

**A NEW CONCEPT IN TEACHING:
DIFFERENTIATED STAFFING**

BY

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A NEW CONCEPT IN TEACHING:
DIFFERENTIATED STAFFING

A Research Paper
Presented to
the Graduate Council of
Austin Peay State University

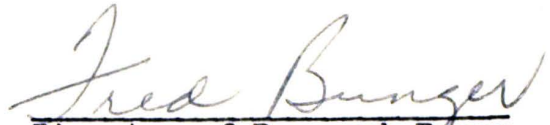
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Brenda Cansler Bertine
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July 10, 1970

To the Graduate Committee:

I am submitting herewith a research paper written by Brenda Cansler Bertine entitled "A New Concept in Teaching: Differentiated Staffing." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education.


Director of Research Paper

Accepted for the Committee:



Director of Graduate Studies

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CHAPTER I

DEFINITION OF THE PROBLEM

I. INTRODUCTION

Considering all the talk in education today about the individual needs of students, attention to individual differences among teachers is long overdue. Common sense tells us that the needs of the student unlucky enough to sit out the year in a math class taught by an incompetent teacher are not being met, to say nothing of the needs of the teacher, who may be a master at small group instruction. Neither the student, the teacher, nor education is served by staffing patterns that allow this to happen. It happens because we staff schools as though differences in teacher ability don't exist or don't matter if they do.¹

II. STATEMENT OF THE PROBLEM

The purpose of this study was to make an investigation into the concept of differentiated staffing. A study was made in regard (1) to the meaning of differentiated staffing; (2) the rationale for beginning a

¹Dwight W. Allen, "A Differentiated Staff: Putting Teacher Talent to Work," Palo Alto, Calif.: Stanford University, 1968, p. 1. (Mimeographed.)

differentiated staffing program; and (3) a review of present experimental programs in differentiated staffing. A program for the use of differentiated staffing in business education was also proposed.

III. IMPORTANCE OF THE STUDY

Teachers are becoming more militant and demanding a voice in the decision-making process of education. They are specializing in areas of education and feel that they should be paid accordingly. At this time, the dissolution of the single salary schedule seems to be a must. A few school systems in the United States have experimental programs in differentiated staffing. Their aim is to provide higher salaries and to give teachers policy-making opportunities. Differentiated staffing is worthy of our study and consideration.

IV. ASSUMPTIONS

1. There is a need to reward superior teachers with recognition and money.
2. There is a need to make teaching more attractive by having a method of promotion other than to administration.
3. A differentiated staffing program is preferable to the traditional merit pay system.

V. METHOD OF INVESTIGATION

In order to obtain most of the information for this study, letters were written to the United States Office of Education, National Education Association, Florida Education Association, Florida State Department of Education, California State Department of Education, and the Missouri State Department of Education. Information received from those organizations and sources found in the Austin Peay State University library were used to compile the paper.

VI. DEFINITION OF TERMS

Differentiated Staffing. This term refers to the plan for recruitment, preparation, induction, and continuing education of staff personnel for the schools that would bring a much broader range of manpower to education than is now available.²

Staff Teacher or Instructor. The staff teacher is an experienced teacher, probably with tenure. This is a highly experienced and seasoned teacher, one who can offer a wide range of instructional talent in his

²Dorothy V. Meyer, A Position Statement on The Concept of Differentiated Staffing (National Commission on Teacher Education and Professional Standards. Washington: National Education Association, 1969), p. 2.

discipline. The staff teacher may be a specialist in several learning modes; but would, in most cases be an expert in only one, as for example small group instruction.³ A staff teacher spends his school hours with students. He performs the same professional functions as most teachers in a typical school district. In a differentiated staffing plan, the staff teacher is relieved of semi-professional and clerical duties by employment of assistants.⁴

Associate Teacher or Instructor. The associate teacher is a beginner, the first year teacher. The teaching load of this person is lighter and less demanding than that of the staff teacher. The neophyte teacher is less sophisticated in methodology and in pupil diagnosis than his more experienced counterparts.⁵

Senior Teacher or Instructor. The senior teacher is a learning engineer, a specialist in the diagnosis of learning problems and in the relation of new teaching strategies to the needs of the learners. This teacher has undergone intensive, advanced training in a subject or

³Fenwick English, Differentiated Staffing: Giving Teaching A Chance to Improve Learning (Tallahassee: Florida State Department of Education, 1968), p. 12.

⁴M. John Rand, Fenwick English, "Towards A Differentiated Teaching Staff," Phi Delta Kappan, January, 1968, p. 265.

⁵English, op. cit., p. 2.

skill area and this, with many years of practical experience, can offer to other teachers a host of tested ideas for the improvement of teaching and learning.⁶ The senior teacher is primarily responsible for the application of curriculum and instructional innovations in the classroom. He is a teacher's teacher.⁷

Master Teacher or Curriculum Instructor. The master teacher is first a good teacher, perhaps not as outstanding as the senior teacher. The master teacher is a scholar in a field, one who possesses the training and technical know-how to apply promising research-tested ideas to improve the school. This requires a sound knowledge in research and a knowledge of how people adopt innovations.⁸

Academic Senate. Teachers are to be formally involved in school decision making through the academic senate. One of the responsibilities of senior teachers will be to represent the staff in the establishment of school policies relating to the educational program and its improvement.⁹

⁶English, loc. cit.

⁷Rand and English, loc. cit.

⁸English, loc. cit.

⁹Rand and English, op. cit., p. 266.

Academic Assistant. The academic assistant is a skilled paraprofessional, or a teacher intern. He works with students and may instruct in a special or skilled area. He may also maintain physical materials, grade papers, and supervise resource center activities, or student study.¹⁰

Educational Technician. The educational technician assumes many of the clerical and housekeeping tasks that consume so much professional time in the present organization. The technician keeps records, duplicates materials, types, supervises student movement on campus and takes attendance. The technician has little, if any, instructional responsibilities.¹¹

¹⁰Rand and English, loc. cit.

¹¹Rand and English, op. cit., p. 266.

VII. ORGANIZATION OF THE PAPER

After much deliberation, the remainder of the study was organized as follows:

Chapter II. Review of The Literature

Chapter III. Proposed Program for The Use of
Differentiated Staffing in Business
Education

Chapter IV. Summary

Bibliography

CHAPTER II

REVIEW OF THE LITERATURE

I. THE MEANING OF DIFFERENTIATED STAFFING

J. Lloyd Trump advocated a differentiation of staff in order to make possible the full professionalization of teaching. His hierarchical arrangement was very much like those being used in various school systems now.¹²

Various models of staff differentiation have been developed. They vary from simple two level organizations to those of five and six levels.

The simple two level organization was used by Head Start programs. A "lead" teacher and an assistant teacher composed the bulk of the team.¹³ Complete differentiation of staff now includes a master teacher, a senior teacher, staff teachers, associate teachers, a school manager, and numerous paraprofessionals.

Differentiated staffing does not mean the same as merit pay. Merit pay gives more money to some teachers

¹²J. Lloyd Trump, Dorsey Baynham, Guide to Better Schools: Focus on Change (Chicago: Rand McNally and Company, 1961), p. 33.

¹³"Differentiated Staffing," Nation's Schools, June, 1970, p. 43.

who generally do the same things that are done by other teachers, but possibly do them better. Differentiated staffing gives more money to some teachers for doing different things and for assuming different responsibilities than those assumed by other teachers. Merit pay need not require curriculum revision, which is necessary in differentiated staffing.¹⁴

This is not a new concept. The medical profession is a good example to use in comparison with the proposal made by educators. The comparison between a dental clinic and a school can be found in Table I, Page 10.

Differentiated staffing must be an orderly people-orientated process. It is imperative that the educational personnel who are to assume the new roles with definite responsibilities be involved in the differentiating process to assure a thorough awareness and an understanding of the school's objectives and organizational pattern.¹⁵

The assigning of duties to teaching personnel should be based on the teacher's previous training,

¹⁴H. H. McAshan, "Differentiated Staffing: Questions and Answers," (F.E.R.D.C. - Project "Ideals") November 25, 1968, p. 1. (Mimeographed.)

¹⁵Floyd T. Christian, State Commissioner Speaks on Flexible Staff Utilization (Tallahassee: Florida State Department of Education, 1969), p. 4.

TABLE I
COMPARISON OF A DENTAL CLINIC
AND A SCHOOL

Dental Clinic	School
Appointment Clerk (NP)	Teacher Aides (NP)
Bookkeepers (NP)	Technicians (NP)
X-Ray Technician (SP)	Teaching Intern (SP)
Oral Hygienist (SP)	Paraprofessional (SP)
Dentist (P)	Staff Teacher (P)
Oral Surgeon (PS)	Master Teacher (PS)
NP - Nonprofessional; SP - Semiprofessional; P - Professional; PS - Professional Specialist	

¹⁶McAshan, op. cit., p. 8.

personal competence, difficulty of required tasks, and career goals.¹⁷

Table II, Page 12, will serve to transform the concept of differentiated staffing into an even more meaningful form.

II. THE RATIONALE FOR BEGINNING A DIFFERENTIATED STAFFING PROGRAM

Many of the problems in education today concern the changing posture and image of the classroom teacher. Once a placid pedagogue, a social misfit, a poor man's scholar, he typically had not more than a ninth grade education with a year of normal school. Contrast this picture with the four or five year matriculated professional teacher today. Immediately one notes the great difference in training and competence. With this increased training, the teacher has become restless and dissatisfied with his position in the educational organization that still sees him as the ninth-grade educated school master with a birch rod and a knapsack.¹⁸

Society has changed, knowledge has changed, and students have changed. The only thing that remains in

¹⁷McAshan, loc. cit.

¹⁸Fenwick English, Differentiated Staffing: Giving Teaching A Chance to Improve Learning (Tallahassee: Florida State Department of Education, 1968), p. 1.

TABLE II
A MODEL OF DIFFERENTIATED STAFFING

PERSONNEL	DEGREE	TEACHING RESPONSIBILITIES	SALARY
Master Teacher Non-tenure	Doctorate	60%	Twelve Months \$18,000-20,000
Senior Teacher Non-tenure	M.A., M.S.	80%	Eleven Months \$11,000-14,000
Staff Teachers Tenure	B.A., B.S.	100%	Ten Months \$6,000-11,000
Academic Assistant Non-tenure	A.A.	10%	Ten Months \$4,000-5,000
Educational Technicians			

¹⁹M. John Rand, Fenwick English, "Towards A Differentiated Teaching Staff," Phi Delta Kappan, January, 1968, p. 267.

steady state is the school, functioning on the same assumptions about the teacher that he must be told what to do and when to do it. Furthermore, the school says rather plainly that all teachers are equal because no matter how long they have taught, or how many years of advanced training they have earned, they still receive thirty students, in the same four walls, with the same instructional responsibilities as they did when they first began their teaching careers.²⁰

Teachers are increasingly beginning to recognize that their roles as generalists are unmanageable. Witness an elementary teacher teaching remedial reading, safety, sex education, science, music, and geography. Even at the secondary level, a social studies teacher might be expected to be equally conversant with political geography, economics, and history.²¹

This knowledge explosion alone has made it virtually impossible for the teacher to be highly conversant with several subject fields. This is not to argue against professional educators receiving a broad liberal arts education. It is rather that teaching fields have become

²⁰English, op. cit., p. 2.

²¹Dorothy V. Meyer, A Position Statement on The Concept of Differentiated Staffing (National Commission on Teacher Education and Professional Standards. Washington: National Education Association, 1969), p. 4.

proliferated and highly complex, and for performing the teaching act, it becomes important that teachers have the opportunity to develop their greatest interests and highest talents in a few rather than a greater number of areas. Nor should this necessarily result in greater departmentalization and fractionalization of content and process. As teachers perfect their collaborative effort they might find themselves leading in some activities, working as peers in others, and assisting or following in yet others. Such arrangements might make it possible for teachers to learn more from their colleagues than under present patterns of operation.²²

The curriculum development function of classroom teachers should be expanded. In small teams where several areas of expertise are present, teachers could relate intensively and directly in curriculum building that would fully develop the interrelationship of the subject matter areas. Teachers have too long been involved in tasks that diminish their professional stature and deplete their energies for interacting directly and intensively with pupils. Some examples are child-accounting, test-scoring, fund-collecting, hall monitoring, typing, mimeographing, etc.²³

²²Meyer, op. cit., p. 7.

²³Meyer, op. cit., p. 5.

Despite some progress there is every indication that the education profession is going to continue to face a myriad of teacher problems and teacher shortages for some time to come. The United States Office of Education estimates that one million trained teachers are not in the classroom because they can earn more elsewhere. The NEA predicts that last year the nation was short 172,000 teachers. This is true, despite the fact that universities and colleges graduate about 200,000 candidates with teaching credentials per year. The statistics indicate that teaching is not an attractive career, and that it cannot offer status, prestige, or financial remuneration to compete successfully for graduates at the universities who are considering a variety of professional paths.²⁴

The education profession has not achieved career patterns on a par with other senior professions. The lack of career patterns and holding power in education is illustrated in the high percentage of trained teachers who never teach, the considerable number who pass through the profession on their way to motherhood or other careers, and the acceptance of the situation that prestige,

²⁴English, op. cit., p. 2.

advancement, and high material reward come only through promotion out of the classroom.²⁵

There are no promotions in teaching. All promotions lead away from the classroom. If a teacher accepts a promotion, he becomes a counselor, coordinator, consultant, supervisor, vice-principal, or a principal. The hypocrisy of professional education is clearly evident here; we say teaching is the most important activity in the educational enterprise, but all the rewards, financial and otherwise, encourage movement away from the classroom. The administrator is the mark of advancement, the badge of success, and the executive trail in education. Many creative and dedicated teachers are lost each year to business, industry, and administration.²⁶

The present role of the teacher is an undifferentiated one. The movement by teachers toward a more professional attitude will be to end the idea of undifferentiation. As long as teachers are viewed as all the same, the educational organization can continue to be governed by a handful of men in top administrative positions. People are more controllable and manipulatable when there are no differences among them. Also, by not

²⁵Meyer, op. cit., p. 4.

²⁶English, op. cit., p. 3.

recognizing differences, the organization does not have to be flexible or responsive to those differences. Control is much easier in an organization characterized by mass conformity and uniformity than if one were dealing with radical differences in personnel. This is why differentiated staffing as a concept is ultimately the way teachers will break out of their roles as docile employees within the educational structure and force recognition of their differences, thereby placing stress on the power structure of education and decentralizing the decision-making process with themselves as integral components. This will not only permit a greater voice by teachers in the formulation of policy, but is also precisely what education needs to become more responsive to the needs of the student.²⁷

Conditions are at their worst in the nation's urban areas which have spawned militant teacher unions and associations. Here the educational bureaucracy is at its worst: (1) Communication lines overextended or nonexistent, laced with petty administrative policies and procedures to keep teachers in line; (2) Decaying school buildings; and (3) Ghettoized neighborhood areas. It is in these appalling conditions that teachers have

²⁷English, op. cit., p. 8.

turned to the strike as the weapon that brings results. Through organized action they can swiftly bypass the channels of the administrative labyrinth, and work directly with the board of education or the legislature on educational problems and grievances.²⁸

The hiatus between teachers and administrators has widened and the problems of teacher shortage, discontent, and the threat of strike looms as large as ever. The problem is accentuated by administrative negativism and retreat to the policies of the past, the authority of the past, and the leadership of the past. Administrators are failing to grasp the significance of the new teacher militancy and drive for new positions in the schools. They make the classic mistake of labeling such activity as the work of the union and they wash their hands of all responsibility. They are unable to ascertain that it is an autocratic organization run solely on authority, with the implied assumption that the teacher must remain subservient. This is the cause of so much friction and resentment.²⁹

Much of what appears in store in the future can be avoided if administrators will recognize the demand

²⁸English, op. cit., p. 2.

²⁹English, op. cit., p. 4.

by teachers for increased professional responsibilities as a positive step toward maturity and professionalism, rather than a threat. The function of the administrator is to promote the teacher, to create the conditions by which the teacher may respond creatively to the challenge of producing improved education, and to procure for the teacher the necessary material and financial support to innovate.³⁰

Differentiated staffing will serve to cause teachers to become less militant. It will allow schools to reorganize so that facilities can be deployed in ways that will make optimum use of teacher experience and abilities which gives teachers greater control over their own professional interests.³¹

Differentiated staffing offers a promising solution by separating teacher roles and offering career advancement to teachers. This is a method of retaining career teachers in the classroom. Teachers may be advanced and paid salaries commensurate with school administrators and command equal, if not greater, prestige and influence in the educational organization. By opening up the decision-making machinery to active teacher participation, leadership

³⁰English, op. cit., p. 4.

³¹McAshan, op. cit., p. 4.

is supported and augmented by the best combined professional expertise available in solving problems in the school or county.³²

Through the development of colleague evaluation and interaction, the gap between the administrator and the teacher is reduced. Both functions are still vital to the organization, but teaching can no longer be considered subservient to administration. Differentiated staffing brings into being a structural incentive system that rewards teaching, not at the expense of administration, but in addition to administration.³³

New types of staffing and salary patterns are intended to help establish the teacher as a full, professional colleague in decision making regarding policy, curriculum, and instruction relevant to assigned tasks. The intent of this new concept is to focus on two vital goals shared by all educators: (1) Improved educational opportunities for students; and (2) Greater professional opportunities for teachers.³⁴

The rationale for the use of differentiated staffing can best be summed up with the following statements:

³²English, op. cit., p. 5.

³³Ibid.

³⁴Christian, loc. cit.

1. Good teachers, who deserve as much money as administrators, will be able to afford a career in classroom teaching.

2. There will be a place for talented teachers who want only limited professional responsibility.

3. Better teachers put to better use would put the teacher shortage in proper perspective.

4. Supervision would emphasize direction and guidance from fellow teachers with demonstrated ability rather than evaluation only.

5. Evaluation could be based on real knowledge from intimate contact and cooperation between teaching professionals.

6. Many existing problems in negotiating salaries and existing differences between professional teachers and administrators should disappear in a staff wherein status is derived from performance and competence.³⁵

³⁵Dwight W. Allen, "A Differentiated Staff: Putting Teacher Talent to Work," Palo Alto, Calif: Stanford University, 1968, p. 6. (Mimeographed.)

III. A REVIEW OF PRESENT EXPERIMENTAL PROGRAMS IN DIFFERENTIATED STAFFING

Kansas City, Missouri

In 1968, a new pattern for staffing was implemented at Mary Harmon Weeks Elementary School and Martin Luther King Junior High in Kansas City. Each school will accommodate approximately 1,000 pupils. The children in the community served by these schools had special needs such as low reading achievement, arithmetic skills below grade level, and speech defects.³⁶

The following job classifications were used as an attempt to differentiate the roles of the personnel in the two schools:³⁷

1. Coordinating Instructors
2. Senior Instructors
3. Instructors
4. Associate Instructors
5. Interns
6. Student Teachers
7. Paraprofessionals

³⁶Donald Hair, Eugene Wolkey, "A Plan for Differentiated Staffing," (Kansas City: Division of Administrative Services, Kansas City School District, 1968), p. 1. (Mimeographed.)

³⁷Ibid., p. 4.

The following criteria were used in assigning jobs to the personnel:³⁸

1. The task to be assigned (large group, small group, individual instruction).
2. Responsibilities for preparation of materials.
3. Special competencies required.
4. Preparation and developmental stage of the individual employee.
5. Length of the work day and work year.
6. Creativeness.
7. Talent.
8. Attitude.
9. Responsibilities for the diagnosing of learning problems.
10. Responsibilities for prescribing material and techniques of instruction.

Participation in the differentiated staffing program was on a voluntary basis. Those persons involved in the program were required to attend a summer workshop. The workshop consisted of two weeks of intensive orientation into the philosophy of differentiated staffing. Each individual was briefed on his or her role in the flexible staffing plan adopted by Kansas City. The staff

³⁸Hair and Wolkey, op. cit., p. 5.

worked in small groups developing philosophies, objectives, and programs for the school which they were to serve.³⁹

The staff of the Mary Harmon Weeks Elementary School was organized as follows: Kindergarten - one senior instructor, one instructor, one associate instructor; Early Primary - one senior instructor, two instructors; Middle Primary - one senior instructor, two instructors; Late Primary - one senior instructor, one instructor; Grade Four - one senior instructor, two instructors; Grade Five - one senior instructor, two instructors; Grade Six - one senior instructor, one instructor. The following personnel was assigned to the elementary school, but not to any particular grade level: two coordinating instructors, four associate instructors, and four interns.⁴⁰

It was estimated that it would cost an additional \$19,087 to operate the elementary school with the flexible staffing program.⁴¹

The staff for the Martin Luther King Junior High was organized as follows: Language Arts - two senior instructors, four instructors, two associate instructors; Foreign Language - two instructors; Social Studies - one senior instructor, five instructors, two associate

³⁹Hair and Wolkey, op. cit., p. 7.

⁴⁰Ibid., p. 12.

⁴¹Ibid., p. 13.

instructors, one intern; Art - two instructors; Music - two instructors; Instrumental Music - one instructor; Library - one instructor; Science - one senior instructor, two instructors, one intern; Math - one senior instructor, four instructors, two associate instructors, one intern; Industrial Arts - two instructors; Home Economics - two instructors, one associate instructor; Business Education - one instructor; Physical Education - four instructors, one associate instructor; Special Education - two instructors. The Social Studies and the Science Departments were each assigned a part-time coordinating instructor. Two full time coordinating instructors were assigned to the Fine Arts Division and the Industrial Arts Department. A senior instructor was assigned to the Practical Arts Division of the curriculum.⁴²

It was estimated that an additional \$17,678 would be needed to implement the flexible staffing program of the Martin Luther King Junior High School.⁴³

Temple City, California

The Temple City differentiated staffing project was planned for four years. Phase I began January 1, 1967.

⁴²Hair and Wolkey, op. cit., p. 16.

⁴³Ibid., p. 17.

It ended June 30, 1968. This was the planning stage. The purpose of this stage was to reveal the various levels of responsibilities which encompass the teaching act. After the tasks were defined in terms of the competencies needed to perform them, they were grouped on the basis of function within the proposed teacher hierarchy. Groups of teachers met with the project coordinator and designed the method of selection and criteria for evaluating teachers for each category. Consultants from local universities also worked with the teachers.⁴⁴

Teachers were reclassified in a position within the hierarchy. It was necessary to assure the staff that no one would be penalized as a result of the reclassifying. Salaries were "frozen" at their present position on the salary schedule. A teacher could make the same salary or more. No one would receive a salary decrease.⁴⁵

The positions used by Temple City were: curriculum associate, senior teacher, staff teacher, and associate teacher.⁴⁶

⁴⁴M. John Rand, "A Project Proposal to The Kettering Foundation: The Temple City Differentiated Project," (Temple City, California: Temple City Unified School District, 1966), p. 1. (Mimeographed.)

⁴⁵Ibid.

⁴⁶Ibid., p. 6.

Job descriptions for each level of the teaching hierarchy were developed. Interviews were necessary for those teachers competing for senior teacher.⁴⁷

The superintendent and staff director met with representatives of the California Teachers' Association, American Federation of Teachers, California Association of Secondary School Administrators, California School Board Association, California State Department of Education, and university consultants to secure their approval and discuss the implications differentiated staffing would have on education for the next four years.⁴⁸

Phase II of the project was scheduled from July 1, 1968, to June 30, 1970. This part was the actual operation of the planning which took place in Phase I. Phase II will be concluded with extensive evaluation steps to determine the effects differentiated staffing has had on students, teachers, administrators, and parents.⁴⁹

Dr. M. John Rand, Superintendent of Temple City Unified School District, assumed full responsibility for directing and implementing the project. Dr. Wilber D. Hawkins, assistant superintendent, was responsible for working with the elementary teachers. Mr. Fenwick English,

⁴⁷Rand, loc. cit.

⁴⁸Ibid., p. 5.

⁴⁹Ibid., p. 1.

intermediate principal, was responsible for working with the secondary teachers.⁵⁰

The four year program was sponsored by the Kettering Foundation and has an estimated total cost of \$258,454. It is anticipated that the Temple City Unified School District will be able to assume the cost of the teacher hierarchy at the conclusion of the sponsorship by the Kettering Foundation.⁵¹

Florida

In 1968, the Florida legislature made it possible for counties in Florida to undertake a study which would lead toward flexible staffing in Florida. The State Department of Education has set forth a master plan for Florida to follow. Those counties interested in participating in differentiated staffing programs were requested to submit an application to the Florida State Department of Education.⁵²

⁵⁰Rand, op. cit., p. 9.

⁵¹Ibid., p. 17.

⁵²Joseph W. Crenshaw, Proposed Florida Flexible Staff Organization Feasibility Study (Tallahassee: State Department of Education, 1968), p. 1.

Pilot projects are now set to begin in three counties this fall. They are Dade County, Leon County, and Sarasota County.⁵³

A major impetus for differentiated staffing appeared with the passage of the Education Professions Act of 1967, which set aside federal funds for such experimentation.⁵⁴

⁵³"Differentiated Staffing," Nation's Schools, June, 1970, p. 46.

⁵⁴Ibid.

CHAPTER III

PROPOSED PROGRAM FOR THE USE OF DIFFERENTIATED STAFFING IN BUSINESS EDUCATION

The purpose of this chapter was to propose a program for the use of differentiated staffing in a secretarial business education program.

The type of school involved in this proposal is an area vocational school whose purpose is to provide students with skills that would enable them to secure secretarial employment upon graduation. The vocational school works in conjunction with the area high schools. First year business courses are taken at the local high schools. Students interested in the secretarial field travel to the vocational school for their second year business courses.

In order for a student to be admitted to the school, he must have maintained an overall "C" average, and a "B" average in his first year business subjects.

The staff for the secretarial portion of the business education program includes: one master teacher, one senior instructor, four instructors, and two teacher's aides.

Objectives of The Program

1. To improve instruction for the students.
2. To attract and hold talented teachers.
3. To provide teachers with a better incentive to improve themselves and work toward a higher degree.
4. To increase professionalism among teachers.
5. To allow teachers to assume those teaching responsibilities at which they are most competent.

Description and Duties of The Personnel

Title of Position: Master Teacher

Personal and Professional Qualifications:

1. Doctorate degree in business education.
2. Successful teaching experience.
3. Well versed in research in business education.
4. Skillful in human relations.
5. Committed to teaching as a career.

Responsibilities:

1. Teach demonstration classes.
2. Constantly evaluate program to see that it meets the needs of the community.

3. Evaluate and select textbooks, audio visuals, and supplementary materials.
4. Keep business education equipment up to date.
5. Organization of total program.
6. Work with principal in evaluation and employment of teachers.
7. Attend business conventions, meetings, and report on latest teaching methods in business.
8. Prepare progress reports on the program.
9. Prepare in-service workshops for staff.
10. Work eleven months of the year.
11. Be available after school for meetings.

Title of Position: Senior Instructor

Personal and Professional Qualifications:

1. Master's degree in business education.
2. Successful teaching experience.
3. Dedicated to teaching as a career.
4. Knowledgeable of all areas of business education.
5. Be a superior teacher.
6. Skillful in area of human relations.

Responsibilities:

1. Serve as leader of the teaching team.
2. Develop long range lesson plans.

3. Implement new teaching ideas.
4. Teach part of the day.
5. Plan daily learning activities.
6. Be knowledgeable of total school curriculum.
7. Serve as a member of the instructional council of the school.
8. Be available for individual conferences with students.
9. Represent school on academic senate
10. Be available after school for meetings.
11. Work ten months of the year.

Title of Position: Instructor

Personal and Professional Qualifications:

1. Bachelor's degree in business education.
2. Willing to continue education.
3. Willing to try innovative experiences.
4. Skillful in human relations.

Responsibilities:

1. Follow plans set up by senior instructor.
2. Work with small groups in area of specialization or subject area assigned by senior instructor.
3. Lecture occasionally before a large group.

4. Spend complete day with students.
5. Work ten months of the year.

Title of Position: Teacher's Aide

Personal and Professional Qualifications:

1. High school diploma.
2. Ability to work with teachers.

Responsibilities:

1. Check daily attendance.
2. Perform routine clerical duties assigned by instructors, senior instructor, or master teacher.
3. Do routine typing.
4. Prepare instructional materials.
5. Assist in paper grading.

Curriculum

The following courses are offered: Shorthand II, Machine Shorthand, Typing II, Business English, Accounting II, and Business Machines. Students interested in general secretarial work are encouraged to take Shorthand II, Typing II, and Business English, or Business Machines. Those students interested in being secretaries with emphasis on accounting are encouraged to take Accounting II, Business Machines, and Business English. Machine Shorthand is for those students interested in becoming court reporters.

It would be the duty of the senior instructor to lecture twice a week in the field of general secretarial procedures and accounting. The lecture on general secretarial procedures would be on Monday and Wednesday; the lecture on accounting would be on Tuesday and Thursday. The lectures would be held in a room for large group instruction. At the conclusion of the lecture, students would assemble in small group instruction areas to study a particular subject. The instructors would be assigned to the subject areas according to their preferences; assuming, of course, this preference was in the area of their greatest ability.

Selection of the Staff

It would be the responsibility of the superintendent of the county and the director of the vocational school to seek out and employ a master teacher. The senior instructor should be employed upon the recommendation of the master teacher and the director of the school. The instructors should be employed upon the recommendation and approval of the master teacher and the senior instructor. The master teacher is also responsible for the employment of the necessary number of teacher aides.

Implementation of the Program

A differentiated staffing program could not proceed any faster than the people involved could absorb it. This refers to the public as well as the educational personnel. It would not be feasible to attempt the program in all the schools of a county at one time. A pilot school should be selected. After the program has been prepared, implemented, and evaluated in the pilot school, it could then move on to other schools in the system. This is provided, of course, the evaluation is favorable.

A public relations program should precede and become a part of the implementation of the differentiated staffing program. Parents must be made to feel that this new method of instruction is an improvement of the educational process and is being done as an attempt to insure a better education for their children.

Brochures should be prepared explaining the differentiated staffing program. The brochures should include a timetable of the events to be accomplished over a period of time. The newspaper, in particular, should be made aware of the program and kept up-to-date as it proceeds.

The orientation of the teaching staff would involve a considerable amount of time and planning.

A summer workshop which teachers should be paid to attend would be a necessity to begin the project. Consultants with a background of successful experience in differentiated staffing should conduct the workshop. Ample time should be given to teachers for discussion periods. Clear communication among teachers and administrators is a necessity.

Visitations should be made to schools with existing programs in differentiated staffing. Lay people and members of the board should be included in the visitations. Faculty meetings during the school year should include films on differentiated staffing and discussions of the role the teachers are expected to play at each level of the hierarchy. Changes in the school program should be identified. This will include such items as flexible grouping, large and small group instruction, formal leadership among the teaching personnel, and the use of paraprofessionals.

The students should also be made aware of the anticipated new program. This can be accomplished through the school paper and the student council organization.

The second phase of the program would be involved with the selection of the staff and the detail designs

of the program in order to accomplish the aims and the objectives of the program. The following is a timetable that could be used for the implementation of a differentiated staffing program:

Phase I (first year)

1. Meet with state department to secure approval.
2. Begin teacher, pupil, and community orientation program.
3. Analyze teaching tasks currently being performed.
4. Determine the competency required for each task.
5. Group tasks according to function - professional, nonprofessional.
6. Develop job descriptions.

Phase II (second year)

1. Develop tentative budget.
2. Design hierarchical program.
3. Screen personnel for master teachers and senior teachers.
4. Design detailed curricular program.
5. Implementation of hierarchical program and curricular program.

Difficulties

The program would cost more money and this could be a serious difficulty. However, if the public relations is sufficient, this problem would be solved in the planning phase of the program. If the board of public instruction sees no value to the program, it would be pointless to try to implement it, as they control the necessary funds.

Staff relationships would be of prime concern. Placing different personalities into close working conditions can result in serious disagreements. Failure on the part of the staff to plan and work together cooperatively would render the program useless. Careful screening, selection and assigning of teaching personnel is a must. There is also the possibility of teachers becoming dissatisfied and losing their enthusiasm for the program as the school year passes. In order that they would not affect the morale of the other teachers, it would be better to allow them to transfer to another school in the county and bring in someone who had been considered as an alternate for the position. Of course, it would be hoped that the transfers would be few.

It should be anticipated that the usual planning period allotted to teachers would be insufficient and that paraprofessionals would have to be utilized in

noninstructional areas in order to give teachers more time for planning.

Some students may have trouble adjusting to the differentiated staffing program. It could be confusing for them to receive their instructions in a large group situation and from different teachers in the same subject area. Each teacher has his own ideas as to what concepts and materials a student should master.

A school could not move into a differentiated staffing program without considering the facilities available. Rooms for large and small group instruction should be available. Additional office space would be needed for at least the master and senior teachers.

Administrators may also find it difficult to work in a situation where the master and senior teachers are consulted in decision making. This may lead to resentment of the teachers and the program. It would be of utmost importance that the administrator of the school completely accepts the program.

A true evaluation of the program would be a very difficult task. An accurate evaluation would take into consideration the opinions of the teachers, students, board of public instruction, and the community.

CHAPTER IV

SUMMARY

The purpose of this study was to define the concept of differentiated staffing; present the rationale for the rise of this concept; review experimental programs in differentiated staffing; and to propose a program in business education for the use of differentiated staffing.

Differentiated staffing is a promising innovative design under consideration in some public school systems today. As previously stated, it is based on the principle of a teacher hierarchy. Teachers are paid more for assuming different responsibilities. The main function of the hierarchy was to give teachers a position according to their talent and career desires.

This innovative design suggests a radical departure from the traditional organization of school faculties. It definitely changes and enlarges the role of the teacher to one of a decision-maker and offers a chance for advancement as a teacher without going into the field of administration.

Education has failed to keep pace with other professions. There have been no promotions for teachers; thus, many young people have never bothered to go into

the field of teaching. They have gone directly to industry or administration for employment. Through the hierarchy of differentiated staffing, there will be a chance for advancement. Teachers will be paid more for their professional training. The teacher shortage should decrease and teachers should become less militant.

The experiments reviewed in differentiated staffing indicated that the program is yet to be completely developed. No plans have been implemented long enough for reliable generalizations to be made about the operation of the concept. The evaluation report of the flexible staffing program of the Temple City Unified School District, Temple City, California, which is to be released later this year, will shed much light on the operational aspects of the concept.

The proposed program for the use of differentiated staffing in a business education program included the following: (1) Description of school for which program was prepared; (2) Objectives of the program; (3) Description and duties of the personnel; (4) Selection of the personnel; (5) Curriculum; (6) Implementation of the program; and (7) Difficulties.

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