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ABSTRACT

This review analyzes the trend toward differentiation of secondary school instructional staffs to include teacher aides, technical assistants, clerical assistants, and staff specialists in addition to professional teachers. Attention is also given to the redefinition of professional and nonprofessional roles within a differentiated staffing arrangement. A 96-item bibliography of related literature is included. (RA)

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New Sets of Jobs for School Personnel

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NEW SETS OF JOBS
FOR SCHOOL PERSONNEL

Analysis of Literature
and
Selected Bibliography

by

Philip K. Piele

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

In mid-June 1970 the Clearinghouse received an urgent request from Central ERIC in the U.S. Office of Education to prepare selected bibliographies and brief analyses of literature on eleven critical topics related to school organization and administration.

The bibliographies and analyses were required by USOE's National Center for Educational Research and Development (formerly the Bureau of Research) in planning its new program of directed research and development. School organization and administration is one of four areas of education chosen by the center to receive concentrated research and development assistance. The others are reading, early childhood, and vocational education.

Through a joint effort the Clearinghouse staff completed the bibliographies and analyses for shipment to USOE by July 2, the deadline date.

The analysis and bibliography combined here focus on (1) types of differentiated roles developed or developing in education, and (2) efforts at redefinition of professional, paraprofessional, and nonprofessional roles for administration, instruction, pupil personnel, and other functions.

The literature cited in the bibliography and analyzed in the paper was drawn from a search of the two ERIC index catalogs, Research in Education and Current Index to Journals in Education, and from the following non-ERIC sources: Books in Print, Cumulative Book Index, Education Index, Public Affairs Information Service, Sociological Abstracts, Social Sciences and Humanities Index, and Book Review Digest. Although the urgency of the request precluded a full and comprehensive search and analysis of the literature, the reviews and bibliographies are intended to assess accurately some of the current developments and emerging trends on the topic.

Many of the documents cited in the bibliography can be ordered from the ERIC Document Reproduction Service. Instructions for ordering these documents are given at the end of the bibliography.

Philip K. Piele
Director

Analysis of Literature on
NEW SETS OF JOBS FOR SCHOOL PERSONNEL

As early as 1959, Trump recommended that secondary schools reorganize their instructional staffs along differentiated lines to include professional teachers (both specialists and generalists), instructional assistants, clerks, general aides, community consultants, and staff specialists. Building on the work of Trump, Bush and Allen (1964) proposed a differentiated staff composed of four levels of professionals (senior teachers, staff teachers, first-year teachers, and intern teachers) and three levels of nonprofessionals (teaching assistants, technical assistants, and clerical assistants).

The differentiated staffing approach to the reconstitution of the teacher's role in elementary and secondary schools, championed with considerable enthusiasm by the National Commission on Teacher Education and Professional Standards (NCTEPS), calls for a teaching structure "within which both the levels and kinds of teaching responsibility can be assigned and rewarded in keeping with identified educational functions and professional needs" (Allen 1967). Papers that focus specifically on models for differentiating roles, on staff support, and on the application of technology and systems approaches to school staffing are among those included in a report of the 1968 regional TEPS conferences (NEA, NCTEPS 1969).

Recommending the elimination of the self-contained classroom, Edelfelt

(1967) called for the development of teams composed of teachers, student teachers, aides, and high school students to perform a variety of roles in the teaching process. In somewhat the same vein, Joyce (1967a) proposed a model for differentiated direct-instruction teams backed up by learning support centers. Proposing a differentiated staffing plan similar to Joyce's, Bell (1967) called for a new instructional framework that would make use of teacher leaders, clerks, assistants, tutors, and an instructional materials center staffed by personnel who would replace present counselors, librarians, remedial teachers, and supervisory personnel.

Denemark (1967) also argued for the development of a differentiated instructional team made up of teachers and auxiliary personnel. Calling for the "replacement of the omnicapable teacher by the omnicapable team," Macdonald (1968) proposed a triadic differentiated model composed of semi-permanent core members, floating members, and subprofessionals.

Differentiated staffing models organized around student learning needs have also been proposed (McKenna 1967b and Sharpes 1969). Sharpes' model is particularly noteworthy. Designed to provide for effective interaction between teaching style and student learning while at the same time providing growth and advancement opportunities to enable and encourage teachers to remain in the profession, the model differentiates secondary school staffing responsibilities according to the following areas: (1) general phases of a total school program (instruction, curriculum, facilities, teacher evaluation, and responsibilities for students); (2) types or modes of learning-management activities under each phase (for example, large-group, small-group, or individually directed

learning under the instructional phase); and (3) levels of responsibility in each activity (major, subordinate, or planning). Four submodels, developed to define teaching responsibilities for each of four kinds of teachers--assistant, associate, senior, and master--are presented.

Perhaps the most significant differentiated teaching concept currently under development is that practiced in the Temple City Unified School District in California. Aided by a grant from the Kettering Foundation, the district organized professionals on four levels (staff teachers, senior teachers, teaching curriculum associates, and teaching research associates), and non-professionals on two levels (academic assistants and educational technicians) (Rand and English 1968). Among the areas of responsibility differentiated by the Temple City plan are instructional management, which features an advanced teacher as a learning engineer; curriculum construction, which adds emerging curricular theory and design by discipline structure to a teacher's responsibilities; and advanced skills in the practical application of research for the improvement of instruction (English 1969a).

Another of the more exciting differentiated staffing experiments is that in the Niskayuna, New York, schools. In a four-year project that combined the training and continuing education of teachers and the more effective use of educational personnel, Niskayuna sought to produce a school system with the flexible capacity to effect planned change. Niskayuna's objectives for the first year included (1) pilot programs involving differentiated staff teams; (2) complete analysis, in cooperation with the System Development Corporation, of the tasks of educational personnel; (3) definition of a series of differentiated

roles (with job descriptions) from administrative to clerical levels; (4) development of a training program for each differentiated role; (5) development of a plan for initiating six to eight operational teams to test the new roles in realistic school settings; (6) specification of behavioral and attitudinal changes expected from students and staff; and (7) establishment of a continuing evaluation program (Niskayuna Public Schools 1969).

A five-phase project is currently under way at Nova High School and two Nova elementary schools in Ft. Lauderdale, Florida. The purposes of the project are to develop a model of teacher role behavior in individualized classrooms, to develop teacher training courses (including workshops) for behaviors specified by the role model, and to train teachers (inservice and preservice) to fulfill the role provided by the model (Flynn and others 1969).

Of the types of differentiated roles developed, the most widely employed in education today is the teacher aide. An abundance of literature analyzes the use of teacher aides in elementary and secondary schools. Rittenhouse (1969), for example, summarized and interpreted the findings of a study of teacher aide programs in nineteen school districts throughout the country. After surveying the literature on teacher aides and analyzing teacher aide programs in the San Francisco Bay Area, Newman (1965) concluded that an aide's duties fall into four broad categories: clerical work, lay readers, preparation of enrichment materials, and assistance in instructional and resource materials centers. Classroom management and instructional tasks performed by teacher aides are described in a collection of project descriptions of paraprofessional programs in education prepared by NCTEPS for use at the 1969 national conference (NCTEPS 1969a).

Several bibliographies on auxiliary personnel, staff utilization, and differentiated staffing have been compiled. Besides compiling an annotated bibliography, Metzner and Neuman (1967) summarized and evaluated the available literature and research on the employment of teacher aides. Georgiades and others (1965) compiled an extensive list of literature related to new patterns in the utilization of school staff.

The ERIC Clearinghouse on Teacher Education recently published two annotated bibliographies on differentiated staffing. One, compiled by Ross (1969), is a guide to 114 documents on differentiated staffing announced in Research in Education. Many documents cited in the bibliography deal specifically with the roles of the teacher, part-time teacher, supervisor, assistant principal, reading consultant, specialist, research-oriented teacher, and paraprofessional. The other, compiled by McKenna (1969), contains thirty-one items that deal specifically with the differentiation of school staffs. Reports on auxiliary personnel, team teaching, and other staffing arrangements, are not included. Findley (1966) summarized fourteen research reports, published between 1960 and 1964, pertaining to the effective use of teacher time in the elementary school.

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