibilities vary from 30 to 50 per cent of that of the staff teacher. A master's

degree is required, and the salary range is from \$14,500 to \$17,500 for an eleven-month contract. The master teacher must hold a doctorate, or equivalent, be an effective teacher, and have teaching responsibilities of at least 25 per cent of that of the staff teacher. This person is on a twelve-month contract, with a salary range from \$15,000 to \$25,000. He must establish and maintain a continued program of research and evaluation and have a facility for curriculum development. Important in the Temple City concept is the role of auxiliary support personnel. These people are employed as aides I, II, and III, and work with students and teachers in resource centers, learning laboratories, and libraries. It is of considerable importance to mention the role of the principal, which suggests an entirely new one in order to be consistent with the philosophic construct of the various categories of teacher roles under differentiated staffing. Rather than the traditional role of "keeper of the keys," the principal must have expertise in group dynamics, human engineering, and must serve as a social manager. Noninstructional duties are assigned to a new administrative position, that of school manager.

Important in the Temple City program is the academic senate, where teachers are formally involved in school decision-making. One of the responsibilities of senior teachers is to represent the staff in the establishment of the educational program and its improvement.

Kansas City, Missouri. Important to any model of a teaching scheme or learning environment is the thinking which created the design and the objective intended to be accomplished. An investigation of the Kansas City program reveals that careful consideration has been given to both. Dr. Donald Hair states that "top flight teachers are the key to good education--hopefully differentiated staffing is a way to attract these capable teachers and give them an opportunity to function as professionals."³⁵ Basically the expectations are that teachers will get paid more if they have more responsibilities, make more decisions, and work longer hours. Differentiated staffing proposes new roles for teachers. The assumption that all teachers had equal roles and could be judged by educational background is questionable. One of the major goals of this program is to list specific functions of teachers and to differentiate roles which can be accomplished by personnel of varying levels of competency. Highest on the hierarchy is that of coordinating instructor, which is a leadership responsibility, forty-four weeks a year, and from 8:00 to 4:30 daily. This position has a salary nearly double that of the instructor. His qualifications include a knowledge of curriculum and research, as well as skill in human relations. His responsibilities are to innovate new curriculum practices, assess community needs, and coordinate instructional activities. Next is the senior instructor who serves as a team leader and is indeed a

full-time teacher. He is responsible to the coordinating instructor and plans schedules and long-range activities while serving as the team leader. The major qualification, in addition to being a successful teacher, is that of the ability to lead a team. This member is on a salary schedule higher than the instructor, works from 8:00 to 4:30 daily for forty weeks per year. Working on the basic teacher's salary schedule is the instructor whose day is 8:00 to 3:30, forty weeks a year. This person participates on the team as a full-time teacher and is responsible for large group presentations in his field of specialization, as well as in aiding individual students. He is responsible to the senior teacher. Also working under the senior teacher is the associate instructor who holds a bachelor's degree and works on a part-time basis in accordance with the needs of a particular team. The student teacher is a senior in college who does not receive a salary, since he is still working toward a degree and participates in such activities as may be assigned by the senior instructor. Working on a salary of about half that of the instructor is the intern, who is responsible to the coordinating instructor. This team member is a graduate student who works as a full-time intern for one semester. The teacher aide works on a special salary schedule and is a high school graduate who works as a full-time member of the staff. His duties include attendance, preparation of instructional materials, and such

other clerical duties as may be assigned by the professional staff.

There is continuing inservice education for members of the Kansas City program. The staffs have organized their daily programs to include time for planning and evaluation of area needs. The agenda of instruction results from such sessions. Use is made of outside consultants in developing both materials and the expansion of ideas. Essential in the development of this plan was involvement of teachers in all phases of planning and decision-making.

SUMMARY

An examination of the current literature on differentiated staffing reveals general consistency of thought, needs, and role description. In citing needs for a re-examination and redefinition of staff uses, educators feel a need to think differently about the processes to utilize teachers in more creative, productive, and effective roles in ways which will require people to work together in planning, preparing, and teaching. One of the real challenges which schools face in making effective changes in how teachers function is that of the teacher-training institutions, where traditional practices of instruction prepare teachers for the one to twenty-five ratio and the teaching process of lecture-discussion. Edelfelt had considerable to say on this point in stressing

a new concept of education; one that will go beyond the confines of the school and extend into the community and include the resources of agencies. The Committee for Economic Development also observed that the traditional practice of lecturing is not an efficient use of teacher or student time. The matter of certification is an issue in any discussion on differentiated staffing and is a force in keeping college-training programs static. The very newness of differentiated staffing makes it imperative that schools and colleges work together to decide what the teaching staff needs in terms of goals, and then the colleges must prepare to develop teachers for these new roles.

The organization of instruction is undergoing study, since there is some change from a decade ago when emphasis in educational administration was on leadership and now leans towards involvement and social liaison. Such ideas as individualization of instruction represent a departure from using the textbook as a sacred instrument for learning and a move toward utilizing all types of media, as well as groupings to pace instruction to fulfill the individual need of every student, including the above-average, average, and below-average. The next generation in education will find a change to the utilization of advance systems procedures, data-bank to information, and one in which administrators will perform a service function. The definition and goals of differentiated

staffing are not dissimilar as one reviews various thinking by writers and existing, as well as proposed programs. Probably the most concise and all-inclusive statement is the one appearing in Nation's Schools, which stated that while there is no precise definition, it did imply a restructuring and redeployment of teaching personnel in a way that makes optimum use of their talents, interests, and commitments, and affords them greater autonomy in determining their own professional development. The road to developing differentiated staffing programs, and more especially to implementing them, is fraught with certain blocks to reorganization. Teacher participation in studying the idea and putting a program into effect is absolutely essential for it to be workable. It must be stressed that the new roles defined in differentiated staffing are not aimed at a substitution for merit pay but rather are recognized as higher pay for increased responsibility, leadership, and time on the job. Three ways were cited by the TEPS Commission to overcome the thesis that the job of the teacher has become unmanageable, and that self-contained classrooms, teachers, and schools are obsolete: (a) through providing teachers with the assistance of a wide variety of auxiliary personnel; (b) through providing teachers with the support of different kinds of specialists; and (c) through enabling teachers to better utilize the talents of one another. Staffing

models of various programs examined indicate that the terms which describe a specific function (i.e., head teacher, coordinating teacher, lead teacher, etc.) may differ, but the functions are in close parallel. In most systems, there tends to be three levels of professionals with varying responsibilities and commensurate pay scales, one category of "some college training," one of the intern or student teacher variety, one or more of the paid-aide type of person, and another category of volunteers.

It is equally true that the role of the principal, as well as other system specialists is changed to a team membership position, and that decisions are shared, as are responsibilities and recommendations for change.

A review of the literature makes it quite obvious that differentiated staffing is a concept, rather than a specific process of instruction. By studying the various facets, recommendations, and by recognizing the potential blocks, one may be able to draw segments from many quarters in order to develop the type of program that is most apt to meet the needs of a given school system.

It is against this background and with this in mind that I pursue a course of action in developing a concept which may have potential in Lansing.

FOOTNOTES

¹The Teacher and His Staff: Differentiating Teaching Roles, report of the 1968 Regional TEPS Conference (Washington: National Education Association, 1968), p. vii.

²The Classroom Teacher Speaks on His Supportive Staff (Washington: National Educational Association, 1966).

³Ibid., p. 2.

⁴The Teacher and His Staff: Differentiating Teaching Roles, p. 13.

⁵Committee for Economic Development, Innovation in Education: New Direction for the American Schools (New York: National Education Association, July, 1968), p. 50.

⁶National Committee on Teacher Education and Professional Standards, The Teacher and His Staff: Selected Demonstration Centers (St. Paul: 3M Company, copyright National Educational Association, 1967), p. 143.

⁷Philip R. Wendell, "Teaching and Learning: The Basic Function," Whose Goals for American Higher Education (Washington: American Council on Higher Education, October, 1967), p. 22.

⁸The Teacher and His Staff: Differentiating Teaching Roles, p. 92.

⁹Committee for Economic Development, p. 49.

¹⁰The Teacher and His Staff: Differentiating Teaching Roles, p. 115.

¹¹Fenwick English, "Questions and Answers on Differentiated Staffing," Today's Education (March, 1969), 54.

¹²Ibid., 62.

¹³Boyd Applegarth, "Request for Grant Under the Provisions of the Education Professions Development Act of 1967" (unpublished request submitted by the Beaverton School District by the Assistant Superintendent, Beaverton, Oregon, 1968).

¹⁴Ben M. Harris, "New Leadership and New Responsibilities for Human Involvement: Educational Leadership," Journal of the Association for Supervision and Curriculum Development (May, 1969), 741.

¹⁵Gerald A. Poirier, "Isn't It Time to Change from Linear Teaching to Team Learning?" Journal of Secondary Education, XLIV (October, 1969), 243.

¹⁶Abel, Lionel, quote from "Seven Heroes of the New Left," New York Times Magazine (May 5, 1968), 30, 129.

¹⁷Harold W. Sobel, "The New Wave of Educational Literature," Phi Delta Kappan, L, No. 2 (October, 1968), 109-11.

¹⁸R. L. Johns, Chairman of the Department of Education, University of Florida, "A Proposed Framework for Developing a New Instructional System" (unpublished paper presented at a conference on prospective changes in education, Salt Lake City, Utah, October, 1966).

¹⁹Harry S. Braudy, The Record, Teachers College, Columbia University, LXX (April, 1969), 583-92.

²⁰Frank Bazili, "Organization and Training of Paraprofessionals," The Clearing House (December, 1969), 206.

²¹Ibid., 207.

²²Floyd T. Christian, "State Commissioner Speaks on Flexible Staff Utilization" (unpublished position paper, Department of Education, Tallahassee, Florida, September, 1969), p. 1.

²³E. Michael Brick, "The Key to Personalized Instruction," Audio-Visual Instruction, NEA, October, 1967.

²⁴Committee for Economic Development, p. 14.

²⁵M. John Rand, "Answer to Merit Pay Debate," Journal of the California Teachers Association (January, 1969).

²⁶"Differentiated Staffing," Nation's Schools, LXXXV, No. 6 (June, 1970), 43.

²⁷English, "Questions and Answers on Differentiated Staffing," p. 53.

²⁸Association of Classroom Teachers, "Classroom Teachers Speak on Differentiated Teaching Assignments," National Education Association, 1969, p. 9.

²⁹Brick, "The Key to Personalized Instruction."

³⁰Donald Hair, "A Plan for Differentiated Staffing Public Schools, Kansas City, Missouri: A Case Study" (unpublished paper by the Assistant Superintendent for Instruction, April, 1968).

³¹M. John Rand and Fenwick English, "Towards a Differentiated Teaching Staff," Phi Delta Kappan (January, 1968), 266.

³²Today's Education, National Education Association, November, 1968, 60.

³³The Teacher and His Staff: Differentiating Teaching Roles, p. 39.

³⁴Committee for Economic Development, p. 48.

³⁵Christian, "Differentiated Staffing."

CHAPTER III

A HISTORICAL DESCRIPTION

THE COMPONENT PARTS

It may well be said that the "Year of the Non-conference 1966-67" was in some measure the beginning of the thinking of differentiated staffing in Lansing. Not that any projects were begun nor did the words even appear in any curriculum materials or in discussion in any instructional staff meetings. However, the TEPS Commission of the NEA fostered the nationwide idea of The Teacher and His Staff, from which, subsequently, has developed the idea of differentiated staffing proposals throughout many sections in the nation. During the 1966-67 school year, the National Education Association selected a group of school systems throughout the United States to be demonstration schools. The criteria was based on outstanding educational programs. The purpose was to allow these school districts to become visitation centers where visitors might view certain model programs. Lansing was selected as one such district, and featured, among other

programs, a unique staffing pattern. Accordingly, these exemplary school districts were available throughout the year for visitations from other school districts on a nationwide basis. This whole project of The Teacher and His Staff has led the TEPS Commission to investigate a way in which teachers may perform the instructional role in some manner other than the straight pupil-teacher ratio per isolated classroom. The Lansing School District has continued to investigate and foster the concept.

Actually, fundamental to the differentiated staffing idea is that of team teaching. This notion was given a great deal of impetus by the National Association of Secondary School Principals some ten years ago. The first school in Lansing to develop a proposal was Pattengill Junior High School, where, in 1962, teams were established in the science and social studies fields. Their success prompted an addition to that building which provided for the open-space, large and small grouping facility. Subsequently, the Dwight Rich Junior High School was erected and incorporated areas for team teaching. An addition was later added to that building, as well as to the C. W. Otto Junior High School, in which the team-teaching concept was the dominant instructional theme. Team teaching in the 60's was not confined to secondary schools in Lansing. Under the direction of Miss Grace Van Wert, Director of Elementary Education, visitations were made to appropriate

places to view the open-space concept of elementary design --the idea of schools without partitions.

Recognizing that Lansing maintains a segment of conservatism in its adult population, it was determined that caution should be exercised in promoting this concept in order that the whole idea would not be endangered. Consequently, several new elementary buildings have been constructed, as well as additions to existing structures, in which large open spaces provide the impetus for team teaching. At the present writing, some advancement has been made in the use of paraprofessionals, which are an essential ingredient in team teaching and more particularly now to differentiated staffing. A few such people have been hired; however, in all cases they are in addition to traditional teaching staff and not as a means of reassignment of instructional dollars. Lansing's experience thus far, however, is sufficient to demonstrate their legitimate role in the instructional process.

A number of workshops have been held by Lansing elementary teachers and administrators to gain a better perception and understanding of the team-teaching process. The Team-Teaching Steering Committee, a subunit of the Instructional Council, finally described its definition of team teaching, as opposed to departmentalization, in the following language:

Definitions

Team Teaching

Any form of teaching where two or more teachers cooperatively share responsibilities for the planning, presentation, and evaluation for a group of students.

It is highly recommended that:

1. This cooperative planning, presentation, and evaluation be on a regularly scheduled basis.
2. There be planned opportunity for large group instruction, independent study, and small group discussion.
3. Facilities be available to accommodate large group instruction, independent study, and small group discussion.
4. There be a mutual desire of teachers to enter into a team situation.
5. There be consideration for the various interests and abilities of teachers when establishing or replacing team members.

Departmentalization

An arrangement where two or more teachers organize instruction so each has responsibility for one or more areas of curriculum. Children and/or teachers move. Cooperative planning is possible but not required.¹

Another important corollary to the use of para-professionals, and one which is of particular significance as Lansing moves into the differentiated staffing concept, is that of the use of volunteers. In 1966 we realized that the Greater Lansing area contained a vast potential of volunteers who could work in our schools. At the same time, we became aware of public school volunteer programs in Washington, D.C. and in New York. Because of the kinds of elementary schools emerging in certain areas of the Lansing School District, the need for additional help in classrooms made the theory of volunteers appear to be a pragmatic one. Consequently, a well-informed and

community-experienced woman was hired to be the coordinator of what was to become a most successful program known as Volunteers for Children. During the ensuing four years, hundreds of adults have spent many thousands of hours in elementary classrooms serving as aides in the instructional process. For many youngsters, this has meant individual help otherwise denied. Many special talents in art, music, and dramatics have come to Lansing youngsters through the aegis of this volunteer program. Like para-professionals, volunteers are a significant aspect of differentiated staffing.

About the same time, another component was developed in the school system known as the Future Teacher Education Corps. Through this arrangement, high-school students (seniors) may elect this two-hour program which allows them to work at an elementary school, daily, as an aide to the classroom teacher. These young people have fulfilled a real need through their excellent rapport and interest in working with children. At the same time, they earn high-school credit and possibly determine their ultimate interest for the profession.

Student participation in assisting with classroom instruction has not been confined to the high-school level. At Michigan State University, the Student Education Corps was created for the purpose of providing volunteer help to inner-city youngsters. This program brings over five-hundred university students into our classrooms, yearly,

on a regularly-scheduled basis. Almost concurrently, the Lansing Community College established a student volunteer program which provides much-needed help to classrooms for academic improvement, as well as for many skill and extracurricular types of after-hours assistance. Again, this program brings many thousands of hours of free help to the elementary schools of Lansing. For aides of any type to be effective in the classroom, it is essential that teachers, as individuals and as a body politic, accept and promote the idea. During the 1969-70 school year, the official organ of the Lansing Schools Education Association carried the following article:

Assistance to teachers is no longer something to be longed for but is rapidly coming about. Call the help teacher aide, teacher assistant, or paraprofessional help, we have this help right now. This has opened a new era for teachers, and, as with many other changes, has some problems.

What is a teacher aide expected to do, allowed to do, or permitted to do? Should the paraprofessional be allowed to assist in instruction? What type of training should a teacher aide receive to qualify him or her for a job?

As teachers, we must become actively involved in answering these questions, because we are already involved with additional teacher help.

At present, there are varying ideas as to the duties and rights of a teacher aide. As professional personnel, we should assist the aides in determining their rights and responsibilities. They have already started to organize for this purpose. Also, the teaching profession has lent support to the differentiated staffing concept which involves some use of paraprofessionals.

Lansing Community College, in cooperation with the Lansing School District and Michigan State University, has started a program to train teacher aides. Much of the curriculum is aimed at the idea that the aide may go on to obtain a teaching degree. These people could be working as certificated teachers with

us within a very short time. Shouldn't we be helping decide what might help them in their job and also benefit them if they continue toward certification?

Teachers claim to be professionals and want to continue to advance in a profession. If this is true, shouldn't we be willing to help others who might some day soon be able to help us?²

During the 1968-69 school year, discussions were held with staff members of Lansing Community College on the idea of initiating a teacher-aide training program. While the idea was acceptable to the Community College, it was not inaugurated until the following year when a small grant was obtained jointly by the Lansing School District and the Community College through the Education Professions Development Act to create such a training program. By the end of summer, 1970, materials were developed to describe the Teacher-Aide Training Project, as well as the process for selection and implementation of the program. Basically it provided for classwork at the Community College and experiential activities in the elementary classrooms of the Lansing Schools. As a result of this activity, nineteen people are engaged in the project, not all of whom are high-school graduates but who do have the opportunity to grow on this career-ladder concept.

Lansing has, since 1962, been developing the necessary component parts for differentiated staffing, perhaps without realizing it; at least the descriptive label did not materialize until the 1969-70 school year. It is of particular significance that the school district

of Lansing had need for these kinds of assistance programs, which indicates that the concept of differentiated staffing came as a unique need and logical process in the school system's programming and not merely as a new idea that was encouraged for the sake of something new. In summary, it may be stated that these developmental processes have included: (a) team-teaching programs, (b) the use of paraprofessionals, (c) Volunteers for Children project, (d) Student Education Corps (MSU), (e) Future Teacher Education Corps, (f) Lansing Community College program, and the (g) Teacher-Aide Training project.

THE ROLE OF THE MOTT INSTITUTE

One of the unique features that the Lansing School system has long enjoyed is its fine working relationship with the College of Education at Michigan State University. Perhaps the vast potential for an effective relationship has been enhanced in more recent years as cooperative programs between local school districts and universities have received encouragement from jointly funded State and Federal programs, as well as the realization on the part of colleges that they must engage more directly "where the action is." At any rate, very early in the 1969-70 school year, Dr. Clyde Campbell, director of the Mott Institute at Michigan State University, suggested to the office of the Superintendent of the Lansing Schools that some thought be given to a cooperative venture to study the

whole question of differentiated staffing, with the thought that the Mott Institute might play a significant role in the development of a working model.

Using the Mott material, the writer of this paper undertook the assignment of representing the school district to establish the idea. As was suggested in the aforementioned paragraph, the groundwork had already been laid. It became readily apparent as an investigation of the literature was begun that to have a differentiated staffing program, it was first necessary to establish such components as aides, volunteers, a college student program, and a basis for team teaching. We already had these. For our target model, we used the Averill Elementary School for a number of very fundamental reasons. This school, consisting of 537 students and 18 teachers is located in a neighborhood which by Lansing standards can be considered to be slightly above average. While relatively new, this school has always enjoyed excellent leadership and a progressive staff. They have pioneered new approaches in grade reporting, reading programs, team teaching, and, more currently, professed an interest in a new staffing pattern. Also, a portion of the building was constructed with an open-space facility. Following the necessary dialogue between Dr. Campbell and his staff, together with the Averill principal, James Kaiser, and his staff, it was agreed that staff members from the Mott Institute would provide certain services, encouragement, and limited

funds to assist in developing a small program. It was readily agreed and patently emphasized that such models as might be established would be limited in design, and that the basic ingredient would be a success model, rather than a large-scale widely advertised design which might become unwieldy. On May 21, 1970, the Instructional Council³ Committee on Differentiated Staffing adopted the following resolution to define the role of the Mott Foundation:

The Mott Foundation serves as a catalytic agent in educational innovation. It does not intend to intervene in the current budget. It does give support for components of programs which would not be a normal part of this school's responsibility. Mott Foundation support has been in providing special aides, consultants, experimental materials and equipment, as well as special inservice programs.⁴

Throughout the year, the Mott Foundation sponsored a number of inservice workshops which would not have been available otherwise. In addition, they secured resource consultants, and provided a number of visitations to other school districts where programs could be observed. Such staff members as Dr. Larry Lezotte, Dr. William Farquhar, Dr. Clyde Campbell, and William Hoffman have all played significant roles in program design, evaluation technique, and inservice training, in working with the Averill staff. At various times during the year, resource analysts from all over the nation were brought to the Mott Institute to critique the several projects of the institute. Because these were all significant people in the field of education, it is appropriate at this point to quote the

reaction to differentiated staffing as recited by
 Dr. Robin Farquhar, Deputy Director of the University
 Council for Educational Administration in Columbus, Ohio:

I think you should proceed "full-speed ahead" with this program. There is sufficient evidence available, both in connection with some of your other programs and around the country in general, that paraprofessionals, students, and machines can contribute significantly to the education process. You indicated that you plan initially to ask the teachers the question: What do you now do that could be done by other people or by machines? This is an important question. However, I think there are two more important questions that need to be asked: (1) If you were relieved of a number of your current tasks, what would you be able to do with the extra time available to you? (You are attending to this question and, in utilizing the medical model to describe the "star teacher" as one who would identify, diagnose, and prescribe in connection with pupils' learning needs and problems, I think you are on the right track.) (2) What are you now doing that others could do better than you? (This question, I think, provides the most important key of all to effective differentiated staffing.) During our conversations, we also discussed the role of the principal in terms of what becomes of him when differentiated staffing is introduced into his school. There seems to have been substantial variance of opinion among us three visitors on this issue, with Bunny Smith predicting that the principal would become a "superstar teacher" and Stan Elam predicting that the principal would become a technical manager. In my view, neither of these alternatives is likely to occur. I believe that differentiated staffing will enable the principal to become a true educational leader--not so much in an instructional sense as in an institutional sense. That is, he will become a manager of resources (human, material, and financial): he will become involved much more than previously in activities of the community in which his school is located and, as the representative of one of the community's most important organizations, will become a true community leader, playing a major role not only in advancing school-community relationships but also in community improvement programs less directly connected with education; and he will become more directly and extensively involved in planning, management, and assessment activities of the school district as a whole, thus providing much needed assistance and expertise to the superintendent and his staff. Should

these predictions occur, they have, as you realize, substantial implications for changes in preparation programs for school principals. They also have implications for the recruitment of school principals, in that the importance of principals' having had prior teaching experience may be considerably diminished under a differentiated staffing plan. As one illustration of this possibility, I would predict that the "star teacher" role would become the career goal of most teachers, and that it might even be dysfunctional to recruit principals from among "star teachers"--simply because rather different kinds of expertise will be required in the two roles.⁵

Another considerable motivating experience occurred when in November of 1969 the Behavioral Research Laboratories invited the writer and one board of education member to be their guests in San Francisco at a conference on differentiated staffing. This program presented some very fundamental reasons for investigating this concept and provided first-hand insights into the potential for this staffing pattern. The value of this experience has since proven to be considerable.

In December of 1969, the Mott Institute made it possible for the writer and the president of the Lansing Schools' Education Association to visit a differentiated staffing program in Kansas City, Missouri. This has since proved the most singular worthwhile experience of all investigations, and at the same time, the best model from which to draw suggestions. Later in the school year, four other Lansing staff members visited the program in Kansas City, and at another time, their superintendent, Dr. Donald Hair, came to Lansing as a resource speaker on the subject

for a teacher group, and also met with a group of our administrators to discuss the program.

From the foregoing analysis, it may be clearly observed that had it not been for the instigation of the Mott Institute, and its several inputs throughout the 1969-70 school year, this paper would not have been written; far more important, encouragement to build a conceptual model for differentiated staffing would have been totally lacking.

THE ROLE OF COUNSELOR AIDES

The idea of using less than fully certificated people in significant roles fell into place almost without effort in some areas. It was, however, because we were thinking along the lines of differentiated staffing that such uses became legitimized psychologically, whereas even as little as two years earlier such a notion would have been repudiated at the outset.

During the 1969-70 school year, a number of pupil disturbances occurred at the secondary level which gave rise to what should have been obvious; that increased employment of minority adults was necessary to work with minority students who expressed a need for someone who could relate to them in an effective manner--a need which could not be filled by our traditional counselors. This does not speak disparagingly of the role of the then

existing counselors; it did, however, usher in an entirely new era in student-counselor relationships.

For two very good reasons, more highly-trained counselors would not be hired. In the first place, the school district was not in a financial position to do that. Moreover, the immediate need required people who could relate to a group of students who were exhibiting a need for understanding, companionship, and a willing ear. Such assistance had to be found in people who could bring these talents; perhaps a charisma not found in academic degrees. Thus was born, through the differentiated staffing concept, the counselor aide. Financially, two could be hired for the price of a master's degree counselor; but more important, they saw their role as not being behind a desk but rather in the halls, on the streets, in establishments where students gather, in homes, and as a frequenter of all of the social agencies throughout the community. These people acted not in place of counselors but as an extended arm of the counseling program in the secondary schools. There was an immediate response on the part of the students with whom they worked. A quieter attitude prevailed throughout the remainder of the school year, and as the following year opened, there was no question but that counselor aides would be accepted fixtures in the staffing hierarchy; almost without saying it, differentiated staffing occurred in counseling.

PROJECT REFUEL

Prior to the opening of the 1969-70 school year, an idea was created by Dr. Leland Dean, Assistant Dean for Teacher Education, and the writer of this paper to structure a program between the College of Education at Michigan State University and the Lansing School District, which would have as its major thrust the immediate involvement of university staff members in classroom teaching at the elementary level. Funding for the project was made possible through the cooperation of Dr. Robert Green, Director of the Center for Urban Affairs at Michigan State University. Without such financial assistance, Operation Refuel (Relevant Experiences For Urban Educational Leaders) would never have left the drawing board. Three major objectives were cited for the project:

1. To increase the academic achievement of the pupils attending an urban school in Lansing.
2. To staff Michigan State University professional education courses with instructors having recent, direct experiences working with urban pupils as well as with teachers currently teaching in urban classrooms.
3. To provide varied, meaningful professional experience for undergraduate and graduate students preparing to work with urban children.

In order that these objectives might be met, it was determined that instructional units should be devised, each containing approximately sixty students, two Lansing teachers, one Michigan State University professor, one graduate intern, and four student teachers. Again, another component of differentiated staffing was created. Rather than a pupil-teacher ratio of thirty to one, it more nearly approximated ten to one. Major credit for its successful implementation must go to project director, Dr. Gerald Duffy of the College of Education at Michigan State University, and to the Allen Street School Principal, Miss Evelyn Clark, both of whom fought against traditional procedures at both levels of education to establish a model, probably unique in the nation.

Flexibility and additional manpower are outstanding features of this program, which brings the expertise of the university professor to the classroom; in turn, his theories are tried on live subjects, and the evaluation is immediate. A second feature is that the professional courses on campus become more relevant because they are taught by professors having recent experience in inner-city classrooms and because team leaders are released from the classroom to help teach on-campus courses. Thirdly, the professional experience of student teachers and graduate interns becomes more meaningful as they work with both experienced inner-city teachers and Michigan State University professors who are on the instructional

team. Project Refuel offers inner-city children an opportunity to develop a wholesome respect for themselves and society, while helping them to achieve better academic standing. The project also better prepares future teachers and educational leaders to handle assignments in inner-city schools. Finally, university professors are returning to school classrooms as a means of keeping them in contact with the realities of elementary education today. Project Refuel is another step in the structured process of implementing the concept of differentiated staffing in the Lansing School District.

THE FAMILY HELPER PROGRAM

The Michigan Legislature, in 1966, established Section 4 of the State Aid Act to assist school districts to develop innovative programs to help disadvantaged youngsters. Because funds were to be available to school districts on the basis of their relation to the needs of students, the Instructional Division of the Lansing School District theorized that the most pressing need of children in Lansing was not one directly related to the "in school" situation, but rather a project which would alleviate distressed home conditions, since children cannot perform well without adequate clothing, food, and medical attention for themselves or their families. Staff members of Lansing schools realized that many social services were available in the community; the big problem was in getting

needy persons to services and in cutting through the necessary red tape to make potential assistance a reality.

Against this background, the Lansing School District designed a proposal based on the use of selected lay people to be hired as coordinators, or liaison agents, between homes, the school, and all social agencies. The proposal was funded in 1966 in the amount of \$350,000 for the year. The heart of the proposal contains the language which has particular meaning to this paper; it indeed expressed in 1966 the concept of differentiated staffing, without the precise words being spelled out:

It is proposed that selected lay persons (Family Helpers) be hired by the Lansing School District for the purpose of working in its entire school area. These persons will be individuals who have demonstrated their ability to rise above adversities they faced by reason of birth, who have great interest in working with their ethnic group, and who possess ability to easily relate with adults as well as children. The Family Helper will work under the direction of a professionally trained person (Family Center Coordinator) giving intensive help in the home. Each Family Helper will be assigned an active case load of six to ten families. Turnover and followup with families who are changing their behavior will add up to thirty additional families per Family Helper per year. Extensive inservice workshops will be held to increase the competency of the staff in working with their families.

Center Coordinators will act as liaison between school, Family Helper, and the various local agencies. Referrals will be made by principals in cooperation with teachers, school social workers, nurses and psychologists. Such referrals will in no way exclude the Family Helper from assisting other families with children in the neighborhood as needs are presented so long as the area school principal and his staff are involved. Also accepted are referrals from other social agencies. (Probate Court, City Housing Relocation Officer, County Health Department, Child Guidance, etc.).

We propose to continue Family Centers in appropriate unused stores in the school district. One coordinator and ten Family Helpers will serve in each center.

Three public health nurses and three licensed practical nurses will be available to service the three centers and to coordinate the physical and mental needs of the families. Other consultant services will be available through various existing school departments. Certain types of consultant services may be obtained from Michigan State University and other community agencies, private and public. Medical, dental, and mental health assistance will be provided by this project both in practice and on a consultant basis. Title 18 and Title 19 and Medicare may eventually assume part of this load. Mental, physical health and dental services will be paid for by the Family Helper Program only if other established agencies are unable to help.

One senior high school teacher-counselor will be assigned to the principal's office at each of the three senior high schools. These persons will work to individualize curricula for potential dropouts as they integrate into the community, vocational world, and as future parents.⁶

It will be noted that selected lay persons were to be hired, to work under the direction of more highly-trained personnel. These people who were hired as coordinators brought two distinct advantages, both characteristics of differentiated staffing: (1) Because they were indigenous to the community to which they were assigned, they brought an understanding and a rapport which could never have been present in a college-trained person. (2) It was possible to hire two such people for the price of one college-trained worker; thus, the dollars and services were doubled to the community. Because the legislature appropriated fewer dollars for Section 4 each succeeding year, the number of persons hired has been reduced. At the conclusion of the 1969 school year, appropriations

from this Act were no longer available. However, because of the success of the concept of Family Helpers, a new grant was obtained through the Michigan Department of Social Services in order to maintain sixteen such coordinators. Not only has there been a demonstration of how such selected people function as home and school coordinators, in the medical field, another component of the Family Helper Program called for practical nurses to work with registered nurses. Throughout the entire project, this staffing construct represented workers with a junior high school education to those with Ed.S degrees. Of all of the projects in the Lansing School District which created and promoted the concept of differentiated staffing, this was probably the most enlightening.

THE INSTRUCTIONAL COUNCIL

In the Lansing School District, there exists, as a creature of the bargaining process, a body known as the Instructional Council. It has equal representation of teachers and administrators, plus five parents. The purpose of this group is to act as a clearing house for ideas of instruction. In turn it has certain ad hoc committees which are charged with the study of specific changes with the idea that recommendation will be made to the Council. Such ideas as are endorsed by the Council find their way to the Superintendent and then to the Board of Education.

In February, 1970, the idea of differentiated staffing was introduced at the Instructional Council, at which time a committee of eleven members with this topic as its only function was appointed. On March 5 the Differentiated Staffing Committee held its first meeting and elected an elementary teacher from the Averill School as its chairman. The following represents the conclusions of this meeting:

In response to a question from Mr. Klein, Mr. Chamberlain described differentiated staffing as a program in which the staff of a building might wish to divide its staff dollars differently, using people with different skills in different ways, with different amounts of money.

Some possible positions:

Teacher-Instructional Coordinator

Supervising Teacher

Teacher

Associate Teacher (part-time)

Paraprofessional

Teacher Aide

Clerk Aide

Volunteers

Each person is an integral part of the team.

Mr. Kaiser described the Averill "Level I" team and the cooperation with M.S.U. and Mott Foundation.

Mr. Norbert Klein described a proposal for a differentiated team at Rich. This team is to be coordinated by the department chairman, working with regular teachers, student teachers, aides, and volunteers.

Mr. Russell Lang described a proposal for Gier Park--lead teachers, regular teachers, beginning teachers (or teacher aide), clerk or part-time (perhaps a one-half time co-op).

Mrs. Jane Boyd, chairman, closed the meeting with the charge that this committee is to study and report the various differentiated staffing patterns for the Instructional Council.⁷

At the second meeting, reports were given on the differentiated staffing projects in Kansas City and Racine, both of which had been visited by Lansing staff members.

Recognition was given to the fact that any new type of staffing arrangement for the 1970-71 school year would have to go through the negotiating teams, and that a recommendation should be prepared by this committee. As it turned out, this became a salient factor in implementation. The committee further decided to prepare a philosophy statement and to limit participation of schools to those with approved pilot projects. This action was followed by the third meeting of the committee which prepared the following motion:

That a letter be sent to both negotiating teams urging them to consider differentiated salaries for any pilot schools that the Committee on differentiated staffing approves for the 1970-71 school year.⁸

The succeeding committee further considered and debated the matter of the negotiating process. In addition the following articles were distributed and committee members were urged to read them before the next meeting:

1. A Position Statement on the Concept of Differentiated Staffing (Ref: National Education Association, National Commission on Teacher Education and Professional Standards, Eight-page document issued May 11, 1969, National Education Association, Washington, D.C.).
2. Differentiated Staffing, Strategies for Teacher Deployment (Ref.: Nation's Schools, LXXXV, No. 6 (June, 1970), 43-46.

3. The Teacher and His Staff (Ref.: George W. Denmark, "The Teacher and His Staff," NEA Journal [December, 1966]).

Throughout the spring, materials were duplicated and forwarded to committee members in order to keep them up to date on current literature. This proved to be a valuable process in helping members to recognize the scope and impact of this movement as national and not merely local.

In May, three meetings were held by the committee in order to finalize a paper which was to be presented to the Instructional Council by the Differentiated Staffing Committee Chairman, Mrs. Jane Boyd. This report, the result of the year's work, was to have a drastic affect on whether or not the concept would be accepted by the council, and consequently, whether it would have any chance for implementation in the 1970-71 school year. The report, which was accepted by the Instructional Council, now stands as the framework upon which working models may be developed.

PRESENTATION TO INSTRUCTIONAL COUNCIL

The Differentiated Staffing Committee has directed its activities toward fulfillment of the following objectives:

1. Research and study of all available published material on differentiated staffing and other related areas.
2. Formulation of a philosophy statement on differentiated staffing applicable to Lansing schools.
3. Formulation of a set of suggested guidelines to be used as a starting point for the development of differentiated staffing plans.

The Committee recognizes that research and study in the area of differentiated staffing must continue as new materials become available. The Committee further recognizes that the guidelines are but a starting point and that as study and research continue, these guidelines will need revision.

Guidelines

The following guidelines should be the basis of study by teachers and administrators interested in the formulation of a differentiated staffing program. The committee to which such proposals will be sent considers these as essential basic criteria to be built into any program.

The committee recognizes that differences in teams, schools, and levels of instruction (elementary, secondary) will influence the development of such a program of instruction. With this in mind, the guidelines have been kept as general as possible in order to allow freedom of development, while still adhering to the philosophy and principles of differentiated staffing.

Differentiated Staffing Philosophy Statement

Differentiated Staffing is an organizational pattern which deploys personnel with varying levels of training, skills, and experience in the instructional process. It is important to stress that the basis of all educational innovations should keep the needs of children paramount.

1. Emphasis is on flexible scheduling, team learning, and individualized instruction, tailored to the needs of the student, regardless of his age.
2. Teachers have varying responsibilities commensurate with their roles, abilities, and desires.
3. The advanced positions in the teacher hierarchy are service rather than supervisory positions.
4. Pay is assigned on the basis of training, competence, degree of responsibility, and contract hours.
5. Teachers are relieved of many routine functions now required of them by utilization of instructional workers on a staff, such as: aides, volunteers, preintern and student teachers.

6. New kinds of teacher inservice and preservice programs need to be developed to prepare teachers to be able to function in different roles. Common planning time for the instructional team must be provided.
7. Greater opportunities for responsibility are available for personnel which in turn can produce a high level of teacher involvement.
8. Staffing patterns are geared to compensate for the uniqueness of the learner as well as the educator.
9. Parental and other community involvement is necessary for a successful program.
10. Teacher involvement from initial stages of development is necessary for a successful program.

Rationale

In keeping with the philosophy statement, the following rationale is the basis for proposing a differentiated staffing program.

1. Improvement of instruction for students by utilizing the collective ideas of a team for all students.
2. Improve the competencies of teachers.
 - a. Improve the competencies of new teachers through the sharing of ideas in both planning the instruction.
 - b. Improve the competencies of experienced teachers by the infusion of new ideas.
3. Utilize available community resources that we are not now utilizing. These resources might include housewives, retired persons, persons with special skills that could be utilized for a few hours per day or week.
4. Free teachers for more time for individualizing the instructional program.
5. Provide immediate and individualized help for students because of the additional adults in the instructional area.

Job Descriptions

The following job descriptions are meant to indicate the general levels of responsibility possible. Names of personnel are not mandatory but again are indicative of the levels of responsibility. Further job descriptions would be dictated by the individual program.

TEAM LEADER

1. Assists in the proper placement of children.
2. Reviews the progress at proper intervals with the team of both students and team members.
3. Brings new educational developments to staff attention.
4. Coordinates long- and short-range planning for all curricular areas, consistent with curricular policy.
5. Is responsible for the orientation of volunteers, aides, preinterns, student teachers, tutors, etc.
6. Participates in teaching processes.
7. Has responsibility for assessing community needs.
8. Coordinates and assists in parent-teacher conferences.
9. Is responsible for budgeting of money for supplementary aids and materials for the team.
10. Reports directly to the principal.

INSTRUCTOR

1. Participates on the team as a full-time teacher.
2. Participates in parent conferences.
3. Participates in team planning.
4. Participates in the evaluation of team progress.

CONSULTANTS AND HELPING TEACHERS

1. Participate in short- and long-range planning.
2. Present demonstration lessons.
3. Supplement curriculum areas.
4. Responsible to team leader while working with the team.

VOLUNTARY AND PAID PARAPROFESSIONALS

1. Perform routine classroom functions.
2. Act as a source of tutors for individualized instruction.
3. Provide supervision for small and large group activities.
4. Contribute to the overall planning through formulation of ideas.

All of these activities under the supervision of certificated teachers.

Salary Differentials

As indicated in the philosophy, not all teachers receive the same pay. The committee did not feel, at this time, that it was necessary to indicate exact salary schedule levels or indexes.

1. Noncertificated personnel should be paid on an index lower than that of certificated personnel. This index should indicate level of training, competence, and contract hours.
2. Certificated personnel
 - a. Instructors will be paid according to the salary schedule as negotiated in the Lansing Teachers' Master Agreement.
 - b. Team Leaders will be paid on an index higher than that of instructors. This index should reflect the greater degree of responsibility for instructional improvement, teacher leadership, and time commitment.

Evaluation of Program

1. Scheduled evaluation by team members.
 - a. Staff and curriculum be evaluated in daily and weekly planning sessions.
 - b. Periodic diagnostic and achievement testing of pupils be included, whenever possible.
2. Mid-year evaluation by differentiated staffing committee.
 - a. To be informal, as a constructive procedure.
3. Year-end evaluation, formal.
 - a. By differentiated staffing committee.
 - b. By a committee composed of members from differentiated staffing committee, outside sources (M.S.U., experts in field), administration, and others.

It is recommended that conference days be given for the mid-year and year-end evaluations.

Recommendation to the Negotiating Team

That in any differentiated staffing program the number of instructional-input units available shall be determined by the pupil-teacher ratios as indicated by current contract, p. 21. Such number of instructional units may subsequently be used in such a way as jointly determined by teachers and administration involved in the program. All such programs must be approved by the differentiated staffing committee of the Instructional Council. That a letter be sent to both negotiating teams asking them for a letter of agreement regarding the above motion.⁹

Because it is necessary to have the Board of Education philosophically endorse any new concept or program, a resolution was prepared and presented by the writer to the Board, along with a detailed presentation of how differentiated staffing works, its advantages, and the problems of moving toward it. On July 2, 1970, the Lansing Board of Education endorsed this resolution:

Resolution on Differentiated Staffing. RECOMMENDED MOTION: that the following resolution on differentiated staffing for the Lansing School District be adopted:

WHEREAS, differentiated staffing is an outgrowth and refinement of team teaching, which embodies the idea of the teacher and his staff of teachers, interns, and paraprofessionals, and

WHEREAS, such a concept recognizes the diversity of teaching tasks and proposes the use of auxiliary personnel in the schools to assist teachers in these various tasks, and

WHEREAS, the concept of differentiated staffing allows for the different interests, abilities, and ambitions of teachers and provides for differentiation of salary in terms of responsibilities and allows for a career ladder approach for the training of educational personnel, and

WHEREAS, the National Commission on Teacher Education and Professional Standards of the National Education Association is a prime advocate of differentiated staffing and defines it as a "plan for recruitment, preparation, induction, and continuing education of staff personnel for the schools that would bring a broader range of manpower to education than is now available," and

WHEREAS, a committee of the Instructional Council of the Lansing School District has studied this plan and has recommended that certain schools employ such a staffing pattern beginning in 1970-71, and

WHEREAS, the differentiated staffing concept has been endorsed by the entire Instructional Council;

THEREFORE, BE IT RESOLVED, that the Board of Education of the Lansing School District urge that continued study and encouragement be given to

this concept, and that steps be taken to implement it in the new Harry Hill High School and to implement some phase of the program in other schools where appropriate study, planning, and consideration has been given by the building staff.¹⁰

Probably the most crucial act of all was that of gaining limited acceptance at the negotiating table in order to get the concept into the realm of acceptability by the LSEA. The contract for the 1970-71 school year contained the following language:

The specific proposals for experimental differentiated staffing at Averill and Dwight Rich approved last year by the Instructional Council shall be allowed to proceed this year. In addition, approval is given for the planning of innovative programs such as flexible scheduling and differentiated staffing for the Harry Hill High School and for the submitting of a Title III Proposal that may include innovative staffing arrangements. Such planning shall involve steering committees and the Instructional Council as well as the administration, parents, and community groups.¹¹

The stage was now set (in late October, 1970) to develop working models for elementary, junior, and senior high school.

SUMMARY

As it has been described in this chapter, many forces worked together over a period of eight years to effectuate the concept of differentiated staffing. Without these built-in components, we surely could not have made as effective or as early a start with a working program. In chronological order, these events included the innovation of team teaching at Pattengill

Junior High School, followed by similar programs in several elementary schools; the use of volunteers in Lansing Schools by the creation of the project "Volunteers for Children"; the Future Teacher Education Corps, in which high school students spend time as tutors in elementary schools; the "Teacher Aide Training Program," a component established with the Lansing Community College; the involvement of the Mott Institute at Michigan State University, which furnished financial assistance, as well as professional guidance at the Averill School; the role of counselor aides, a new adaptation in Lansing schools, based on aides to certificated counselors; Project Refuel, an innovative adaptation through the College of Education at Michigan State University in which university professors became elementary teachers to help them gain first-hand knowledge; the Family Helper Program, in which funds were provided by the state to hire noncertificated personnel to serve as liaison agents between the schools, homes, and social institutions; and, finally, the role of the Instructional Council in developing the approved criteria, and the adoption of a resolution by the Board of Education in which encouragement was given to move into differentiated staffing as a concept pattern. The following chapter will describe models for classroom use.

FOOTNOTES

¹Minutes of the Differentiated Staffing Committee, mimeo report, dated May 8, 1970, Lansing, Michigan School District.

²The Lansing Teacher, a publication of the Lansing Schools Education Association, Issue No. 2, 1969, Lansing, Lansing School District.

³The Instructional Council is a body consisting of twelve teachers, twelve administrators, and three parents. It is a creature of the negotiated contract between the LSEA and the Board of Education. Its function is to act on all matters concerning instruction in the school district.

⁴Mimeographed minutes of the Instructional Council Committee on Differentiated Staffing, May 21, 1970, Lansing School District.

⁵Letter addressed to Dr. Clyde Campbell, from Robin Farquhar, Columbus, Ohio, dated February 27, 1970.

⁶Proposal for Family Helpers, a mimeographed proposal submitted to the Michigan Department of Education by the Lansing School District, dated March 1, 1966.

⁷Mimeographed minutes of the Differentiated Staffing Committee, May 8, 1970, Lansing School District.

⁸Memorandum to the negotiating team, from the Differentiated Staffing Committee, dated March 30, 1970, Lansing School District.

⁹A mimeographed document presented to the Instructional Council, by the Chairman of the Differentiated Staffing Committee, May 13, 1970, Lansing School District.

¹⁰Official minutes of the Board of Education, Lansing School District, Lansing, Michigan, dated July 2, 1970.

¹¹The Master Contract, between the Lansing School District, and the Lansing Schools Education Association, 1970-71 school year.

CHAPTER IV

DESCRIPTION OF MODELS

At this point a resumé has been presented in which those forces leading to the concept of differentiated staffing have been recited. It was the intent in Chapter III to indicate how differentiated staffing patterns in various projects and throughout the several disciplines have illustrated departures from the traditional educational constructs wherein only one level of certificated employee was used, or in which the time-honored method of operation was pursued. It should be pointed out that each innovative practice came only as the result of tremendous expenditures of energy, planning, and "selling," for it is always easier to keep the traditional pattern than to risk new ventures. This point is made here to suggest that the next step of putting into practice the models which will be described in this chapter will be one of even greater persuasion.

This chapter will describe a potential model for the elementary, junior, and senior high school levels, as well as two grant proposals which are being submitted in

which differentiated staffing is the basic concept. While it is understood that all models will not be the same, it is pointed out that there is a common bond in the concept. The guidelines of the Instructional Council¹ are general, in order to allow freedom of development, while adhering to the principles of differentiated staffing. As a prelude to the description of models, the philosophy statement and the rationale are recited here, for both of these precepts have application for all three levels of instruction. These are the common threads to be found in all three models.

PHILOSOPHY STATEMENT

Differentiated staffing is an organizational pattern which deploys personnel with varying levels of training, skills, and experience in the instructional process. It is important to stress that the basis of all educational innovations should keep the needs of children paramount:

1. Emphasis is on flexible scheduling, team learning, and individualized instruction, tailored to the needs of the student, regardless of his age.
2. Teachers have varying responsibilities commensurate with their roles, abilities, and desires.

3. The advanced positions in the teacher hierarchy are service rather than supervisory positions.
4. Pay is assigned on the basis of training, competence, degree of responsibility, and contract hours.
5. Teachers are relieved of many routine functions, now required of them, by utilization of instructional workers on a staff, such as: aides, volunteers, preinterns, and student teachers.
6. New kinds of teacher inservice and preservice programs need to be developed to enable teachers to function in different roles. Common planning time for the instructional team must be provided.
7. Greater opportunities for responsibility are available for personnel which in turn can produce a high level of teacher involvement.
8. Staffing patterns are geared to compensate for the uniqueness of the learner as well as the educator.
9. Parental and other community involvement is necessary for a successful program.
10. Teacher involvement from initial stages of development is necessary for a successful program.

RATIONALE

In keeping with the philosophy statement, the following rationale is the basis for proposing a differentiated staffing program:

1. Improve instruction for students by utilizing the collective ideas of a team for all students.
2. Improve the competencies of teachers:
 - a. Improve the competencies of new teachers through the sharing of ideas in both planning and instruction.
 - b. Improve the competencies of experienced teachers by the infusion of new ideas.
3. Utilize available community resources that are not now utilized. These resources might include housewives, retired persons, or persons with special skills who could be utilized for a few hours per day or week.
4. Free teachers for more time for individualizing the instructional program.
5. Provide immediate and individualized help for students because of the additional adults in the instructional area.

THE ELEMENTARY MODEL

The elementary program provided the real impetus for differentiated staffing in Lansing, and in particular, in Averill School. In this building, we found an energetic principal and a willing group of teachers who wanted to accept a new challenge. As a result, the Mott Institute, under the direction of Dr. Clyde Campbell, provided the necessary university personnel, inservice training, and other incentives to launch a model within the building. Approximately two years were spent in study and planning in order to create all of the necessary components to establish a suitable framework. The material presented in the elementary model is that which has been developed at the Averill School and is the model which, if successful, can be replicated in other elementary buildings in the Lansing School District.

The Problem

School personnel recognize the quality education for children comes from many different organizational patterns. But in recent years a balance between the teacher as a generalist, closed behind four walls, and the teacher as a specialist in only one discipline, has been sought. The problem is to determine an organizational pattern which will: (a) not unrealistically increase school budgets, (b) permit each member of the staff to use his or her unique strengths, (c) foster a definition

of staff responsibility so that there is both special or general responsibility at a number of professional levels, (d) provide staff time for planning, (e) engender the use of paraprofessionals, volunteers, and machines for appropriate instructional purposes, and (f) increase the translation of research results into teaching practices.

Inasmuch as the Averill model was linked closely with the Mott Institute at Michigan State University, it is appropriate at this point to quote the comments of Dr. Clyde Campbell as he perceived the differentiation of the staffing role:

In funding the differentiated staffing project, we start from the assumption that strong teacher leadership is needed in educational programs. The coordinating instructor coordinates and directs instructional operations. She reports to the principal along with other cluster leaders. The principal then reports to the superintendent and he in turn to the Board of Education. We assume that coordinating leaders can be selected and prepared for the educational leadership role that they should perform. We assume that a principal cannot be responsible for the day-to-day instructional operation with the typical size of current schools.

We start from the assumption that no person should be employed to do work that someone with a lesser amount of training can do just as well. This means that the coordinating leader would be working with intern teachers, students, teaching machines, and parents. The coordinating leader would have at her command her special resource persons such as doctors, pediatricians, psychologists, and testing specialists. She pulls the threads together for the children and assigns the task to be performed. What should be done will of course be evolved in large part from the functioning staff. This is what we are trying to test with the differentiated staffing program.

During the 1969-70 school year, a group of interested staff members of the Averill School worked diligently to develop an overview for the differentiated staffing program and a number of alternatives which could be followed the ensuing year. Specifically, the purpose was to:

1. Examine the core framework of differentiated staffing.
2. Consider feasible alternatives given the constraints of the setting.
3. Develop specific guidelines for the 1970-71 program.

Following these general precepts, the staff attempted to define the problem and to consider alternate solutions. At the same time, it was recognized that the material to be developed would only be a set of working guidelines, to be modified later.

Definition of Differentiated Staffing

Differentiated staffing is an organization pattern which deploys personnel with varying levels of training, skills, and experience in the instructional process. Within this pattern both specialization and generalization are fostered (see Figure 4).

Personnel are paid on a graduated scale depending upon training, experience, and responsibilities. The term differentiated staffing refers to the broad complex of

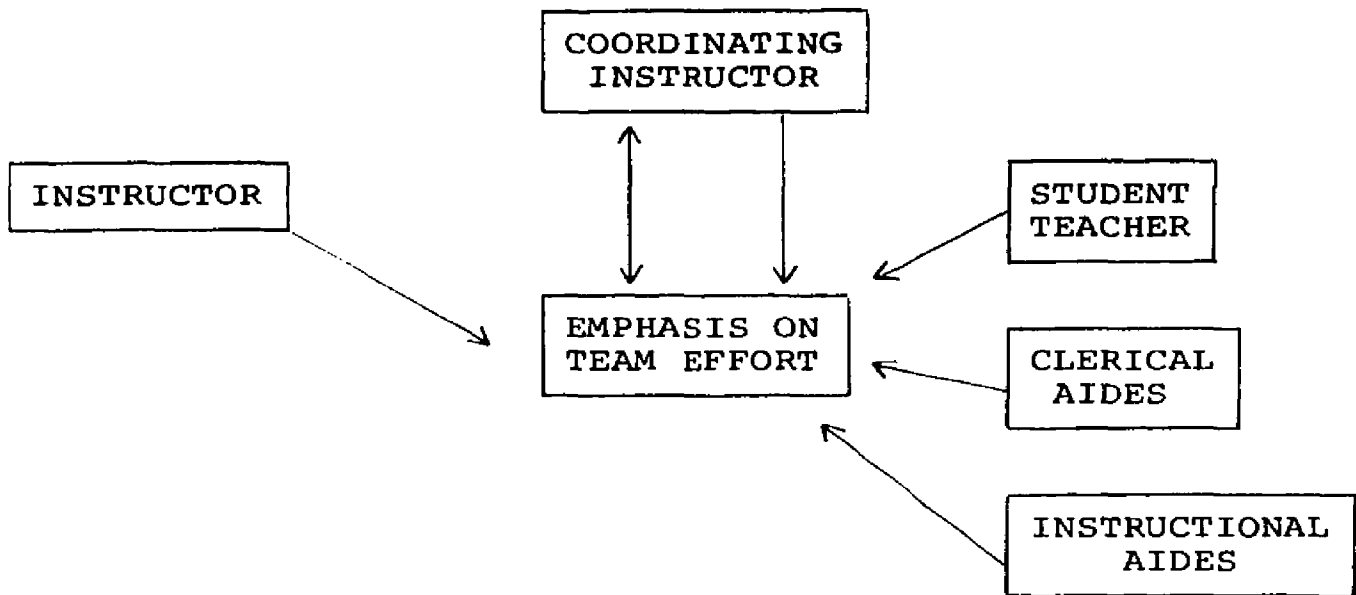


Figure 4

Model of Separation and Overlap of
Classroom Responsibility

personnel who might function in a school classroom; team teaching is a subcomponent.

Purposes

The purposes of differentiated staffing are:

1. To capitalize on the talents, skills, experience, and interests of school personnel so that each child will receive optimum instruction.
2. To individualize instruction.
3. To use staffs effectively with many different levels of preparation and competency.
4. To increase precision of learning, diagnosis, prescription, and treatment.
5. To implement appropriate instructional procedures.

6. To narrow the gap between discovery and implementation of new knowledge.
7. To provide accountability for curriculum development, process, and evaluation.
8. To reward staff financially, commensurate with the range of their responsibility.
9. To foster a flexible organizational structure which increases the use of resources.
10. To create an administrative organization which:
 - a. Facilitates continuity and coordination among all levels.
 - b. Defines and redefines personnel roles by function.
11. To increase teacher responsibility for curriculum planning.
12. To provide channels of increased responsibility and pay which are tied to the curriculum rather than management.
13. To develop an educational pattern which communicates children's achievement clearly to parents.
14. To change the role of the outside supervisor to consultant.
15. To promote immediate help to the students as they need it.

16. To provide additional opportunity for adult-child interaction.

Organization

The component parts which are required include a school organization chart which is proposed in Figure 5, and the job descriptions for differentiated staffing which are included on pages 107-112.

In order that the various members of the team may function properly, it is essential that each one should have his job responsibilities generally defined. It is necessary that each member work within his own constructs if the true concept of differentiated staffing is to be preserved, which suggests that no staff member should perform a function that can be done as well by another of lesser training. The job descriptions are developed as a tentative instrument, with the full realization that changes will be made following implementation.

Coordinating Instructor

1. Assists in the proper placement of children for instruction in reading, mathematics, and spelling.
2. Reviews the progress of every child within any two-week cycle in individual or staff conferences.

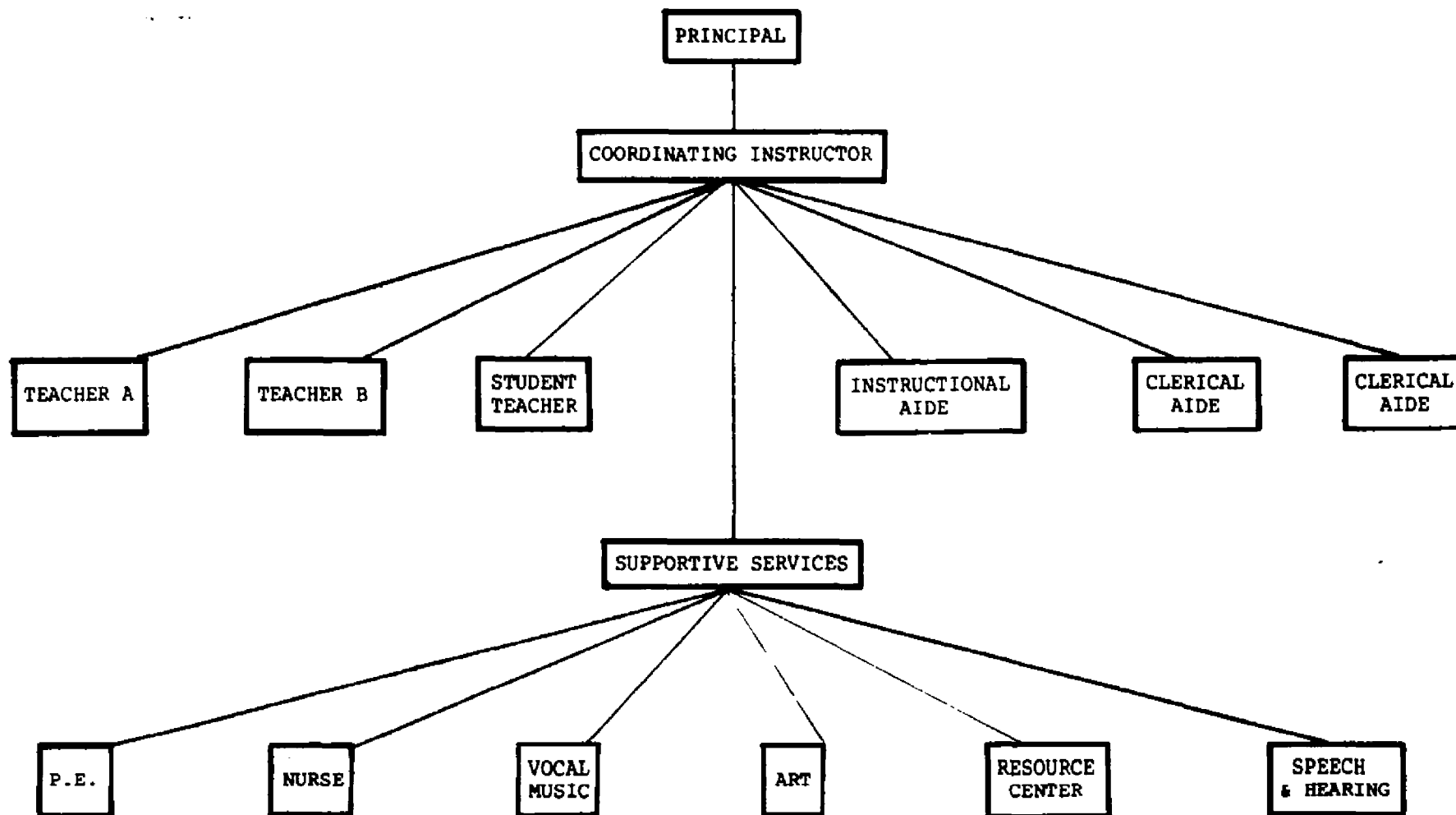


Figure 5
Proposed Organization Model for One-level Program

3. Brings new educational developments to staff attention. (E.G.) Clearing through administrative channels.
4. Coordinates long- and short-range planning for all curricular areas, consistent with curricular policy.
5. Serves as part of the evaluation team to assess strengths of staff members.
6. Is responsible for orientation of volunteers, aides, student teachers, tutors, interns, etc.
7. Participates in teaching processes.
8. Has responsibility for assessing community needs.
9. Reports directly to the principal.
10. Coordinates and assists in parent-teacher conferences.

Instructor

1. Participates on the team as a full-time teacher.
2. Has responsibility for preparing and large group presentation.
3. Administers diagnostic tests.
4. Provides home base for students.
5. Participates in parent conferences.
6. Participates in team planning.

Consultants and Helping Teachers

1. Participates in short- and long-range planning.
2. Presents demonstration lessons.
3. Supplements curriculum areas.
4. Responsible to the coordinating instructor.

Student Teachers

1. Follows activities as determined by college or university.
2. Participates in observing and teaching as determined by team.
3. Responsible to the coordinating instructor.

Instructional Aide

1. Monitors groups of children.
2. Administers or assists in proctoring of tests.
3. Prepares instructional materials.
4. Participates in team planning.
5. Selects and previews instructional materials and supplies.
6. Is responsible for instructional materials and supplies.
7. Is used as needed for instructional purposes within the teaching team.

Clerical Aide

1. Corrects and records results of objective student materials and brings exceptional student work to the attention of instructors.
2. Clerical Tasks
 - a. Attendance
 - b. Collects monies
 - c. Art materials
 - d. Make and run dittoes
 - e. Permission slips
 - f. Build teaching materials
 - g. Gathers teaching hardware, sets up, and operates machine as required.
3. Field trips, making arrangements along with coordinator.
4. Prepares orders for instructional materials and supplies.
5. Is responsible to instructors and coordinator.
6. Is used as needed for clerical purposes within the teaching team.

Volunteers

1. Helps on field trips.
2. Tutors children.
3. Helps prepare instructional and art materials.

Tutors

1. 1-1 relationship with children.
2. Responsible to coordinating unit.

1. Traditional

104 Pupils

4 Teachers @ \$11,600/teacher	\$46,400.00
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Teacher-Pupil ratio 26/1

2. Proposed Project

100 Pupils

2 Classroom Teachers @ \$11,000.00	\$22,000.00
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*1 Coordinating Instructor (1/2 time teaching)	13,700.00
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1 Clerical Aide	3,500.00
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2 Instructional Aides	3,500.00
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Outside consultants' help, provide time for planning, visitation, some additional materials not generally used in a traditional program.	\$42,700.00
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To be used for instructional purposes	<u>3,700.00</u>
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Grand Total	\$46,400.00
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3. Volunteer and Other

1. One aide sponsored by Mott Foundation

Pupil-adult ratio, 17/1

2. Two student teachers, Fall

*Volunteer and other help.

3. Mott Tutors--1 day/week, minimum
4. LCC Teacher Aide Training Program
5. One or more parent volunteers
6. Upper elementary student helpers
7. Possible pupil-adult ratio, 10/1

4. Coordinating Instructor (1/2 time teaching)

\$11,600.00 Base Salary + \$500.00 for extra responsibility.

5. Role of Outside Consultants

The consultants have the following responsibilities:

1. To work with the staff on special instructional problems.
2. To bring new developments to the attention of staff.
3. To identify needed resources.

6. Potential Difficulties and Suggested Solutions

Any new program attempting to solve old problems introduces new problems. It is possible to ascertain some of the difficulties to be encountered, but by no means can all of them be determined. For the predicted problems, partial solutions can be imagined. As the program progresses, new problems will be uncovered and, hopefully, new solutions.

A few of the anticipated problems and thoughts on their solution are presented in Figure 6.

Possible "Breakdown" Junctions	Thoughts on "Shoring-Up" or "Repairing" Plan
1. Determining job criteria.	1. Principal, teachers, and representatives of LSEA would have to develop and review proposed job cri- teria which would in turn be submitted to the Dif- ferentiated Staffing Committee.
2. Lack of communication between levels.	2. If communication is to be maintained, coordinated planning across levels is mandatory.
3. Curtailing of creativity due to specialization.	3. Both specialization and generalization will be encouraged. Furthermore, specialization may be passed from person to person over a three-year cycle.
4. Personnel with most contact with children would make least amount of money.	4. Probably somewhat unavoi- dable, the coordinating instructor would teach at least <u>half</u> days. But one of the <u>purposes</u> of differ- entiated staffing is to free personnel to do the planning necessary to quality instruction.
5. Some children may not function as well with several teachers as with one.	5. All children will have a homeroom teacher. They will disperse to the various activities from the security of this base.

Figure 6

Potential Problem Areas

Upgrading Staff

One phase of the differentiated staffing concept is that of upgrading staff who desire to move to a different level of responsibility. There is also the problem of providing horizontal enrichment for those who wish to stay at a particular level. In a discussion of these factors with one team of Averill staff members, these comments were elicited. Upgrading should be accomplished by some form of evaluation by higher level members of the teaching team.

a. Possible Criteria:

1. Increased sensitivity and improved interpersonal relations.
2. Broadened experience.
3. Improved instructional performance and skills.
4. Evidence of increased teacher confidence.

b. Horizontal Enrichment:

1. Inservice-preservice workshops.
2. Enrollment in credit courses at an appropriate institution.
3. Volunteer self-selection; participate in areas of interests and competencies.
4. Library resources and time for self-improvement.
5. Daily planning--sharing ideas.

- c. Evaluation: In the final analysis, student achievement is the criteria of a successful educational program. Of subsidiary value, but almost of equal importance, is the impact the program has on the school personnel. Planning of the evaluation should be a team effort involving the administration and instructional staff, with the help of the outside consultants. Consideration for evaluation must include at least the following components:
1. Pupil achievement.
 2. Staff morale.
 3. Parent satisfaction.
 4. Community involvement.
- d. Special Strengths: The staff believes that differentiated staffing can bring a number of special strengths to the school, including:
1. Pools of expertise of personnel contributions.
 2. Better staff cooperation.
 3. Increased probability that each child will receive quality instruction in a number of subjects.
 4. Retention of good teachers because of the potential advancement.
 5. A place for talented people who want only limited professional responsibility.

6. Evaluation based on real knowledge from intimate contact and cooperation between teaching professionals.
7. Promotion based on factors other than longevity alone.

Summary of the Elementary Model

Much of the planning and intent of the model described for the Averill School during the 1969-70 school year was actually implemented at the beginning of the 1970-71 year. This is only one team out of the entire building, and it will serve as a prototype for other staff members in that building, as well as for other elementary schools. In fact, many of the ideas incorporated in this model are to be found in the two Federal proposals described later in this chapter, as well as in the Harry Hill Senior High School program which is currently being developed.

THE JUNIOR HIGH MODEL

In Lansing, the junior high program includes grades seven through nine. During the 1969-70 school year when the Differentiated Staffing Committee of the Instructional Council was heavily involved in a descriptive explanation of the staffing pattern of this concept, a great deal of attention, time, and effort was given to the previously described elementary model by the Mott staff at Michigan

State University. For that reason, less effort was devoted to a junior or senior high model. However, the uniqueness between these three grade levels is less precise than is found in competency levels and goal expectations. Almost all of the basic problems and modes of staff operation as described in the elementary model have either direct or indirect application for both of the secondary models.

One of the members of our special study committee was Mr. Norbert Klein, a social studies instructor at Dwight Rich Junior High School, who showed considerable interest in developing a small program at that school.

At the time Dwight Rich was constructed, open-space team rooms were included, and when an addition was placed at the building three years ago, it was done so on the basis of team teaching. As a result, the physical layout lends itself to the theory of differentiated staffing. The junior high school model has the same concept as the elementary, in that the money allocated for a given number of teachers might be used differently for the same block of students.

Team Composition

- a. One member will serve as the coordinator, with two hours of released time for planning and coordination.

- b. Two certificated instructors will serve with full-time teaching responsibilities.
- c. Two paid paraprofessionals will serve on the instructional team.
- d. Two student teachers from Michigan State University will serve as instructors.
- e. One cadet teacher, who is a senior high school student to assist half days at such chores as prescribed by the coordinating teacher.
- f. One paid co-op secretary (high school student) to work on a half day basis and do the clerical work for the team members.

Classroom Structure

In this model there are four classes of students, or the equivalent of four teachers. Three certificated teachers are employed, and the other salary is used to employ different types of personnel. In addition there are student teachers at no cost. Actually, rather than four teachers servicing these four classes, there are nine people making contributions into the instructional activity.

A team teaching area with physical accommodations is essential for such a program. Included in such needs is a team center to include student carrels, areas for materials storage, staff work areas, and small group student areas. These are, of course, in addition to a

large open area where as many as four classes might meet together at one time. Such facilities allow the instructional team to implement various types of student action groups as seminars, interest area classes, and large sessions, while also allowing for differentiation of staff responsibilities.

Differentiation of Staff Responsibilities

a. Students.--The plan is that each class would choose one student planner. The responsibility of these student planners includes the presentation of student-initiated ideas that could be implemented in the class activities; evaluation of the procedures and activities employed by team members; and the presentation of feedback representing student opinion.

b. Voluntary and Paid Aides.--The responsibilities of these people include the performance of certain routine functions; to serve as tutors for individualized instruction; and to contribute to overall planning through the infusion of ideas and suggestions. They are to be considered as legitimate members of the instructional team.

c. Certificated Instructors.--These team members are to provide general instructional leadership for the team, which includes a differentiation of primary responsibilities, such as: media evaluation, lecture, discussion, resource material and personnel, field activities, group dynamics, and special student activities.

d. Instructional Coordinator.--This member of the team is to serve as a leader of the overall operation. He is to assure proper assignments to all personnel; to evaluate the progress of the entire instructional unit; to be primarily responsible for the selection of all members of the team; to attempt to mitigate any unusual pattern of student behavior that might arise, and to have general supervision of budgetary control for his team.

Special Strengths

As was true in the elementary model, there are some unique patterns in differentiated staffing which should promote strength not generally found in conventional staffing arrangements, such as:

- a. There are opportunities to stimulate involvement in curriculum.
- b. The spirit of the team is enhanced by differentiating responsibilities.
- c. The utilization of paraprofessionals may be accomplished by their inclusion as regular members of the team.
- d. The inquiry approach to subject matter may be better incorporated by joint staff planning of new curricular resources and other current events materials.

Summary of the Junior High Model

Most of the planning was done during the 1969-70 school year, in cooperation with the Differentiated Staffing Committee of the Instructional Council. Implementation of the above described model was begun at the beginning of the 1970-71 school year, very much along the proposed lines. As development of the Federal proposal described later in this chapter proceeds, great reliance will be placed for the junior high school program on the work thus far advanced at Dwight Rich Junior High School.

THE SENIOR HIGH MODEL

No doubt the most significant step in differentiated staffing to be undertaken by the Lansing School District is that of the new Harry Hill Senior High School. The intent is that it shall be completely staffed using this concept. The decision to go in this direction came about as a result of the groundwork over the last eighteen months specifically, and in the general design of the new building plans prior to that time. This building, scheduled to open in September, 1971, will house grades ten through twelve and will open with a student population of between 1,000 and 1,200. At this point, it is not definite whether a senior class will attend there its first year. It was cited earlier in this paper that according

to the terms of the master agreement, planning would follow this new staffing arrangement.

In the selection of the principal, consideration was given to a person who would be both interested and courageous enough to give leadership to both differentiated staffing and variable scheduling. Accordingly, the appointment went to Mr. Joseph Rousseau, who had served the two previous years as principal of J. W. Sexton High School in Lansing. He was appointed to the position beginning in September, 1970, in order to provide one full year for the preparation of these two innovative practices.

Mr. Rousseau has spent a great deal of time in studying the resource materials that were collected as a result of this paper, as well as making some visits to other states where such programs are under way. Work was done by the writer of this paper last year in presenting the idea to the Board of Education and securing at that level a resolution endorsing the concept for implementation at Harry Hill High School. Similar work was done in guiding this concept through the Differentiated Staffing Committee and the Instructional Council.

Tentative Organizational Chart

One of the basic notions of this staffing arrangement is that of team effort and the involvement of personnel in describing their own duties, objectives, and

evaluative criteria. To complete in infinite detail all of this work without staff involvement would be to act contrary to the basic interest of the team effort. Consequently, the building principal, the Director of Secondary Education, the Director of Curriculum, and the Assistant Superintendent for Instruction have worked out a basic staffing pattern as a first step. Following the selection of key personnel, these staff members will become directly involved in the selection of the remainder of the staff, as well as all phases of preplanning. The basic structure is shown in Figure 7.

In order that key personnel may be intimately involved in the selection of senior instructors, instructors, and all other members of the teaching team, it is necessary to select these people early in the school year. Consequently, the job responsibilities, qualifications, and duties are spelled out, as the criteria for selection. The intent is that these people will be selected as early as possible for planning purposes, but will not be assigned for salary purposes until September, 1971.

Administrative personnel, in addition to the principal, will include the assistant principal, and Administrative Coordinator for Student Services, and a Business Manager. The proposed qualifications and responsibilities are described as follows:

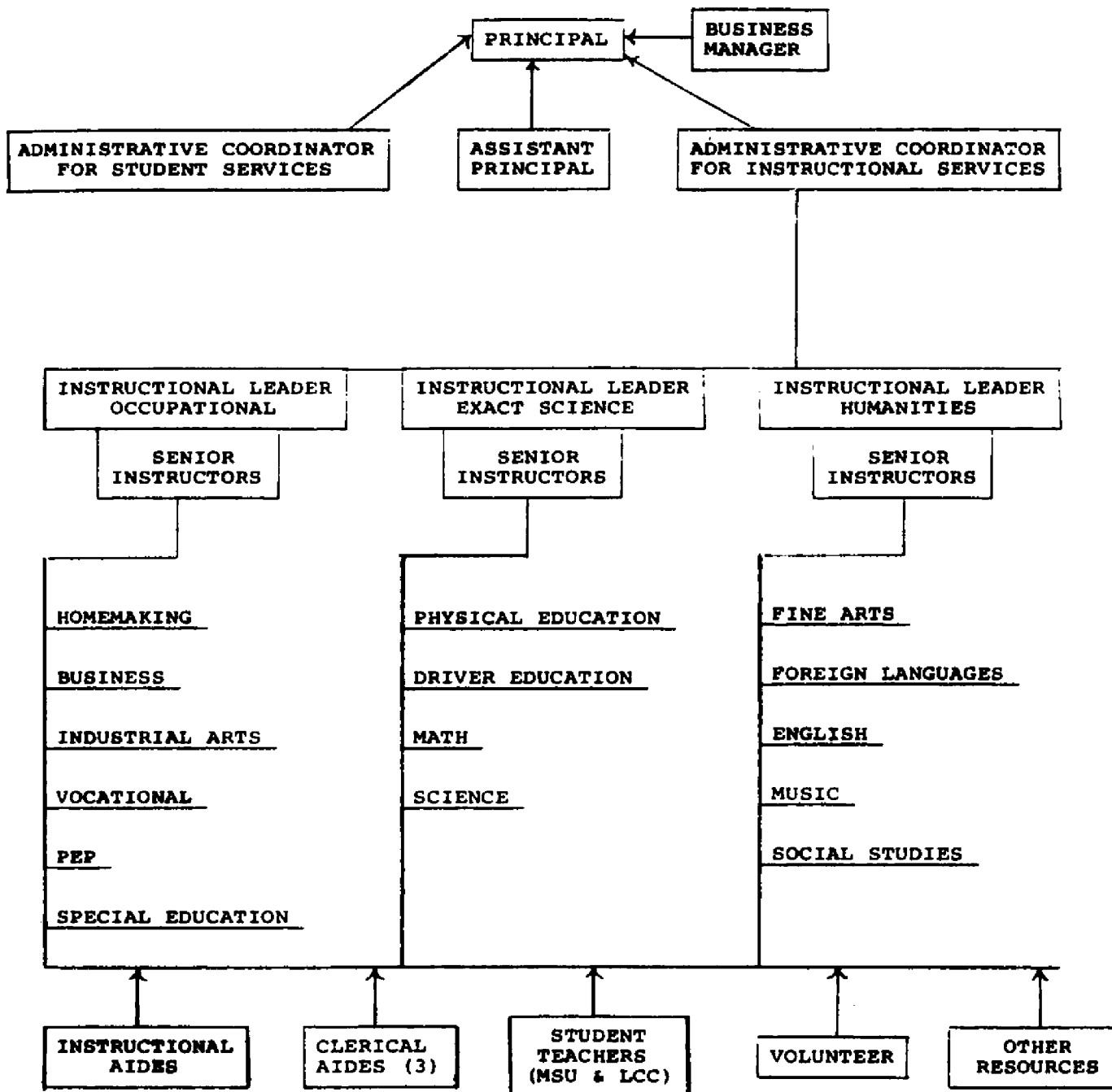


Figure 7

Tentative Organizational Chart

Assistant Principal
(48-week position)

Job Qualifications:

Master's degree
Certified teacher
Successful teaching experience
Lansing School District resident

Responsibilities:

In addition to those duties assigned by the principal, the assistant principal shall:

1. Be responsible for the day to day operation of the school
2. Develop and implement the master course and student schedule
3. Supervise evaluation of teachers
4. Assign faculty to supervisory duties
5. Be responsible for running the extended school year (summer school program)

Administrative Coordinator for Student Services
(40 weeks)

Job Qualifications:

Master's degree
Demonstrated successful experience in working with young people
Lansing School District resident

Responsibilities:

In addition to those duties assigned by the principal, the administrative coordinator for student services shall:

1. Be responsible for supervision of student discipline in the building
2. Coordinate the work of the school relations committee
3. Be responsible for attendance and child accounting
4. Carry out a program of teacher evaluation

Administrative Coordinator for
Instructional Services
(40 weeks)

Job Qualifications:

Master's degree
Demonstrated successful experience in working with
young people
Lansing School District resident

Responsibilities:

In addition to those duties assigned by the principal, the administrative coordinator for instructional services shall have these major duties:

1. Coordinate the activities of the instructional leaders
2. Coordinate student activities
 - a. Extracurricular activities
 - b. Assemblies
 - c. Student government

He shall also have the following duties:

3. Be responsible for scholarship programs, including special testing involved
4. Maintain a master schedule calendar of building use and activities
5. Prepare and update faculty and student manuals

Business Manager
(48 weeks--8-5)

Job Qualifications:

Graduate from business college or comparable business experience

Job Description:

In addition to those other business oriented duties assigned to him by the principal, he shall have the following major responsibilities:

1. Serve as school treasurer and school accountant
2. Serve as business manager for athletic programs handling tickets, accounting, bus and scheduling arrangements, and other clerical duties customarily performed by the athletic director

3. Serve as business manager for all extracurricular activities, such as yearbook, newspaper, plays, clubs, etc.
4. Serve as custodian of textbooks and supplies
5. Operate the school store
6. Maintain school inventory
7. Assist the principal in the supervision of classified personnel.

Working directly under the Administrative Coordinator for Instructional Services will be the three lead instructors, all of whom will be on teacher classification but will have a salary figured on teacher base pay multiplied by some percentage figure, which will bring it close to that of the Administrative Coordinator's. Their salaries should reflect added responsibility, the extended school day, and the extended school year. Each of these three positions will exercise responsibility and accountability for the programs under that heading as described in Figure 5. Their qualifications and responsibilities are proposed as follows:

Qualifications:

Certified teacher
 Master's degree
 Five years of successful teaching experience
 Demonstrated ability to work cooperatively with others

Responsibilities:

While the job responsibilities of these positions are subject to change and development as the building staff meets and plans together, the following responsibilities will serve as a guideline to those interested in this opportunity:

1. Responsible for leadership in curriculum and instruction for his instructional areas.
2. Responsible for developing and conducting a continuing program of inservice for all members of the instructional teams in his curriculum areas.
3. Serves as the instructional leader for all the differentiated staff personnel in his curriculum areas.
4. Responsible for developing curriculum programs in cooperation with the building principal and the Instructional Council.
5. Responsible for developing and maintaining an atmosphere conducive to learning in the classrooms, laboratories, and learning centers of his curriculum areas.
6. Responsible for an ongoing evaluation of the programs in his curriculum areas.

As has been proposed for the administrative personnel, the lead instructors should be selected early in the 1970-71 school year and retained in their present positions but should be willing to participate in planning sessions throughout the current school year. The next step that is suggested is to have the principal and the selected staff determine the number of senior teachers and instructors that will be needed, commensurate with the proposed budget. The role and number of each of these positions should be carefully defined, and the selection process begun for the senior teachers. Following that, the cooperative process should be inaugurated to select these senior teachers.

There are two programs that should be instituted at this point with the College of Education at Michigan State University. One would be to establish a graduate course to begin second term of the 1970-71 school year,

which would include all personnel selected for the Harry Hill staff at that point. Their work would be to describe in minute detail the roles and relationships of all staff members, as well as their budgetary arrangements, and to familiarize themselves with the building and make assignments for work areas. It is entirely possible that if a sufficient number of senior teachers and instructors are hired by the beginning of spring term, an additional course could be offered for these people. All of the resource materials that have been collected as a result of this study could be brought into play in this course to completely familiarize the staff with the philosophy and rationale of differentiated staffing. In addition to these people, some members from counseling and the department of school libraries should be included in the class. Their function would be to describe their respective roles in a differentiated staffing pattern. The second course, undergraduate, that is proposed, is to select thirty secondary students at Michigan State University who are in their junior year, and who would then become student teachers at the school in September, 1971. The suggestion is that there should be ten in each of the three major division. These thirty university students, working with the principal and other members of the selected staff would define the role of the student teacher in differentiated staffing. The following

September they would fulfill those roles. In addition to student teachers who usually perform their on-site experience in their senior year, there should also be opportunities for students from the College of Education to participate during their sophomore and junior years. These roles should also be established in the above-described course work.

Summary of the Senior High Model

The senior high model is different from the elementary and junior high models in that the entire school is included. However, the basic intent is consistent, which is the purpose of this paper; to describe a concept that can have application to nearly any situation. Because of the number of people involved, the senior high program is more complex. Great reliance for making this model work is placed upon the three lead instructors, and it is therefore most important that these be people who will carry such responsibility.

MODELS FOR FEDERAL FUNDING

At this point descriptions have been provided for implementation of models at the elementary, junior, and senior high school levels. During the year as interest in differentiated staffing has progressed, opportunities have been sought to develop plans for Federally-funded

proposals which would incorporate the concept of team teaching. Using the information gathered as a result of this study, together with the cooperation and interest of certain members of the instructional staff of the Lansing School District, the notion of differentiated staffing has been used as the basic interest for two proposals which will be submitted for funding during the 1970-71 school year.

Title III, Elementary and Secondary Education Act

The intent of this Federal Act is to initiate proposals which will bring a new dimension of instruction to the school system requesting funding. Lansing has been funded previously under the provision of this Act for other types of demonstration projects. The specific title of this proposal is "Staff Differentiation for Increased Pupil Competency." More specifically, the purpose of the proposal is to increase the student's satisfaction with school; his reading level; and his ability to deal constructively with emerging social issues through staff differentiation, materials development, and the integration of the guidance and counseling function into the instructional process.

Needs and Problem. This project is intended to focus attention on a number of problems that currently represent vital needs of the school system's instructional program. The rate of dropouts, absenteeism, and tardiness

is indicative of student dissatisfaction with present procedures and the lack of interest in school as presently structured. Pupil achievement on reading tests indicates that there are many who cannot benefit from the current instructional offering at their level. Finally, the current social structure, both inside and outside the formal school setting, indicates a need for students to gain some knowledge and experience of the social issues in our society and to deal with them in a constructive manner.

Objectives for Staff and Student. The specific objectives of this proposal are aimed at meeting the needs, already expressed, through a different staffing pattern in which the roles of teachers will be more carefully tailored to the needs of students in the following manner:

1. The staff will be trained to function in roles as described later in this section of the chapter.
2. Job descriptions will be written in performance terms.
3. Instructional materials will be designed to increase student options.
4. Community and educational agencies will be involved in support of the project.

It is the purpose of this demonstration project to gain increased student satisfaction by:

1. A reduction in tardiness and absenteeism.
2. A reduction in negative encounters with teachers and administrators by the elimination of such provoking situations.
3. A decrease in dropouts and destruction of school property.
4. An increased knowledge of social issues as indicated by involvement in activities.
5. An improvement in reading at grade level.

Procedures. This project is to show a relationship of students who will be involved in a differentiated situation at the elementary, junior, and senior high levels, in an attendance area where students will all flow to the same junior high school and later enter the same senior high school. The grant will be submitted for \$950,000 over a three-year period. The planning sessions have involved a wide spectrum of groups, so that total participation will be forthcoming. This includes the Instructional Council, the Differentiated Staffing Committee, Community Agencies, the Catholic Diocese of Lansing, and several curriculum committees. A major facet of this project will be the inservice training, which is scheduled to begin in the summer of 1971. These sessions for staff will include implementation of staff roles, and the adaptation of curriculum innovation. In addition to Lansing resources, the Michigan State University Center for Urban Affairs will help to define the role of

counselors and some interaction of the social sciences; also, assistance will be obtained from the TTT project staff of Michigan State University and the Lansing staff members of that team.

TEACHER CORPS PROPOSAL

The main focus of this legislation is to encourage school districts to develop working models which will allow adults with limited education to enter the teaching process at some rung on the ladder, and then by combining experience with academic training to move up that ladder and eventually, perhaps, become a certificated teacher. With this as a background, the Lansing School District, Lansing Community College, Lansing Model Cities, and Michigan State University (College of Education and Center for Urban Affairs) have united in an effort to improve the quality and quantity of education in urban areas. The four institutions have requested funds from the United States Office of Health, Education, and Welfare to develop and implement a Teacher Corps Program for the Lansing School District, directly, and other possible school districts indirectly. The major objectives include:

1. The establishment of working relationships between the four institutions which will foster long-range goals in education for low-income families.

2. The development of competency-based teacher-training programs in which the skills to be acquired by students are made explicit and students are held accountable for demonstrating achievement of those skills.
3. The development of additional criteria for State certification of teacher training which is inclusive of competency-based teacher-training models.
4. The development of plans for admissions for low-income students to institutions of higher education for career development.
5. The development of ways in which the school district and the community can make positive inputs into teacher training and have equal responsibilities in the development of teacher-training programs.

The planned program proposes team teaching as the training model to be developed in conjunction with competency-based training models. It is at this point that those experiences already obtained in this area in Lansing will be of considerable value. Teachers already in the Lansing School District will serve as team leaders. In addition, other teachers from the Lansing School District will serve on the teams along with selected corpsmen. Corpsmen will be recruited and selected from inner-city low-income areas in Lansing and other

communities. It is planned that representatives from all low-income groups--Mexican-American, Black, American Indian, and White will be recruited and selected.

The training period is divided into three areas: preservice, inservice, and internship. Preservice will last at least nine weeks and will be devoted to development of competency-based skills in the areas of human relationships, reading curriculum, and classroom planning and management. Preservice is scheduled to begin in the summer of 1971, and to eventually become the major programs for effective teacher education. In addition, the proposal defines the need for and develops plans for more positive coordination between the community and institutions of higher education for purposes of career development for students from low-income families.

Another intended outcome is that this project will have a long-range and ongoing effect to attempt to reduce and minimize the incidence of racist behaviors which may interfere with the achievement of the above desired results. This portion of the program will be directed at changing racist behaviors, assumptions, and attitudes which intervene in educational practices and procedures and which have had deleterious effects on the educational achievement of minority children. In addition, the program segment on racism will seek to increase the cognition of white teachers about the kinds of problems low-income minority pupils bring to the classroom.

This proposal represents a major attempt to totally involve the university, the community college, the school district, and the community in a project directed at improving the manner in which they can function as a unit with common goals. The coordination of the strengths of each institution can result in a positive set of educational experiences for the community as well as serve as a model for other programs in the state and the nation.

Five specific organizations have contributed to the planning and preparation of the proposal. They are the Center for Urban Affairs and the Department of Elementary Education at Michigan State University, the Research and Planning Facility from the Lansing School District, the Lansing Model Cities Education Task Force, and Lansing Community College. Further coordination is planned to finalize the proposal, both responsive to the needs of the district and accountable for the interns it trains.

The long-range goal for staff development in the District is the development of differentiated staffing patterns in its schools.

As a first step, the district began experimentation with team teaching as early as 1964. At present, there is a team teaching component in each of the following elementary schools: Averill, Cumberland, Gier Park, Lewton, Pleasant View, Reo, Wexford, and Woodcreek.

This year, in cooperation with the Mott Institute, a differentiated staffing pilot is being conducted at Averill School.

Application is being made for ESEA Title III funds to provide differentiated staffing at the new Harry Hill Senior High School, Gardner Junior High, and three elementary schools which feed into Gardner.

These activities are submitted as evidence of the district's previous and planned activity in implementing the long-range goal for staff development which will be significantly furthered by the Teacher Corps format.

The district will provide a total school setting in which theoretical knowledge can be applied and tested and where competency in teaching skills can be developed and assessed in the following six elementary schools:

High Street with a complement of six interns.

Lewton with a complement of five interns.

Lyons with a complement of five interns.

Main with a complement of three interns.

Maple Hill with a complement of five interns.

Woodcreek with a complement of six interns.

In addition to the above goals and stated competencies, other long-range goals include:

1. Direct involvement by the Lansing School District in the development of teacher-training programs which result in competency-based team-teaching models.

2. Direct involvement by the Lansing School District in conjunction with the university and the community in developing the structure whereby competency-based teacher-training models can be seen as viable for certification.
3. Planning ways and means for continuance of the program of competency-based teacher training in conjunction with the university.
4. Development of plans in conjunction with the university which will facilitate an increase in admission rates of low-income young adults into higher education for career development. Early identification tactics will be explored to assist in the achievement of this goal.

School District and Community

The ultimate goal of the Teacher Corps is to provide more flexible, personalized patterns of teacher preparation through an internship which fosters the maximum personal and professional development of persons who wish to teach.

In order to achieve this purpose "interns" will be recruited and trained within the framework of a differentiated staff team structure. The team approach as a training structure will provide supervision, offer peer support, foster a sense of commitment, provide for cooperative activity in the development of curricula and

special approaches to instruction, and provide a system whereby the local district, the community college, the university, the State Department of Education, Model Cities, and community participants can investigate and adopt new approaches in teacher preparation. The system will incorporate provisions whereby local residents can be employed as instructional aides, promoted to the role of corpsmen, and eventually become certified teachers. One of the outstanding features of the Lansing program will be the orientation phase which will involve onstaff personnel in developing organizational aspects of instruction such as differentiated staffing and in reorganizing curricula.

One of the long-range objectives of the project would be to attract a different kind of teacher to the Lansing School System and to upgrade existing staff. The project would concentrate its recruitment efforts in two areas: attracting Black, Spanish-speaking Americans, and American Indians who have demonstrated an ability to work with neighborhood youngsters on the streets but who either lack the training to become teachers or were trained in another area and lack certification; and attracting young people from the neighborhood who are presently in college completing their second or third year. These are the people who are so sorely needed in the school system, and the Lansing Teacher Corps will concentrate in these areas.

The district is already utilizing aides in a number of its schools. It is receptive to the use of aides trained by Lansing Community College in their Instructional Aide Training Program.

By providing an opportunity for these aides to become fully certified through recruitment in the Teacher-Corps program, the district will have promoted career development opportunities for Model Cities' residents while adding minority balance to its professional staff.

To facilitate the achievement of the above long-range goals, the following objectives will be explored and developed:

1. To provide a structure in which community-based programs of education utilizing committed people from low-income areas can contribute to and profit from the educational system within the school district.
 - a. To provide an opportunity whereby recruitment for teacher-trainees can be conducted in low-income communities in order to promote career development in such populations.
 - b. To provide an opportunity whereby low-income community persons can utilize their strengths to aid in the development of educational practices for low-income children.

The community college, which hopes to play a major role as feeder institution in this project, is just venturing into the area, and it is hoped that the linkage established in this project will tie the Lansing School District, Michigan State University, and Lansing Community College closer together in the teacher-training process.

It is clearly observed that this proposal takes as its major thrust, the concept of differentiated staffing to a larger degree than previously proposed in the earlier models of this chapter. Not only does it anticipate using school people differently but further anticipates using different people that schools have typically recognized as belonging to the legitimate educational process. In the larger sense, this proposal will, if funded, bring the community into the teaching act and will offer many more opportunities for the student learner, as well as for community members to enter the profession at some level. Even if this proposal is not funded, the ideas and concepts herein proposed will not be totally lost since their inspiration will find expression in many phases of program planning.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The goal of this investigation was to analyze the writings in the field of differentiated staffing as well as those existing programs throughout the nation to determine a theoretical model, or models, which could have application for the Lansing School District. It has not been the intent to institute a model and test its results against conventional teaching. Experience has shown that there is almost an innate resistance against a new process of teaching. Considering this truism, the writer felt it advisable to describe the philosophy of this new staffing pattern, establish its rationale, and explain how it might work in Lansing. Without the answers to these issues, the possibility of implementing differentiated staffing would be virtually impossible. At the outset it was not intended that differentiated staffing was a precise formula, or contained definitive prescriptions devoid of flexibility. Realizing that there are basic differences in elementary and secondary schools, and that even within those divisional groups, there are differences due to buildings, principals, teachers, and neighborhoods, it was the intent

here to present ideas which would describe the concept of differentiated staffing. In so doing, the theory was held that given an acceptance of the concept by a school, or subset within the school, a process could be easily devised for that group of teachers.

If the aforementioned theory is correct, this paper will have served a purpose to the Lansing School District of providing a survey of the literature in the field, a review of current practices, and descriptive models for both elementary and secondary schools, so that the task of application for a specific school can be relatively easy.

Since this is a relatively new concept, a review of the literature on staffing patterns is confined largely to the periodical type of publication. Most of the articles stress the need to individualize instruction and to provide an improved climate for learning. It became readily apparent in the readings that there is a compelling challenge for educators to think differently about processes; to utilize teachers and other personnel in developing more creative, productive, and effective roles in education; to seek new avenues in learning through the better utilization of people, resources, and things. Basically, differentiated staffing calls for the assignment of people to work together in planning, preparing, and teaching. In considering the role of supportive staff, the literature suggests that attention must be given to: (a) what jobs can be done by others, (b) what jobs can be

done by the classroom teacher, (c) who are the classroom teacher's supportive staff, (d) why should the classroom teacher have a supportive staff, and (e) what are the blocks to school organization? One of the major considerations needing change, as reflected in the literature, is that of the teacher-training institutions which continue to prepare teachers for the traditional one-teacher, one-room idea. Differentiated staffing proposes the notion of decentralization of decision-making and removes the administrator from the unilateral role and places him in a group-centered collegial environment.

There is a movement toward the acceptance of people with less than a teaching certificate as having a legitimate role in the instructional process. This is taking place in the form of aides, paraprofessionals, volunteers, and cadet teachers. The roles of such personnel must be carefully defined so that there is no rivalry for position. Clearly, the certificated teacher is the head of the team.

DISCUSSION OF PROCESS

Incentive for differentiated staffing was provided by the TEPS Commission of the National Education Association through its theory of The Teacher and His Staff. Many articles, papers, and study sessions grew out of this idea. Basic to this staffing pattern is that of team teaching, with the added dimension of rearranging the structure of how a teacher functions; namely, from that of a

teacher-class situation to that of the teacher as the head of a team of subprofessionals and a multisized student organizational pattern.

With this framework as a basis for differentiated staffing, the notion of pooling the efforts of many resources into an organized multifaceted team arrangement became apparent. Recognition is given to the fact that any aggregate of students will contain students who learn in different ways because of the complexities of their singular being. In addition, learning is not confined to the cognitive domain, but also includes a number of environmental influences which can perhaps not be controlled but at least understood and, hopefully, ameliorated by the additional personnel resources of a team; a feature which can be organized to meet a school's need through the acceptance of the differentiated staffing concept.

To accomplish a change of instructional direction in a school district, it is necessary to introduce the new idea and to have the idea gain the acceptance and eventual involvement of colleagues. Teachers and administrators must feel they are a part of a movement and are contributing to its success in a meaningful manner; otherwise, failure is assured. Many forces were present in the Lansing School District which needed to be focused into the framework for differentiated staffing.

RECOMMENDATIONS FOR ACTION

The model described in Chapter IV which is in its early stages at this point should serve for developmental purposes at that school, as well as at additional elementary schools. It is most essential that this small model, based on the salary allocation of four classroom teachers but with the utilization of three so that the resultant funds may be reallocated, is a positive model. The 1970-71 school year should focus attention on this instructional process and give it the fullest encouragement possible. Use should be made of these teachers in making presentations to other teacher groups by way of slide and motion pictures. Also, other interested elementary principals and teachers should be encouraged to visit the program as a means of demonstrating how the instructional duties are shared. Because the Averill model exemplifies what can be done in an open-area setting, another model should be devised this year in which a more conventional room arrangement can implement the basic concept of differentiated staffing. The school district should continue to send elementary personnel to other cities for demonstration projects to visit settings which show some variation of the Averill model. Considerable attention should be given to the Averill project by the Mott Institute this year in order to capitalize on its potential and to give it

appropriate recognition for its encouragement and expansion.

The small model described at Rich Junior High School is sufficiently descriptive to be used as a pattern in other schools and in several disciplines. The fact that the salary of one member can be spread to include additional personnel is a convincing argument. Furthermore, this model exemplifies how auxiliary personnel can be utilized in the teaching process, and also describes the joint use of planning time by instructional personnel. The one strong recommendation that is made here is that the principal, or one of the assistants become directly involved in planning, as well as the librarian and the other media teacher. In addition, one teacher from the English department should be working periodically with the social studies team during the current year in order to develop a model for that department for the following year.

Planning for Hill High School should proceed on the basis of the diagrammatic material and job descriptions prescribed in Chapter IV. It is most important that key personnel be secured early to allow their participation in the selection of instructors, the allocation of funds, and the description of instructional objectives and job descriptions. It is likewise critical that immediate plans be instituted for two workshops in cooperation with Michigan State University: (a) one at a graduate level

which will involve staff members who are to be assigned, as well as representatives of counseling and instructional services (librarian); (b) one at an undergraduate level which will involve those college juniors who will become student teachers when the building opens. The purpose of the latter is to allow these undergraduates to have an opportunity to help plan the role of the student teacher in differentiated staffing. Finally, the principal should spend a great deal of time during the 1970-71 year in working with students and parents of students who will be attending Hill High School. It is likewise necessary that liaison be maintained with the Board of Education, as well as the media of Lansing, so that the new program will not appear to have been hastily conceived. The basic organizational pattern described for Hill High School is one that can be duplicated wholly or in part by the other senior high schools. The attractive feature of this pattern is that one assistant principal is basically committed to the responsibility for instruction, and the organizational design for carrying out that job is also detailed. In this structure, definite assignments can be made for instructional objectives. It overcomes the currently outmoded phrase that the principal is the instructional leveler. The manner in which society and schools function today does not provide such a luxury for the principal; to contrive to behave as though this were true is to act unwisely.

The two Federally funded projects for which application is currently being made, and which contain the fundamental concept of differentiated staffing will serve not only to spread the involvement to additional schools but also to build a career ladder for nonprofessionals. Even if these proposals are not funded, the theories contained in them have application for implementation on a more modest scale. The incentive given by differentiated staffing as an integral part of these applications will definitely generate new plans and strategies for the Lansing School District.

Finally, an outgrowth of this study should have implications for changing the pattern of budgeting. It is recommended that immediate plans be instituted so that for the 1971-72 school year a given number of elementary schools and at least one secondary school should be allocated their budgetary funds in accordance with the number of teachers to which they are entitled, at the average salary, plus the average per-pupil expenditure for supplies and materials. The principal should plan jointly with the teachers and parent representatives on a plan for the best use of those dollars to meet the needs assessment of that building as reflected by all known academic and social data. It is recommended that at this point these schools be introduced to the concept of differentiated staffing in order that they might make the best possible

use of their allocated budget in meeting the unique needs of their school.

REFLECTIONS

The materials which were reviewed and the visitations that were made as a result of this study indicate that the pattern of staffing described in this paper must be followed in future educational planning. Furthermore, because of the heavy emphasis on individualized instruction and the opportunity for small group work with the large student body, it is believed that this arrangement is especially attractive for urban schools, because of the built-in flexibility. Teachers are given flexibility; thus, students work with several instructors during the day. The possibility that one teacher may be insensitive to the needs of certain students is ameliorated somewhat by the fact that he is exposed to a number of different instructors. There is no doubt that teachers perform more adequately when challenged by the insertion of their peers in the same instructional space. The adequacy of differentiated staffing cannot be questioned; financially it is the only route to go. There are three institutions which must give encouragement to this concept if it is to materialize: the professional organization of teachers; the teacher-training institutions; and the State Department of Education.

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