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ABSTRACT

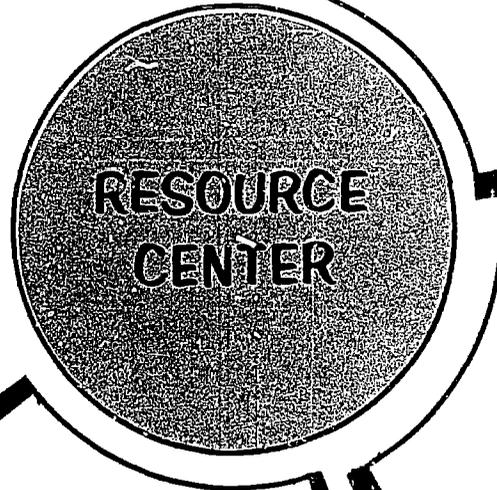
The first of these two reports lists and briefly describes services available from the Leadership Training Institute for School Personnel Utilization (LTI-SPU). These services include visits, teacher exchange, direct training activities, distribution of training materials, and information dissemination. The second report contains an annotated bibliography of basic references on differentiated staffing, a bibliography of all materials available at the SPU Resource Center, information on ordering bibliography entries, and a list of school personnel utilization projects funded for 1970-71 by USOE. (RT)

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BASIC REFERENCES ON DIFFERENTIATED STAFFING [REDACTED]

BIBLIOGRAPHY OF ALL MATERIALS AVAILABLE AT
SPU RESOURCE CENTER [REDACTED]

ORDERING BIBLIOGRAPHY ENTRIES [REDACTED]

LIST OF SCHOOL PERSONNEL UTILIZATION PROJECTS 1970-71
FUNDED BY U.S.O.E. [REDACTED]

SCHOOL PERSONNEL UTILIZATION [REDACTED]

BASIC REFERENCES ON DIFFERENTIATED STAFFING

This list of selected references will provide basic information on differentiated staffing to personnel who are studying the concept or are setting up an information system within an organization. Many perspectives are represented in these introductory materials - university, NEA, AFT, project director, superintendent, classroom teacher, state department. We highly recommend the materials published by NEA TEPS and by AFT; ordering information is given in the back of this booklet. An additional packet of materials is available from the Resource Center; when ordering these ask for the packet, Introduction to Differentiated Staffing. The NEA and AFT materials cost approximately eight dollars. The Resource Center packet costs ten dollars including postage.

Alien, Dwight W. "A Differentiated Staff: Putting Teacher Talent to Work." Occasional papers No. 1. NEA TEPS. 1967. pp. 7.

Views teachers as interchangeable parts and current staffing patterns as inefficient. Proposes a four-level model and lists advantages of this kind of differentiated staff.

Allen, Dwight W. "Needed: A New Professionalism in Education." Washington, D.C.: AACTE. May, 1968.

A discussion of educational professionalism as a concept in need of overhaul. Suggests methods of redefining professionalism which include role and task analysis, appropriate evaluation techniques, performance criteria and revised training programs.

Barbee, Don. "Differentiated Staffing: Expectations and Pitfalls." NEA TEPS. Write-In Papers on Flexible Staffing Patterns. No. 1. March, 1969. pp. 7.

Various dangers - economy as a goal, using assistants as teachers, creating status and personality conflicts, overspecializing, increased bureaucracy - of differentiated staffing are highlighted.

Bhaerman, Robert D. Several Educators' Cure for the Common Cold Among Other Things or One Unionist's View on Staff Differentiation. QuEST Paper #7. Department of Research, AFT. Washington, D.C. n.d. pp. 13.

Takes the hierarchial design of differentiated staffing head on questioning the motives and the efficacy of vertical teacher differentiation. Argues the feasibility of establishing different teaching roles of relative importance, and maintains there is no way to establish a master (or minor) teaching role. Presents three alternatives: teacher certification changes; inservice training options; and continuous progress - a self evaluation technique.

Bhaerman, Robert D. "A Study Outline on Differentiated Staffing." QuEST Report on Differentiated Staffing #2. Department of Research. American Federation of Teachers. Washington, D.C. 1969. pp. 22.

AFT position on differentiated staffing and merit pay. Weighs advantages and disadvantages of differentiated staffing. Comments on current differentiated staffing literature. Comprehensive bibliography.

Classroom Teachers Speak on Differentiated Teaching Assignments. NEA.
1969. pp. 28.

"Identifies the opinions and concerns of a representative group of classroom teachers from all parts of the United States on how differentiated staffing can and should relate to the improvement of educational opportunity for students and how differentiated staffing can and should relate to classroom teachers as individuals, as part of a school system staff, and as members of the professional associations." - foreward.

Davies, Don. "Education Professions Development: Investment in the Future." American Education. February, 1969. HEW - U.S.O.E.

Describes the EPDA and its objectives to individualize instruction and "open up" the teaching profession.

Edelfelt, Roy A. Differentiated Staffing: Inter-personal Relationships and the Changing Educational Community. A speech to the Florida Twenty-Fourth Annual Supervisors Conference. October, 1968. pp. 9.

Organizational climate, the relationship between people within a school is emphasized, and in this regard the need for teachers to be relieved of some of the oppressing tradition of roles and attitudes is discussed. Some characteristics of a more self-actualizing staff are described.

Edelfelt, Roy A. "Is Differentiated Staffing Worth Risking?" National Commission on Teacher Education and Professional Standards. 1969. pp. 6.

Discusses definition of differentiated staffing, manpower problems, staff development, professional levels, criticisms, and teacher involvement.

Edelfelt, Roy A. "Redesigning the Education Profession." NEA TEPS. January, 1969. pp. 17.

Analyzes the teacher's role, teaching as a career, teacher supply and demand, the promise of a new differentiated staff organization and the governance of the education profession.

Edelfelt, Roy A. "The Teacher and His Staff: Differentiated Roles for School Personnel." Mimeographed paper. NEA TEPS. n.d. pp: 7.

Describes the shortcomings of existing staffing patterns and roles, and makes assumptions about the unmanageability of present teaching roles. Pictures the Trump model, the Head Start model and the Teacher and His Staff model.

English, Fenwick. Differentiated What? Unpublished position paper for the Mesa Public Schools Conference on Differentiated Staffing. Mesa, Arizona. 1970. pp. 13.

One of the best historical overviews of school staffing starting from the 19th century and continuing through present day structures with flexible scheduling and differentiated staffing. Includes the need for specialization, individualization, communication, and humanization.

English, Fenwick. "Et Tu, Educator, Differentiated Staffing." Write-In Papers on Flexible Staffing Patterns. No. 4. August, 1969. pp. 23.

The Temple City model is described as one solution to pressing problems of education today. The goals, promises, dangers and an evaluation of differentiated staffing are discussed.

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

The bible for the differentiated staffing grandfather - Temple City. It includes the history of the Temple City model, how it was designed, who planned, what it consists of specifically, what its roles are, salaries, personnel and major events. The best look at a fully developed differentiated staffing model.

English, Fenwick. "Teacher, May I? Take Three Giant Steps! The Differentiated Staff." Phi Delta Kappan. December, 1969. (pp. 211-214). pp. 4.

Changing roles are not necessarily synonymous with changing attitudes about learning. Some of the real dangers of differentiated staffing without adequate preparation are analyzed.

English, Fenwick. "Temple City Unified School District. An Interim Evaluation of Oak Avenue Intermediate School: Differentiated Staffing/Flexible Scheduling." Mimeographed paper. December, 1968. pp. 12.

Comments on the success and problems of implementing a differentiated staff made from an analysis of thirty-eight 10-30 minute interviews with teachers in a differentiated school.

Frinks, Marshall L. "A Readiness for Differentiated Staffing: Questions Relevant to Development and Training Activities." Information Report #2. Department of Education of Florida. October, 1969. pp. 8.

Presents questions any educator must ask before contemplating a change in staffing pattern.

Frinks, Marshall L. and Perkins, Cynthia. "Florida Teachers Speak on Differentiated Staffing." Bureau of Curriculum and Instruction. Division of Elementary and Secondary Education. October, 1969. pp. 20.

A collection of seven papers written at the Teachers' Write-In Conference on Differentiated Staffing sponsored by the Florida Department of Education. Several views of differentiated staffing as expressed by Florida classroom teachers.

Hedges, William D. "Differentiated Teaching Responsibilities In the Elementary School." Copied from The National Elementary Principal. September, 1967. pp. 11.

Contends that elementary schools are not utilizing teacher differences. Constructs a model for a differentiated elementary school staff. Also a position paper by the NEA Department of Elementary School Principals.

Joyce, Bruce R. "Man, Media, and Machines." NEA TEPS. 1967. pp. 26.

Pictures a Direct-Instruction Team and its support centers. Predicts the school of tomorrow and how students and teachers will function in it. A program designed to complement the nature of learning.

McKenna, Bernard H. "The Development of School Staffs." San Francisco State College. n.d. pp. 6.

Analyzes a total staff development program which would include recruitment to the profession, training, selection by schools, induction, continuous professional growth and plans for reparation. He relates these factors to each other and to the concept of differentiated staffing.

McKenna, Bernard H. "School Staffing Patterns and Pupil Interpersonal Behavior: Implications for Teacher Education." NEA TEPS. 1967. pp. 23.

Builds a staff organization from the basis of human relations and learning tasks. Differentiates teaching roles accordingly.

"New Careers in Teaching: Differentiated Staffing." The Temple City Story. (Brochure). 1969. pp. 12.

The brochure describes the Temple City Model - its origin, its teachers and administrators' roles, its goals, training program and evaluation.

Olivero, James. "Quality Assurance: Challenge to Educators." Mimeographed paper. 1969. pp. 12.

Starting with a mythical teacher malpractice suit, questions are asked about accountability for learning. Establishing performance criteria and a differentiated staff are first steps.

Olivero, James L. and Edward A. Buffie, Editors. Educational Manpower. Indiana University Press. 1970. pp. 365.

"A collection of articles based on the premise that if a better educational program is to be achieved in public schools, more economical use must be made of teachers' professional abilities... alternatives for accomplishing new staffing patterns in schools, for seeking more powerful devices to obtain quality controls in the classrooms, and for finding ways to make the job of the teacher more manageable and rewarding (are illustrated)."
- jacket.

"A Position Statement on the Concept of Differentiated Staffing."
NEA TEPS. May 11, 1969. pp. 8.

The TEPS Commission endorses differentiated staffing as worthy of a trial. Developmental steps are suggested. Definitions consistent with NEA goals are stated.

Rand, John M. and English, Fenwick. "Towards a Differentiated Teaching Staff." Copied from Phi Delta Kappan. January, 1968. pp. 12.

Fundamental and global rationale for differentiated staffing. Role description. Resistance to change.

"Remaking the World of the Career Teacher." NEA TEPS. 1966. pp. 228.

Report of the 1965-1966 Regional NEA TEPS Conferences. A composite of speeches and papers focusing on the title. An attempt to define excellence in teaching and to redefine the teaching role.

Ross, Marlene. "Preparing School Personnel for Differentiated Staffing Patterns: A Guide to Selected Documents in the ERIC Collection 1966-68." ERIC 1969. pp. 74.

An ERIC publication listing 114 documents on differentiated staffing. Teacher-administrator relationships, media, roles, team teaching, curriculum organization and innovations are included.

Ryan, Kevin A. "A Plan For a New Type of Professional Training for a New Type of Teaching Staff." Occasional papers. No. 2. NEA TEPS. 1968. pp. 12.

Education courses and student teaching are viewed skeptically. Sequence performance criteria and simulated teaching experiences are suggested training for candidates for a differentiated staff.

Stiles, Lindley J. "Certification and Preparation of Education Personnel in Massachusetts." Copied from Phi Delta Kappan. April, 1969. pp. 4.

Summary of an advisory report on certification for Massachusetts. Advocates distinctive performance levels and teacher self-regulation.

"The Teacher and His Staff: Differentiated Teaching Roles." NEA
TEPS. 1969. pp. 120.

Report of the 1968 Regional NEA TEPS Conferences. Ten papers deal with need for teacher specialization, relevant curriculum, principalship, team teaching, teacher education, planned-charge strategy and critiques of current education assumptions.

BASIC REFERENCES ON DIFFERENTIATED STAFFING WHICH
CAN BE OBTAINED DIRECTLY FROM NEA OR AFT

- Allen, Dwight. "A Differentiated Staff: Putting Teacher Talent to Work."
- Barbee, Don. "Differentiated Staffing: Expectations and Pitfalls."
- Bhaerman, Robert D. Several Educators' Cure for the Common Cold Among Other Things or One Unionist's View of Staff Differentiation.
- Bhaerman, Robert D. "A Study Outline On Differentiated Staffing."
Classroom Teachers Speak on Differentiated Teaching Assignments.
- Edelfelt, Roy A. "Redesigning the Education Profession."
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- Joyce, Bruce. "Man, Media and Machines."
- McKenna, Bernard. "School Staffing Patterns and Pupil Interpersonal Behavior: Implications for Teacher Education."
"A Position Statement on the Concept of Differentiated Staffing."
"Remaking the World of the Career Teacher."
- Ryan, Kevin A. "A Plan for a New Type of Teaching Staff."
"The Teacher and His Staff: Differentiated Teaching Roles."

BASIC REFERENCES ON DIFFERENTIATED STAFFING WHICH
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- English, Fenwick. Differentiated What?
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- English, Fenwick. "Temple City Unified School District. An Interim Evaluation of Oak Avenue Intermediate School: Differentiated Staffing/Flexible Scheduling."
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1. Discussion with the project director and parents in Beaverton, Oregon of the differentiated staffing plan there.
2. Discussion with the leadership group of the Harvard School of Education about their high school project in Portland, Oregon.
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4. Discussion with master and senior teachers in Temple City, California about the changing role of administrators, decision-making, and evolving roles of upper-level teachers.
5. Jack Rand, the Superintendent of Schools - talks about the Temple City model, the meaning of decision-making, and the need for relevancy and priorities in education today.
6. Marshall Frinks, Jack Rand and Donald Sharpes - talk about differentiated staffing at the state level (Florida), the local level (Temple City) and the national level (U.S.O.E.-MESPU) respectively.
7. Dwight Allen - Educational perspectives. The Dean of the University of Massachusetts School of Education establishes new precedents in organization, staffing, and the process of change for public education.
8. Daniel Jordan - A former Rhodes scholar views differentiated staffing as a natural out-growth of human development facilitating human potential.
9. Peter Wagshall - Differentiated staffing on an ad hominem basis; namely, finding the best people and putting them together with youngsters. Many extraordinary alternatives for school staffing.
10. Rose Claffey - Differentiated Staffing in a historical context. A sometimes skeptical, but always honest appraisal of differentiated staffing as viewed by a "spokesman of teachers" and an AFT vice-president.
11. William Gaige, Lloyd Kline, Alvin Lierheimer - Views of differentiated staffing from the perspective of state government. Problems of promoting change via the state, especially concerning teacher certification.

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LIST OF SCHOOL PERSONNEL UTILIZATION PROJECTS 1970-71
FUNDED BY U.S.O.E.

PROJECT

DIRECTOR & ADDRESS

Adams High School	Alan Dobbins 5700 N.E. 39th Portland, Oregon 97211
Anniston Public Schools	George Layton, Superintendent Anniston Public Schools P.O.Box 1500 Anniston, Alabama 36201
Antioch-Putney Graduate School of Education	Morris Keeton, Dean Antioch-Putney Graduate School of Education Yellow Springs, Ohio
Beaverton School Dis- trict #48	Harold Wik 303 S.W. Erickson Beaverton, Oregon 97005
Brookings Independent School	Bruce Crosswait Brookings Independent School District 601 Fourth St. Brookings, South Dakota 57006
Cherry Creek Schools	Edward Pino Cherry Creek Schools 4700 South Yosemite St. Englewood, Colorado 80110
Chicago Board of Education	Evelyn Carlson Board of Education City of Chicago Chicago, Illinois
Claremont Graduate School	Carolyn Ellner Claremont Graduate School Claremont, California
Coatesville Area School District	Ross Bortner 1515 E. Lincoln Highway Coatesville, Pennsylvania 19320

PROJECT

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Marin County Schools

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Mesa Public Schools

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Mounds View School

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Jack Bookbinder
Artist in Residence
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Philadelphia, Pennsylvania

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University of Massachusetts

Dwight Allen
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University of Massachusetts
Amherst, Massachusetts 01002

Wayne County Intermediate School

Louis D. Monabel
Asst. Superintendent
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Programs
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PROJECT

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Western States Small Schools Project

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Wisconsin State University

Richard Hammes
Coordinator of Research
School of Education
Campus Laboratory School Rm. 201
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Oshkosh, Wisconsin 54901

S P U

Heralded amidst some acrimony and with a smile-producing acronym, the More Effective School Personnel Utilization program had a shaky but hopeful debut. Surprising notoriety was created despite the establishment of only one fully operating model based on a rather fuzzy, though promising, idea. Temple City and differentiated staffing instantly became as well known and as misunderstood as Summerhill and permissive education. We are now in our second experimental year, with a refined name and twenty new projects. Our hopes and our confidence are even higher. Some projects will fail, but some will carry the potential of a new education for children. We are even more encouraged by the hundreds of other schools who are now studying and developing new staffing patterns and staff training designs. Many requests for information come into the Resource Center every day from schools all over the country.

After initial caution, and some program modification, teachers are taking a closer look at the possibilities for a new definition of professionalism. The problems of implementing differentiated staffing have been frustrating, but the promise of support personnel at both the instructional and sub-instructional levels, has given teachers a reason to re-examine their role in the school organization.

Individualized learning is now a universal goal, but it will only be actualized when teaching is also individualized. There is no final answer, but we suspect that in some school building a school staff is now developing a model of effective school personnel utilization which will provide equal and maximum educational opportunity for each of its school children. This is the hope of differentiated staffing.

THE LEADERSHIP TRAINING INSTITUTE
for School Personnel Utilization

Chairman: Dwight W. Allen
Dean, School of Education
University of Massachusetts

Panel Members:

Bruce Caldwell
Project Director
Temple City, Calif.

Richard Clark
Staff Director of MESPU-LTI
Assistant Professor of Education
School of Education
University of Massachusetts

Joe Crenshaw
State Department of Education
Tallahassee, Florida

Thomas Cronin
The Brookings Institution

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Sister Mary Richardine, B.V.M.
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Dave Williams
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Edward Budelmann - Resource Center Director
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SCHOOL PERSONNEL UTILIZATION

RESOURCE CENTER

The SPU Resource Center, located at the School of Education, University of Massachusetts, has been established by the Leadership Training Institute (LTI) of the EPDA School Personnel Utilization Program. It is a bank of written resources, audio and video tapes, films, slides and other media presentations available to schools and universities interested in developing staff utilization and staff training programs. The Center is in the development stage. Its emphasis will be on the dissemination of training materials for teaching and administrative personnel no matter what stage or what depth of staff utilization they are considering. Because of the rapidly growing interest in differentiated staffing and related innovative school practices, this bibliography will be continuously up-dated.

ED050020

Leadership Training Institute for School Personnel Utilization

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Dwight W. Allen, Director

School of Education
University of Massachusetts
Amherst, Massachusetts 01002



Services
Available

November 1970

A PROGRAM OF:
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT

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SCHOOL OF EDUCATION
UNIVERSITY OF MASSACHUSETTS
AMHERST, MASSACHUSETTS 01002

SPU-LTI POST CONFERENCE SERVICES TO FUNDED PROJECTS

As announced at our conference in Colorado, the SPU-LTI is prepared to offer a wide variety of services to assist local projects with their training efforts. They are here briefly described. For further information call the SPU Resource Center, School of Education, University of Massachusetts, 413-545-0941.

VISITS

Routine Visits - The LTI will designate persons who will regularly visit sites to assess project needs and project development. The purposes for these visits will be to familiarize LTI personnel with project personnel; to clarify LTI services; to determine future services which will have greatest use; and to make advice to U.S.O.E. on program direction more specific and responsive. These visits may be initiated by project directors if they feel that a particular date will be a significant time to visit.

Human Resource Pool - The LTI will maintain a list of resource people who are competent to address specific project concerns. A major effort

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here will be to recognize teachers from funded projects who will be helpful in providing training assistance to other projects. Teachers who are so used will be paid expenses and substitute fee by the requesting district. The LTI will pay directly to the teacher an additional fifty dollars as honorarium. Each project may draw up to \$100 - two days' honorarium - for this kind of visitation by teachers. It will be the responsibility of project directors to recommend personnel for the resource pool. Project directors will also submit an evaluation to the LTI of the service received.

Teacher Exchange - Two projects can benefit by the direct and simultaneous exchange of teaching personnel for three to five days. This kind of visit can accomplish many things - independent assessment of a program, a new input in a particular aspect of a project, new ideas to "take back home," etc. It is assumed that teachers would substitute for each other and that a thorough briefing session would precede any exchange. Exchanging teachers will each be asked to submit reports to both project directors and the LTI. The LTI will reimburse teachers for travel and per diem costs. Boarding teachers at homes instead of motels and finding reasonably close projects for visitation will help make this program more cost effective.

DIRECT TRAINING ACTIVITIES

Simulation Workshops - LTI personnel will direct simulation activities on site, for project personnel, similar to those used at the National Training

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Conference in Florissant, Colorado. The LTI will provide necessary materials (the ten hour Planning and Training games). Projects who want to do this on a regional basis will be given preference. The shorter (three hour) simulations (School Communications Game and Instructional Planning Game) may also be used in this way.

Evaluation Workshop - The LTI evaluation training component provides several services - visits at project director's request, a direct assistance clearing house, and workshops. A separate list of LTI evaluation services has already been disseminated.

Regional Workshops - The LTI will assist local projects that wish to organize a regional workshop on one or more specific issues. In particular, the LTI will help recruit and pay consultants. Specifics of this service will be negotiated by project directors on a regional basis.

Project Director Workshops - The LTI will hold occasional meetings of project directors for leadership training purposes.

TRAINING MATERIALS

SPU Filmstrips - Three filmstrips on differentiated staffing are now available for distribution. One copy of each title is available at no charge. Additional filmstrips will be available soon. The titles of filmstrips now available and soon to be finished are:

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1. Teachers are Individuals, Too
2. Components of Differentiated Staffing
3. Planning for Differentiation
4. Comprehensiveness of Differentiated Staffing
5. Tooling Up for Change
6. Targets for Change

Duplication of Materials - Any materials appropriate for dissemination developed at one of the SPU funded projects will be duplicated by the LTI and one copy distributed to each of the other projects. The LTI will also pay for the extra printing and postage if directors will distribute their materials to each of the other projects without using the LTI duplicating service.

SPU-Cards - A set of cards developed by the Differentiated Staffing Institute at the University of Massachusetts has been made available by the LTI for distribution - one set free to each funded project. It is hoped that project personnel will elaborate on this idea by adding materials to the categories and also by adding new categories. The intention is to use project personnel, site visitors, and LTI staff to develop a common set of basic references on differentiated staffing for information purposes. Any additional SPU-Cards should be sent to the LTI for printing and duplication. In this way all existing sets will be kept up to date.

Simulation Kits - The LTI-developed school simulations are available for distribution. They are listed on the following page.

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1. Inservice Training Design Simulatdon (10 hours)
2. School Planning Game (10 hours)
3. Instructional Planning Simulation (3 hours)
4. School Communication (3 hours)

Aside from the free set of each simulation to each funded project, additional sets are available at cost. The longer simulations can be used only under the direction of an LTI trained facilitator.

Innovation Films - Each project may use two of the 27 Dwight Allen Innovation films free of charge. Films may be borrowed from the LTI for up to one week. A brochure listing the films is enclosed. Please give us adequate advanced notice.

INFORMATION

SPU Newsletter - A quarterly publication from the LTI will alert project directors to announcements, conferences, personnel changes, U.S.O.E. directives and specific developments of interest to projects in differentiated staffing. Issues of common interest will be spotlighted. Additional free copies of the Newsletter are available on request.

Resource Center - Project directors have free access to the Resource Center located at the School of Education, University of Massachusetts. Copies of the most recent bibliography of materials in the Resource Center are available free of charge. Duplication of short non-copyrighted copies is provided.

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Special Announcements - Occasional notices will be sent, such as this announcement of SPU-LTI services, when there is particular urgency to disseminate information.

SPECIAL PROJECTS

Task Analysis - The task analysis project described in Florissant by Dick Snow is being sponsored cooperatively by the School Personnel Utilization and Career Opportunities Program LTI's. This comprehensive effort will begin to be of use to project directors in the summer of 1971. Site visits will be arranged during the summer to help directors utilize this project.

Unique Project Developments - Five projects will receive a 500 dollar commission to develop materials about unique aspects of their programs. The products will be disseminated to all project directors. If you have not already recommended five projects about which you are especially interested, please do so now. Send recommendations to Dwight Allen, Dean, School of Education, University of Massachusetts, Amherst, Mass. 01002.

MISCELLANEOUS

The SPU-LTI will entertain ideas for service from any project director. Most of the services already indicated are in response to expressed needs. We are particularly indebted to the Center for Differentiated Staffing at Claremont for the strategies of Human Resource Pool, Teacher Exchange and Material Duplication. We look forward to this kind of cooperative exchange

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of ideas with all SPU projects.

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