DOCUMENT RESUME

ED 352 516 CE 062 671

AUTHOR Lum, B. Jeannie; And Others
TITLE Learning Staff: Conditions, Guidelines, and Desired Characteristics in New Designs for the Comprehensive High School.
INSTITUTION National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Dec 92
CONTRACT V051A80004-92A
NOTE 32p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Change; Educational Development; Educational Research; Guidelines; High Schools; Integrated Curriculum; Literature Reviews; Relevance (Education); Role of Education; School Organization; School Role; *Staff Development; *Teacher Characteristics; *Teacher Qualifications; *Teacher Selection; Vocational Education

ABSTRACT

The New Designs for the Comprehensive High School project developed four preliminary design specifications for the following educational areas: learner outcomes, learner process, organization, and partnerships. The three principles apparent in project papers were the design-down process, collaboration, and integration; the modes of understanding in the papers represented the paradigm shift from positivistic to interpretive and critical ways of knowing. Design group members used these three principles and identifying characteristics of the paradigm shift to develop staffing design specifications in the four areas. These staffing specifications included the staff characteristics and the conditions under which these were appropriate for the types of high schools envisioned in the project. The necessary or sufficient conditions were suggested as guidelines and necessary qualifications to those conditions. The design group did not make recommendations pertaining to traditional, formal requirements such as number of college courses or certification. Rather, the recommended design specifications related to the qualifications of the staff in relationship to other aspects of the new design. These critical issues were identified: staff selection process, possibility of restructuring existing structure of the comprehensive high school, and management of a staff development program. (Contains 26 references.) (YLB)

LEARNING STAFF: CONDITIONS, GUIDELINES, AND DESIRED CHARACTERISTICS IN NEW DESIGNS FOR THE COMPREHENSIVE HIGH SCHOOL

by
B. Jeannie Lum
George H. Copa
Virginia H. Pease

This paper was developed pursuant to a grant with the Office of Vocational and Adult Education, U. S. Department of Education, for the National Center for Research in Vocational Education. While this paper has undergone review by project staff and the project's external Design Group, this document has not been reviewed using the customary NCRVE manuscript review procedures.

National Center for Research in Vocational Education
University of California-Berkeley
University of Minnesota Site

LEARNING STAFF: CONDITIONS, GUIDELINES, AND DESIRED CHARACTERISTICS IN NEW DESIGNS FOR THE COMPREHENSIVE HIGH SCHOOL

The Context of the Problem

Every educational reform movement has its defining characteristics wherein a major focus or a specific problem area is targeted and reform efforts are directed. For example, movements in the recent decade have been particularly directed at *basics, organizational restructuring, teacher education and professionalization,* and *at-risk populations.*

The present attempt to redesign the comprehensive high school is, however, different in that it signifies much broader and deeper problems about the nature of education in the American high school. It goes beyond the traditional problems of the ability of educators and the adequacy of school facilities to meet student needs in response to the changing demands of technology and the demographics of a post-modern society, to the more radical problems concerned with the capacity of educators and schools to fundamentally change their habits of thinking about the nature of their subject matter, as well as the methods used in instruction, new forms of curriculum and school organization, and practices within the profession. As a consequence of the recent discussions and research about learning and current teaching practices of vocational and academic teachers in local school sites across the nation, there is a sense that dramatic shifts are occurring both outside and within the walls of academia about what education and schooling ought to be all about.

Unlike past reform movements, the present demands for change in the educational system are equally a result of changes in the internal conditions of schools of higher education as well as the external social, cultural, and economic conditions of the society. Popular demands for a world class worker who is socially more adaptable in working with co-workers, who is culturally more sensitive to a variety of work situations and worker roles, and who is more highly skilled in the current technology and state of the art knowledge about the job, the product, and the work place have come to intersect with critical debates among scholars and educators about new conceptualizations of and approaches to learning and, consequently, to teaching and designs for school organizations.

The most fundamental paradigm shift effecting education and the corresponding practices in research and training today is in the social philosophical understandings about what constitutes knowledge and human understanding. What underlies different conceptualizations of learning are different ways of knowing. Educators are turning away from an era dominated by Positivist theories and methods towards sense-making phenomenological and interpretive approaches to knowledge and understanding of experiences in the world. As a consequence, notions about what education is and how learning takes place are undergoing transformation. At the same time that educators are trying to respond to the external demands placed upon them, they are necessarily having to rethink old habits, their presuppositions, assumptions, and principles on which they have reacted or responded to these external demands in the past and present.

One of the fundamental problems challenging reformers has been in finding clear ways to articulate the transformations in learning theory and their representative practices in the field and to find the fit between educative sense and work-place sense in terms of professional, lifelong educational training and preparation programs.

In its broadest sense, it is within the context of the past decade's social and philosophical debates concerning knowledge and the human experience of knowing along with the history of issues concerning the establishment and structure of the comprehensive high school that this endeavor to redesign the comprehensive high school is situated. Even though the challenge of redesigning a comprehensive high school has been initiated by vocational education researchers and scholars—with the help of a broad-based design group—it is an issue that obviously bears the collective concern of all those engaged in the educational enterprise today at all levels of educational practice, as well as with public and private ventures in local school communities.

Perspective on the Research Project

The overall intent of this paper is to refine in three ways the perspective framework in which the new design for the comprehensive high school was originally envisioned: (a) To interject a philosophical perspective about the shift in paradigms that underlies the *old* and *new* ways of envisioning the comprehensive high school and its effect on thinking, as well as how to proceed in the new conceptualization of the comprehensive high school; (b)

to take this as an opportunity to critically review the New Designs project reports and discuss areas that might appear problematic to staffing and staff development; and (c) to address the constitutive nature of a staff for the New Designs high school and how to sustain its continuous professional development.

Questions to be posed would include: (a) What should the qualifications for staff be? (b) What would the organization of the staff look like? (c) What kinds of pedagogical expectations would there be for staff workload and delivery? (d) What type of plan should there be for ongoing professional development? and (e) What kinds of considerations need to be made in making suggestions or planning for a staff and their professional development that might differ from traditional practices?

The approach in answering these questions was to briefly review different aspects of the project as they have been researched and currently stand as design specifications. Principles that are intrinsic to the design specifications were identified, as were the ways in which these principles appear as guides to knowledge construction. From the identified aspects and principles, staff characteristics and professional development needs were suggested that follow in accordance with the conditional requirements set by these identified principles and mode(s) of operation. Finally, critical issues about the reality of fulfilling these conditions are raised by way of question-posing.

Review of General and Specific Aspects of the Project

During the initial stages of the project in 1988, two strands of research emerged: (a) defining the unique subject matter of vocational education, and (b) developing the interaction between vocational and general education. Preliminary discussions about the underlying rationale for the project and philosophical approach to the design were described in National Center for Research in Vocational Education (NCRVE) published reports: *Polytechnical Education: A Step* (Beck, 1990a); *Vocational Preparation and General Education* (Beck, 1990b); *Subject Matter of Vocational Education: In Pursuit of Foundations* (Copa & Tebbenhoff, 1990); *General Education: Vocational and Academic Collaboration* (Beck, 1991); *A Framework for the Subject Matter of Vocational Education* (Copa, 1992); and *An Uncommon Education: Interaction and Innovation* (Beck, Copa & Pease, 1991).

The research phases for New Designs for the Comprehensive High School were then denoted within the project, and research and synthesis papers were produced. This report about staffing and staff development is the fifth in the series, and differs in function from the previous four papers. It aims to provide a critique—something like an internal evaluation—in addition to providing other dimensions of the design project. The literature review about professional aspects of vocational educators, and more generally about staffing, serves the purpose of problematizing the current attempts at staff development for secondary level educators. These attempts provide insight into the difficulties in taking practical steps towards institutionalizing the final design specifications.

Three important points to the earlier preliminary discussions are germane to the principles found within the New Designs model and its underlying assumptions. First, in defining what is unique about the subject matter of vocational education, there are equal and inseparable concerns for defining a comprehensive education in answering the question: What is an educated person?

Second, the vocational and academic split in the curriculum is a false dichotomy. The current movement towards integration of vocational and academic education necessarily requires looking at new forms of collaborative relationships, new organizational structures in the institution of schooling, new definitions of roles and responsibilities of school members, new conceptualizations of learning, new alliances with institutions both internal and external to the school system, and new meanings of comprehensive in all aspects of education (Lydecker, 1983). Finally, school designers must start from a philosophical clarification about desired ends and aims-in-view of education and schooling in order that appropriate educative means and learning conditions for achieving those ends can be designated accordingly.

Summary of Previous Research Phases

Briefly, the results of previous research and synthesis papers included the following preliminary design specifications:

Learner Outcomes

In conjunction with educational outcomes adopted by the Minnesota Department of Education (April, 1991), the following list of outcomes were approved:

In order to lead productive fulfilling lives in a complex and changing society and to continue learning:

The graduate shall demonstrate the knowledge, skills, and attitudes essential to:

1. Communicate with words, numbers, visuals, symbols and sounds.
2. Think and solve problems to meet personal, social, academic needs.
3. Contribute as a citizen in local, state, national, and global communities.
4. Understand diversity and the interdependence of people.
5. Work cooperatively in groups and independently.
6. Develop physical and emotional well-being.
7. Contribute to the economic well-being of society.

Learner Process

The learning process (curriculum, instruction, and assessment) is aligned with the learner outcomes and the components of the learning process are aligned among themselves. Additionally:

1. Learning process uses integrated curriculum.
2. Learning process uses assessment to improve learning.
3. Learning process is relevant to real life.
4. Learning process is personalized.
5. Learning process is active and experiential.
6. Learning process is emancipative.
7. Learning process is engaging.
8. Learning process is rigorous.
9. Learning process creates a feeling of community.

Organization

The focus in organizing the high school is around educational activities and a shared collective sense of ownership between all participating members of the school environment.

1. The school organization should provide strong community focus.

2. The character of the organization pays attention to learner process considerations and supports the acquisition of identified learner outcomes.

3. The organization should take the form of: (a) a small school within a whole school, or (b) division of the whole school into smaller schools (e.g. house plan, academies).

4. School organization should avoid tracking or ability grouping that allows for vertical or horizontal heterogeneous grouping by students' interests.

5. The school organization should include other educational institutions as learning settings that provide for educational and work experience opportunities (e.g., elementary, post-secondary).

6. The school organization should include other learning settings within the community (home) that provide for real life and work experience in service to the community (e.g., apprenticeship, internship, mentorship programs).

7. The school organization should include flexible strategies for organizing learning time in terms of scheduling.

8. The school organization and structure should allow for the comprehensive integration of teaching staff.

Partnerships

Partnerships provide a new dimension of schooling that integrates external community groups, educational institutions, and persons as participants into the fabric of the high school curriculum.

1. Partnerships can take a number of different forms in linkages to the school (e.g., networks, consortiums, coalitions, alliances).

2. Partnerships feature collaborative relationships that include shared goals, mutual respect and trust, cooperative efforts, shared power in decision making, a

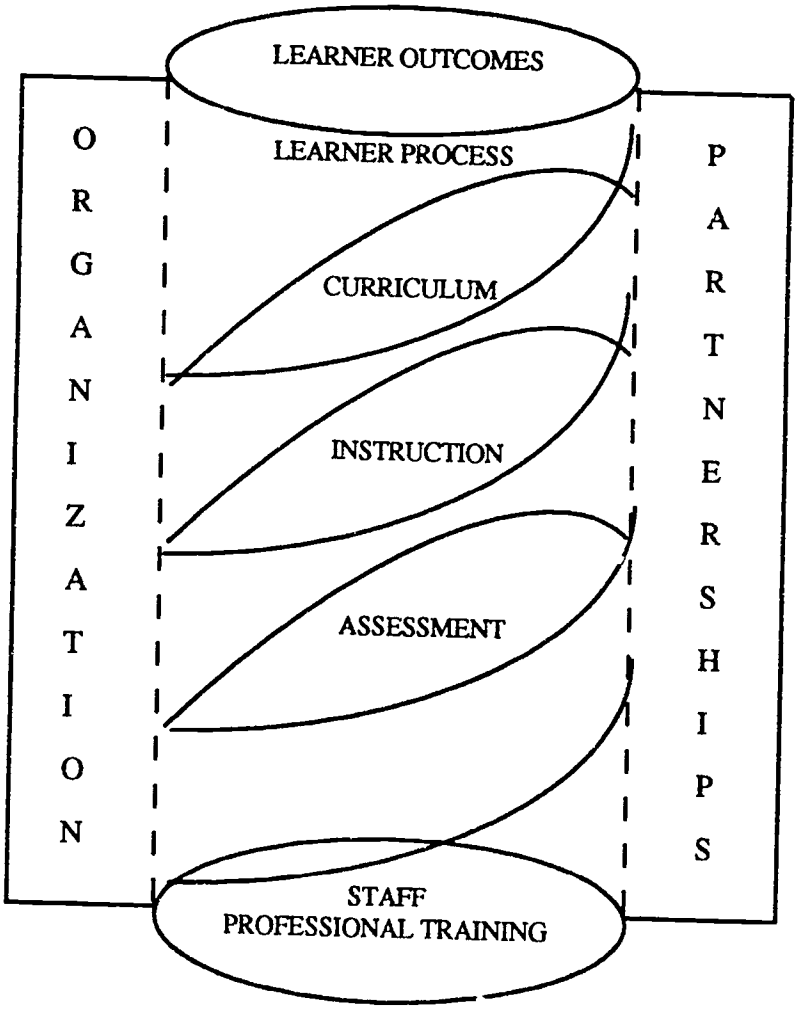
contribution of varying talents, perspectives, and resources from each partner; and shared responsibility and accountability.

3. Partnerships can be with families, other schools, community organizations, businesses.

4. Partnerships require time and training in collaborative work for strategies in cooperative planning, implementation, and evaluation.

The following diagram illustrates the formerly-described aspects of the new design, inclusive of staff and professional development.

Figure 1
One Model of the Interrelationship of the Design Phases



Concerns about the New Design Principles and the Paradigm Shift

The New Designs research project can be examined more closely with respect to the fundamental principles and the modes of understanding that seem to be in evidence in the project papers. The three principles that are apparent are the design-down process, collaboration, and integration. The modes of understanding represent the paradigm shift from positivistic to interpretive and critical ways of knowing.

Principles of the New Design

There are three main principles that can be ascribed to the New Design for the Comprehensive High School. They are: (a) designing-down; (b) collaboration; and (c) integration.

The principle of designing-down is most familiar with the current Outcome Based Education movement. It applies vertically in the illustration in Figure 1 in conceptualizing the consistency in the relationship between learner outcomes and the considerations involved in decision making within subsequent aspects of the New Design model (i.e. learner process, staff and staff development, school organization and partnerships). Operationally, it necessitates a projected view of what an educated person ought to be in the form of outcome statements; then designs-down accordingly in all aspects of schooling. It presupposes dialogue and shared understanding about the characteristic ideals.

Collaboration is the second principle. It runs horizontally and applies more directly to the structure of educational activities, interpersonal dynamics, and communicative practices between individuals and groups in their construction of knowledge and conscious nurturing of a community of learners. It expresses itself in the practices of team teaching, partnership-building, rotation of professional roles, curriculum design and construction, and interchange and across disciplinary boundaries in subject matter as well as exchange between peers and traditional roles. It aims for a collective sense of community identity and expression of the individual as a responsible part of the whole. The metaphor of the family comes to mind when thinking about everybody who becomes involved in the New Designs research project.

Integration, as the third principle, is expressed both horizontally and vertically throughout the desired features of the new design as something that signifies meaning

beyond the knowledge base level of the separate phases of the research project as a whole Akin to the notion of culture, integration functions meaningfully as having a fulfilled sense of wholeness as an individual. The notion of integration is diffuse and generative in its application mode, ignoring lines that separate, while creating bonds that enforce learners' opportunities for expanding conceptual thinking about the construction of the curriculum. As a form of decision making, integration takes into consideration all relevant foreground, context-bound aspects of a problem in conjunction with background aspects in reference to the multi-dimensional nature of its educational philosophy, beliefs and attitudes of its players, and intended meaning communicated through everyday educative practices.

Paradigm Shifts

Existing approaches to the restructuring of education in high schools fail to address philosophical issues concerning the coherence of the current reforms in design programs themselves (Bottoms & Presson, 1989; Samson, H. E., 1990). An examination of some identifying characteristics of the shift in paradigms from a positivist and purely scientific orientation to the phenomenological, interpretive and critical perspectives will in turn enable educators to clarify common sense about the comparative differences between the *old* and *new* ways of learning and schooling reflected in the proposed new designs.

The following illustration in identifying characteristics of the shift in paradigms, as well as those that will follow in the design-down process, should not be perceived narrowly. For example, although knowledge is understood as an aim of the old habit of thinking about research, it is obvious that knowledge is also an integral part of understanding in the new research concerns. Without a doubt, each of these terms are steeped in a history of social and philosophical discourse among the human science communities. Also, no doubt, there have been many reforms over the past decade that were exemplary of the new thinking, such as that witnessed during the early 1970s Alternative School Movement. Some will likely agree that both the old and new are important ways to be valued in work as educators, and are a part of the reality of schooling. It is the author's intent to draw upon major distinctions in order to get oriented or reoriented in thinking about the paradigm shift and make sense of how it affects thinking about developing the new design model for the comprehensive high school and some current related reforms.

The reference is to characterizations of important shifts in consciousness, while also thinking about disciplined forms of inquiry that can be broadly associated with the two major paradigms: Positivist (inclusive of behaviorism, functionalism, structuralism) and Interpretive (inclusive of phenomenology, critical theory, hermeneutics). The differences in these two paradigms is shown in Table H.1 as relates to ways of "knowing".

Table H.1
Philosophical References and Criteria for the Conditions of Knowing (Ways of Knowing)

Positivistic	Interpretive
Scientism	Interpretive
Verification/certainty	Situated meaning
Knowledge	Understanding
Rationality	Sense making
Truth & method	Ways of knowing
Separation of fact and value	Everything is value laden
Isolated units (atomism)	Holistic, interdependent
Continuity in stability	Continuity in change
One real world	Multiple realities

The suggestion here is that these shifts in ways of knowing underlie the past two decades' reform movement. The perspective taken in this project is oriented toward the interpretive but includes, where appropriate, Positivist orientations in subject matter. The attempt here is merely to show how this comparison can be a useful approach in understanding how to reconceptualize new designs for the comprehensive high school while considering how a successful transformation in thinking necessarily involves an understanding of how thinking is embedded in a tradition of intellectual debates about ways of knowing and, consequently, consciousness in being and becoming.

Learner Outcomes

In outcome based education, the learner outcomes are the projected view of the educated person, an educated person's relationship with other persons, attitude towards society, and the dynamics that underlie these relationships instead of an unbalanced stress on technical skills (Illinois University, 1984). The shift in ways of thinking about learner outcomes appears from valuing individualism to a more socially conscious, integrated person (see Table H.2). The traditional view lays stress on the Self as ultimately an

independent and self-sufficient person who necessarily must look out for individual needs in opportunistic and self-interested ways.

Table H.2
Characteristics of Learner Outcome in Two Ways of Knowing

Old Characteristics	New Characteristics
Individualism	Integration
One-dimensional self	Autonomous, multi-dimensional self
Self-interested	Concern for self in relationship to others
Independent national societies	Interdependent world communities
S-R driven relationships	Meaning-driven international relationships
Competing strategies in positions of power	Negotiated and communicative mutual exchanges

Societies are looked upon as competing nations. And the individual's relationship to society is a functional one—persons devoutly render service to their society and country as a matter of duty. Associated in their identity by political categories of social status and economic classes, individuals rely on these definitions of the Self in their interactions with others on the basis of their power and influence.

The integrated view, on the other hand, sees persons as autonomous beings who are self reflective and self critical in realizing their interdependent relationship to individual and collective others. Society is broadly understood as the world community within which all cultures are equally respected and for which all actions are mutually taken. Persons identify themselves as part of a larger whole that extends beyond their local cultural boundaries of social class, race, and ethnicity. Persons negotiate claims in communicative exchanges for the mutual benefit of all.

Learning Process

Within the learning process, there exist different conceptualizations and approaches to curriculum, instruction, and assessment. In the area of curriculum, the focus is on the ways in which courses are organized, course content and its design, and how the subject matter disciplines are treated (see Table H.3).

Table H.3
Characteristics of Curriculum in Two Ways of Knowing

Old Characteristics	New Characteristics
Fragmented	Integrated
Single course offerings	Interdisciplinary courses and projects
Subject matter tied to disciplines	Problem-posing, thematic, issue-driven, value-laden topics
Separate disciplines	Integrated
Separation of vocational and academic	Integration of vocational and academic

The shift in the high school curriculum comes from a conceptualization of subject matter as existing independently and separately among the many disciplines, offering a fragmented knowledge about the world, to a curriculum that is highly integrative in terms of designing interdisciplinary subject matter content and in the combination and coordination of disciplined perspectives. Comprehensive takes on new meaning, in the sense that the treatment of human knowledge and understanding is not taken as a cognitive activity of gathering facts and accumulating information, but as an integrative process of understanding, which involves conceptual planning and reflection on the representational aspects and interpretative nature of course content. The construction of the curriculum is meaning driven, context sensitive, and value ridden.

Considerations about instruction involve the ways in which students and staff function (see Table H.4). It also involves the ways that students and staff are organized in the learning environment.

Table H.4
Characteristics of Instruction in Two Ways of Knowing

Old Characteristics	New Characteristics
Individualized	Collaborative
Isolated individuals	Cooperative learning
Individual/group ability	Collaborative role-taking, tracking
Management through discipline	Management through interests
Classroom, laboratory centered	Real life situations

Instructional methods that involve collaborative team efforts among teachers, as well as cooperative learning and shared educative practices among students, is considered more desirable than the excessive focus on individualized attention with the primary relationship between student learner and adult teacher. Teachers become facilitators while students take on new roles of responsibility as peer teachers and teaching assistants. There is less emphasis on discipline as a primary method of classroom management and more emphasis on student interest as the motivating force for engaging in learning activities. The recognition of multiple intelligence and learning style differences demand a variety of instructional approaches.

In the assessment of the curriculum and instructional methods, various forms are developed in correspondence with an understanding of what the teacher wishes to explain about the learning process or the condition of the learner, and how the learner demonstrates understanding of acquired knowledge (see Table H.5).

Table H.5
Characteristics of Assessment in Two Ways of Knowing

Old Characteristics	New Characteristics
Quantitative	Qualitative
Standardized tests and measurements	Life histories, portfolio, projects
Reproduction of knowledge	Demonstration of knowledge
Externally imposed	Internally developed
Time of task	Meaning of task

Assessment is developed appropriately in line with the envisioned student outcomes, the curriculum subject matter being taught, and the instructional methods that are specifically designed to achieve both learner outcomes and accommodate subject matter. The forms of assessment are an integral part of the improvement process on instructional practices. Assessment is not regarded as an evaluative tool for discrediting either student or teacher performance, but rather as an evaluative tool that can be adopted as part of the reflective learner process (Pearce, Pease, Copa, & Beck, 1991).

Organization and Partnerships

Shifts in notions of the organization of the institution surround issues about social principles of democracy and the relationship of the individual as a part of the whole. The overall structure of the school organization is only a part of a larger concern. The structure also represents the collective values of its members, the institutionalized norms that guide the functioning habits of its members, and the ways in which the organizational rules are established to maximize a fair distribution of responsibilities and benefits to its membership. Also of concern is the nature of the relationships to external community partners.

The traditional model of school organizations is based on the factory model for workers (see Table H.6). Roles and responsibilities are specified exclusively of persons' understanding of the whole culture of the organization. Individuals are functionaries to the mechanical workings of the organization and are rewarded according to their status in the work place, as opposed to their achievements or work contributions to the organization (Pearce, Copa, Pease, & Beck, 1992).

Table H.6
Characteristics of Organization in Two Ways of Knowing

Old Characteristics	New Characteristics
Factory model	Shared ownership
Traditional hierarchy	Rotation of roles and responsibilities
Super organization	Collective organization
Functional relationship of parts to the whole	Intentional relationship of parts to the whole
Organizational profit	Mutual benefit to organization's members

New designs for organizations view individuals as empowered in their positions by virtue of their varied distributions of responsibilities in a diversity of roles. Decision making is a mutually-shared responsibility in which all persons partake and grow.

The considerations about school partnerships include rethinking the nature of the relationships that schools have with outside organizations in terms of members' motivations, their needs, and the postures that are taken in joint ventures (see Table H.7).

Table H.7
Characteristics of Partnerships in Two Ways of Knowing

Old Characteristics	New Characteristics
Service delivery model	Mutually benefiting partners
Money, resources	Shared visions, ideas, goals
Short-term convenience	Long-term commitments

Schools traditionally follow the service delivery model, whereby the school reacts to the demands of the outside agent. Schools all too often are seen as charity cases whereby money or some form of donation is the main motivator for their relationship with businesses or community organizations. Schools are reactive to states of emergency and crisis and their solutions are often short-term and short-sighted.

The partnership model in this project includes parents and families, business and industry, other schools, community-based organizations, and individuals in relationships with students and teachers. In this model each plays a much more active and responsible part in the educative process, the shaping of the curriculum, and the commitment to life-long learning conditions of students. What holds partnerships between schools and outside organizations together are shared ideas and joint teaching practices in the education of students and a sense of collective responsibility for their future as member citizens of society (Karls, Pease, Copa, Beck, & Pearce, 1991).

Desired Staff Characteristics

The importance in understanding these philosophical assumptions underlying the paradigm shift and how they are manifested in thinking and taken-for-granted knowledge about the workings of the comprehensive school was demonstrated by members of the Design Group. Following a presentation of the above information, Design Group members were asked to suggest desired characteristics for future staff members in a New Designs high school. Although members were not asked to direct their comments towards any one area, their suggestions have been grouped accordingly.

Learner Outcomes

- Flexible about learning new ways to do things
- Self-confident, not afraid to fail
- Curious
- Multi-cultural, cross-cultural sensitivity
- Good interpersonal relations
- Scholar, competent researcher who loves learning
- Open to people's ideas
- Sense of humor
- Listener
- Altruistic
- Intellectually humble
- Pro-active change agent
- Has many interests

Learner Process

- Reflective in self-assessment and knows what practices work in the general world and specifically what goes on in the classroom
- Is an *out loud*, reflective thinker with students and in front of students and faculty
- Personalizes learning for the self and the students
- Knows how content is used in real life
- Holds all students to high expectations
- Pedagogically competent

Organization

- Zest, enthusiasm, a sense of mission and shared mission
- A *sharer*, unselfish with colleagues
- Facilitator of teams
- Knowledge of changing nature of work & work places

Partnerships

- Evidence of involvement in community activities

Staffing Design Specifications

The staffing specifications below include the staff characteristics and the conditions under which these are appropriate for the types of high schools envisioned in this project. After taking into consideration the three principles and identifying characteristics of the paradigm shift, the necessary or sufficient conditions will be suggested as guidelines and necessary qualifications to those conditions. The recommendations will not pertain to traditional, formal requirements. Such formal qualifications that can be identified are: (a) the number of college courses completed in the teacher's primary subject, (b) whether the primary subject was a major or a minor in college, (c) whether or not the teacher was certified in the primary subject, and (d) number of years of teaching experience (Pascal, 1987). Rather, the recommended design specifications relate to the qualifications of the staff in relationship to other aspects of the new design.

Learner Outcomes

Conditional

The staff, either individually or collectively, ought to have all of the characteristics and qualities in character and conduct that are set as expectations of the high school graduates. In other words, whatever is stated as learner outcomes, so ought to be ways of being and acting that are modeled by the staff as they assume respective roles within the school organization. This corresponds to the notion of establishing ideals about an educated person.

Outcomes need to reflect an ideal world community of learners in the new school organization. It needs to be inclusive of all persons who participate in the internal organization of the school as well as partnerships with those located in the larger community—local, state, national, international.

Guidelines

1. In the selection of staff, three characteristics and qualities in character and conduct may be sought after individually or collectively. Individual may be selected to the staff because they have: (a) a unique quality that others do not have, (b) a collection of attributes that reflect the educated ideal, or (c) qualities that complement or balance out other staff members' characteristics.

2. Ideally, staff should be representative of an *ideal-real* world. Equity and balance in the staff selection according to race, ethnicity, gender, age, physicality, economic, and social background should reflect a *world community*. Therefore, individuals should be recruited from local, state, national and international locations.

Desired Characteristics

1. Staff should have instilled in themselves the love of learning.
2. Staff should honor, respect, accept, and encourage diversity.
3. Staff should enjoy working with people.
4. Staff should be life-long learners.
5. Staff should be self reflective and conscientious in attempts to translate ideals into practice.
6. Staff should have and enjoy discussing educational philosophies and pedagogues as they relate to their everyday work and lives, and be well versed in the intellectual traditions.
7. Staff should see themselves as historical beings that are effective parts of a larger whole.
8. Staff should be global thinkers.
9. Staff should have a sense of moral human decency and compassion for humanity.
10. Staff should have a sense of intentionality about their actions and an appreciative sense of meaningfulness about their life.

Learner Process

Conditional

The learning process involves looking at the curriculum, instruction, and assessment as interdependent and interrelated activities. This triad is fundamental to the educative conditions for successful attainment of learner outcomes. Staff members should understand how to look at curriculum, instruction, and assessment as integrated and independent activities.

Guidelines

Curriculum: The staff should know how to construct, research, develop, and write interdisciplinary and integrated curriculum that includes the recognized standards

(outcomes, objectives, goals) of the high school, local district, state, subject matter, and school partners.

Desired Characteristics

1. Teachers should be willing and able to work with other teachers and staff members in the design of the curriculum. Curriculum could be written by interdisciplinary teams of staff from either the same school or as products of interschool exchanges with other teachers (New York City Board of Education, 1983-1984).

2. Teachers need to know how to construct integrated curriculum.

3 Teachers need to be knowledgeable about multi-disciplinary approaches to subject matter.

Guidelines

Instruction: The staff should have background knowledge of methods, strategies, and techniques of instruction, and their appropriate fit to the focus of the curriculum or aim of the lesson. Classroom management should utilize forms of instruction and motivation that reflect the educational values that are implicitly or explicitly expressed in the desired learner outcomes. Staff members should work together cooperatively and collaboratively as teams in the instruction of interdisciplinary and integrated curriculum.

Desired Characteristics

1. Teachers should have a repertoire of pedagogical strategies of instruction available and ought to know how to fit certain methods and techniques to specific areas of the subject matter.

2. Teachers should be open to learning new ways of teaching from other colleagues.

3. Teachers should be willing and open to team teaching experiences.

4. Teachers should be able to use instructional techniques that reflect learner outcomes.

Guidelines

Assessment: The staff should know how to develop forms of assessment that account for curriculum content, evaluate the effectiveness of instructional methods, and account for both individualized and collective learner outcomes. Teachers need to understand that forms of assessment are teachers' self-reflective tools for understanding and enhancement of their own craft, as well as ways of monitoring the developmental process and outcomes of their students.

Desired Characteristics

1. Teachers should know how to develop forms of assessment for evaluating integrated curriculum.

2. Teachers ought to know how to develop forms of assessment which they can use as guides to their own improvement.

3. Teachers ought to be self-reflective learners in their approach to teaching. For example, in the classroom students might have open discussions about the course and their own perceived expectations and needs.

Organization

Conditional

The organization of the high school staff should reflect a decentered position. The notion of decentered implies the taking of perspectives of other people in the act of decision making. Within this position, people carry out multiple and alternating roles and in which collaborative decision making is the norm.

Guidelines

1. There needs to be a consideration about how staff will rotate their positions within the school (Brown, Reich, & Stern, 1991).

2. The workload should be distributed in ways that are fair and equitable.

3. Staff selection should be appropriate to the subject matter or job responsibilities that are defined for them (Northwest Regional Educational Laboratory, 1986).

4. There should be a consideration of the gender balance of the staff and a placement of staff in positions that are also non-traditional.

5. There should be a consideration of special populations, such as the disabled and mentally disturbed in the selection of new staff. The aim is to have a total representation of society's population in the composition of the staff as models for students to learn from and about (American vocational Association, 1985; Roberts, 1984).

6. The balance of staff who represent both traditional and non-traditional vocational careers and occupations is important (New Hampshire State Department of Education, 1985)

7. Counseling staff might include students, parents, teachers, administrators and other staff as part of their work load.

8. Staff in administrative roles should be reflective *philosophers in practice* and base their management practices on a shared understanding of an educational philosophy and the aims of the school.

9. Teaching, administrative responsibilities, and policy making should be shared and alternated among the staff (Hinders, 1989).

10. Administrative responsibilities must extend to an understanding of the culture of the school and how to unify staff under a common mission and commitment to a coherent philosophy of education (Firestone, W. A., 1987).

11. Administrative staff needs to be collectively aware and critical of its own abilities to carry out appropriate management actions that accurately express the meaning of their commonly held educational ideals.

12. Staff ought to have a sense of themselves as a part of a larger collective work place in which they feel some sense of obligation.

13. Full and part-time staff should have the same equal recognition in terms of decision-making about what goes on in the school (National Center for Research in Vocational Education, 1990).

14. The naming and titles of the staff composition of the school should represent the essential value and desired intention of their mode of functioning in the school and reflect the philosophy of the school.

Desired Characteristics

1. Staff should be flexible, open, and adaptable to learning new roles and responsibilities besides ones in which they are specifically trained.

2. Staff should have background experience in working in a variety of settings in one or more careers.

3. Staff should be open-minded in understanding and recognizing others' points of view.

4. Staff should know how to adopt a role as mediator, facilitator, and leader in the group organization and have experience in these roles.

5. Staff should be willing to learn all aspects of schooling from all job positions.

6. Staff should be positively motivated to think constructively about problems at work, how to make improvements in work processes, team-based, project-oriented, problem-solving and decision-making about all aspects of the work place.

7. Staff should have the desire and inclination to become involved in collective decision making.

8. Staff should have a sense of their own autonomy and desire to be inclusive in problem-posing, question-posing strategies.

9. Staff should be open to opportunities that increase the value of their own capacity to mutually learn and benefit from others.

Partnerships

Conditional

Partnerships represent a larger world community of stake holders who share an interest in linking the real world of work with school activities. Partners should be integrated into the very fabric of the school through shared decision-making in establishment of learner outcomes and in the curriculum planning process.

Guidelines

1. Teaching, counseling and administrative staff should reflect current practices in business and community organizations.

2. Partnerships should be encouraged with the aim of constructing long-term relationships as mutually benefiting and interested in the education of youth.

Desired Characteristics

1. Staff should have knowledge, skills, and work experience in the area of community partnerships that he or she is responsible for in the school.

2. Staff ought to include members of community organizations or as individuals who participate in an educative function in roles with students in learning situations both inside and outside of the formal educational setting. Responsibilities ought to be mutually shared and understood in educational terms.

3. Staff should participate in community learning opportunities and create opportunities for the community to be involved in the learning process.

Staff Development

Staff development programs are often designed as isolated and individual inservice workshops that are organized conveniently around high school staff's student days off. Staff development alsc often is seen as the individual's responsibility whereby one is required to take courses at the local college or university in order to maintain certification status. In the new designs for comprehensive high schools, staff development is taken as a collective responsibility of all members of the staff. It is integrated as part of the formal

and daily informal operations of the organization. The school needs to be organized to provide continuous, professional development for all of its staff members.

Conditional

Staff development is a shared responsibility of all members of the staff working together in the combined roles of teacher/learner in a commitment towards each person's enhancement of personal identity, intellectual/professional growth, and social consciousness in the collective identity with others and a larger world community.

Guidelines

1. Those who participate as staff developers should not only include all members within the school, (e.g. administrators, administrative staff, classified staff, faculty, students, part-time faculty and support staff, student teachers, community volunteers, parents) but also partnership members in the community. Creative forms of staff development that utilize this relationship among partnerships should be encouraged (e.g., local university courses, parental involvement on advisory committees, joint participation in the planning and carrying out of cultural events) (Calviera, 1988).

2. Careful planning for formal development programs (i.e., series of workshops, lectures, demonstrations) ought to be managed with the interests of all—both full and part time—staff (Black, 1990). A follow-through should be put in place to evaluate how staff implement what they have learned in the classroom.

3. Partnerships should be considered as opportunities in which not only students gain training in the real life of the work place, but also as a place where staff can constantly upgrade their skills and knowledge. Exchanges between staff and business employees in their work roles should be a viable alternative to the inadequacies of the traditional inservice training arrangements.

4. Staff development should be consistent with the aims of the new design philosophy of education and schooling. It should be viewed as a routine part of the daily functions within the school that encourages a culture of professionalism.

5. Staff development should include topics that are not only related to professional, curriculum, and pedagogical interests, but also be educational in a way that provides staff opportunities to expand their understanding about the conditions of their school and perspective ways of managing those conditions, the demographics of their student population, current issues in education, the history and cultural values of their community (Bhaerman & Kopp, 1988).

6. A program for new staff should be in place for understanding the basic philosophy of the NDCHS and the link between staff activities and practices with that philosophy of schooling and education (Barnes, 1990).

Desired Characteristics

1. Staff should be conscientious about their own professional development.

2. Staff should be willing to collectively plan for their own long-term professional development and be selective of activities that benefit both individual and collective group needs.

3. Staff should have self-critical and self-reflective attitudes towards their own professional improvement.

4. Staff should have experience in constructively evaluating and learning from their colleagues, yet conscious of their own unique contributions that they can make towards the betterment of the NDCHS as a whole.

5. Staff should have the desire to keep up with the current progress of their area of subject matter and the contemporary issues in educational reform.

A general statement regarding staff development is that a development program should be in-place as a major part of the routine functions of the new high school. Teachers should also see themselves as everyday life-long learners.

Concluding Critical Issues

The process of conceptualizing ideal staff characteristics for a new high school has implications for the future selection and development of the staff members. The principles, conditions, and specifications in this paper were developed and influenced by the paradigm shift from positivistic to interpretive and critical ways of knowing that is evident in the broader context of educational reform. The specifications should be used as a starting point for local educators as they begin to discuss the staff and staff development issues. Other significant questions are likely to surface during those discussions.

One of the major issues that needs to be creatively explored is how the selection process of the New Designs staff should proceed. Very little is learned from traditional job application forms in terms of what the applicant's educational values, or views about education and schooling, nor how these would be manifested in practice.

Some alternative ways in which individuals can be interviewed are: (a) Give a case study for the applicant to read and ask how they would analyze the case study and go about making decisions relevant to the problems perceived; (b) invite applicants to attend a school function where there will be opportunities for them to take responsible roles and observe their actions in relationship to the group; or (c) conduct a reflective interview with the applicant about events, persons, occasions that were meaningful and influenced the decisions to become an educator.

A second issue for further discussion is whether is it possible for the existing structure of the comprehensive high school to be successfully restructured according to the recommended design specifications? If not, and an entirely new school structure is deemed most desirable, location selection will become critical. The location of a prototype school will influence all of the other decisions.

Finally, educators should ask who should manage a staff development program that is experimental, experiential, reflectively self-critical, and reconstructive in nature when, more than likely, few individuals would claim to represent all of the desired characteristics. For example, many individuals would have to be trained in such desired characteristics as the ability to construct integrated curriculum, and the practice of decentered, rotating roles and responsibilities.

References

American Vocational Association. (1985). *Decade of the disabled: Transition to work and life.* Proceedings of the International Conference (3rd annual meeting, October 9-12, 1985, Las Vegas, NV). Arlington, VA: Author.

Barnes, C. A. (1990). Part-time faculty, full-time excellence: The faculty development program, Community College of Aurora, CO. In *Proceedings from the National Conference on Professional Development of Part-Time Occupational/Technical Faculty.* Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Beck, R. H. (1990a). *Polytechnical education: A step.* Berkeley: University of California, National Center for Research in Vocational Education.

Beck, R. H. (1990b). *Vocational preparation and general education.* Berkeley: University of California, National Center for Research in Vocational Education.

Beck, R. H. (1991). *General education: Vocational and academic collaboration.* Berkeley: University of California, National Center for Research in Vocational Education.

Beck, R. H., Copa, G. H., & Pease, V. H. (1991). *An uncommon education: Interaction and innovation.* Berkeley: University of California, National Center for Research in Vocational Education.

Bhaerman, R. D., & Kopp, K. (1988). *The schools choice: Guidelines for dropout prevention at the middle and junior high school.* Columbus: Ohio State University.

Black, J. (1990). Part-time faculty employee orientation and socialization for community colleges. In *Proceedings from National Conference on Professional Development of Part-time Occupational/Technical Faculty.* Berkeley: University of California, National Center for Research in Vocational Education.

Bottoms, G., & Presson, A. (1989). *Improving general and vocational education in the high schools. SREB-state vocational education consortium approaches for achieving gains in the mathematics, science, and communications competencies of students in general and vocational programs.* Atlanta, GA: Southern Regional Education Board.

Brown, C., Reich, M., & Stern, D. (1991). *Skills and security in evolving employment systems: Observations from case studies.* Berkeley: University of California, National Center for Research in Vocational Education.

Copa, G. H. (1992). *A framework for the subject matter of vocational education.* Berkeley: University of California, National Center for Research in Vocational Education.

Copa, G. H., Tebbenhoff, E. (1990). *Subject matter of vocational education: In pursuit of foundations.* Berkeley: University of California, National Center for Research in Vocational Education.

Firestone, W. A. (1987). *Building commitment among students and teachers: An exploratory study of ten urban high schools.* Philadelphia, PA: Research for Better Schools.

University of Illinois (1984). *A study of state-wide perceptions of vocational educational outcomes: Identification and assessment of vocational education outcomes.* Urbana, IL: Department of Vocational and Technical Education.

Karls, D., Pease, V. H., Copa, G. H., & Beck, R. H. (1991). *Learning partnerships: Lessons from research literature and current practice in secondary education.* St. Paul: University of Minnesota, National Center for Research in Vocational Education.

Lydecker, T. (1983). *Vocational education in the comprehensive high school: An agenda for improvement.* Arlington, VA: American Vocational Association.

Minnesota Department of Education. (1991, April). *Toward outcome-based graduation standards.* St. Paul: Minnesota Department of Education, Division of Learning and Instructional Services.

National Center for Research in Vocational Education. (1990). *Proceedings from the national conference on professional development of part-time occupational/technical faculty.* author: Berkeley, University of California at Berkeley.

New Hampshire State Department of Education. (1985). *Retention of students in vocational programs: A sourcebook of strategies for high school educators.* Concord, NH: Division of Instructional Services.

New York City Board of Education. (1983-1984). *Curriculum consolidation in alternative high schools, 1983-84.* Brooklyn, NY: Office of Educational Evaluation.

Northwest Regional Educational Laboratory. (1986). *Options for equivalent credit in the high school curriculum: A guide for local decision making.* Portland, OR: Author.

Pascal, A. (1987). *The qualifications of teachers in American high schools.* Santa Monica, CA: RAND.

Pearce, K., Copa, G. H., Pease, V. H., & Beck, R. H. (1991). *Learning organization: Reorganizing learners, learning process, settings, time, and staff in the comprehensive high school.* St. Paul: University of Minnesota, National Center for Research in Vocational Education.

Pearce, K., Pease, V. H., Copa, G. H., & Beck, R. H. (1991). *Learning process: Interaction of curriculum, instruction, and assessment in new designs for the comprehensive high school.* St. Paul: University of Minnesota, National Center for Research in Vocational Education.

Roberts, J. (1984). *Transitioning youth to employment (TYE): Central campus special education vocation program.* Des Moines, IA: Des Moines Public Schools.

Samson, H. E. (1990). *Current status and projected role of public school vocational education.* EDRS Report.